



**Plano Independent School District
Campus Improvement Plan**

Daffron Elementary School

3900 Preston Meadow

Plano, TX 75075

2018-2019

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Vision and Mission Statements for District and Campus

Plano ISD Vision Statement

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

Plano ISD Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

District Goals

Plano ISD has two major ongoing district goals:

- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Campus Mission Statement

The mission of Daffron Elementary is “To provide a strong educational foundation so children can be the best they can be”. Teachers instill a sense of success for all students. At Daffron, we strive to improve academic achievement for all students and believe that all students are entitled to a high-quality education.

Campus Information

Administration Team

Principal, Stefanie Ramos

Assistant Principal, Linda Higbee

About Us

The mission of Daffron Elementary is “To provide a strong educational foundation so children can be the best they can be”. Teachers instill a sense of success for all students. At Daffron, we strive to improve academic achievement for all students and believe that all students are entitled to a high-quality education.

Campus Status

Non-Title I Campus

X Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 09/04/2018 03:00 pm

Meeting 2: Progress monitoring and review of strategic plan - 01/15/2019 03:00 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/07/2019 03:00 pm

State Goals and Objectives

The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.

Objective #2 - Students will be encouraged and challenged to meet their full educational potential.

Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.

Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

Goal #1 - **Recruit, support,** and **retain** Teachers and Principals.

Goal #2 - Build a **foundation** of **reading** and **mathematics**.

Goal #3 - Connect high school to **career** and **college**.

Goal #4 - **Improve** low-performing schools.

Information regarding the TEA Strategic Plan may be accessed here: http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Wayra Rodriguez	Faculty Member	2017-2018	X	X	X
Paula Diaz	Faculty Member	2013-2014	X		X
Rachel Webster	Faculty Member	2015-2016	X		X
Linda McElreath	Faculty Member	2017-2018	X	X	X
Monica Diaz	Faculty Member	2018-2019	X		
Deana Chandler	Faculty Member, Special Ed	2016-2017	X		X
Stefanie Ramos	Principal	2017-2018	X		
Jill Stoker	District Professional	2018-2019			
Linda Higbee	Campus Professional, Non-teaching	2016-2017	X	X	X
Maya Bagchi	Support Staff Member	2017-2018	X	X	
Roshni Newaskar	Parent-Selected by PTA	2018-2019	X	X	
Carol Jennings	Parent-Selected by Principal	2017-2018	X		X
Maria Diez	Parent	2017-2018	X		X
Katie Mills	Parent	2018-2019	X	X	X
Michele Townes	Parent	2018-2019	X		
Ana Maria Fernandez	Parent	2018-2019	X		
Brandi McPherson	Community Member	2017-2018			
Craig Poole	Community Member	2018-2019	X		X
Chick Fil-A	Business Representative	2014-2015			
Mooyah Burger	Business Representative	2014-2015			
Julie Mc Glamery	Campus Professional, Non-teaching	2017-2018			

Daffron Elementary School – 2018-2019 Campus Improvement Plan

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Dubleza Sanchez	Faculty Member	2017-2018	X		
Lisa Jackey	Parent	2018-2019	X		
Meri Maguire	Parent	2018-2019	X		X

State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD’s compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state’s eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

SCE Program Funding

SCE Total	\$173,712.93	State Compensatory Ed funds allocated for allowable supplemental resources and 2.5 staff.
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Title I Program Information

Title I - Schoolwide Components

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by state certified qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards.
5. Strategies to attract state certified high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I, Part A Program Funding

Staffing	\$114,350.00	Total Funding for \$108,772 Title I Support Teachers (including tutoring, adult temp staff) and for 0.00 Paraprofessionals.
Professional and Consulting Services	\$0.00	Campus contracts a consultant to train staff on instructional strategies.
Supplies and Materials	\$0.00	Instructional supplies (i.e. software) used to enrich student learning, training materials used to support on-going professional learning.
Other Operating	\$0.00	Additional Title I Funding used to increase student and campus capacity (i.e. educational student field trip opportunities, registration for staff professional development, student snacks, student enrichment opportunities).
Parental Engagement	\$2,235.00	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)

Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	<p>Daffron has a diverse student population with 45% Hispanic, 18% Asian, 10% African American, and 23% White. We increased the diversity of our staff in 2017-18 by adding 2 African American teachers.</p> <p>Daffron has a notable increase in bilingual students and as a result has added additional bilingual teachers in grades 3 - 5. Each grade level has 2 bilingual classes. We anticipate continued increase in immigrant students.</p> <p>12% of our population are identified as receiving special education services, 12% of our campus are identified Gifted and Talented.</p> <p>43% of our campus is Economically Disadvantaged.</p>	<p>Every increasing population of bilingual and ELL students creates a need for additional staff to help these students.</p> <p>Number of Immigrant students has increased, adjustment to new cultural and academic needs is challenging.</p>	<p>Transportation now picks busing students up at their home location versus another campus.</p> <p>Establish processes and procedures which allow all students, parents, community members and staff to effectively communicate.</p> <p>Use of Title I funds to increase staff for daily interventions for students.</p> <p>Expanded resources for low SES students and their families made available through the counselor.</p>
Student Achievement	<p>Daffron students are performing at or above PISD district levels as shown on PES report.</p> <p>Use of adult tutors for both Title I students and Title 3 Immigrant students in either Spanish or English helped</p>	<p>Inconsistent use of time for Intervention and Enrichment to assist students.</p> <p>Many of the new arrivals need additional support in academic,</p>	<p>Close the gap between the academic achievement of low SES students and non-lowSES students.</p> <p>Provide students with targeted instruction and resources in dealing with adapting to new culture elements.</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	support new arrivals during the 2017-18 school year.	social/emotional, and transitioning to a new culture. Growth model for SpEd students and their instructional model. Targeted Writing Instruction. Clarify what is to be taught at each grade level.	Increase passing rate on STAAR for SpEd students. Writing across all content areas.
School Culture and Climate	Teachers have a strong commitment to success of all students.. Staff and students feel safe at school. Staff and parents are aware of our emergency plans. Inclusionary mindset across the campus for all students.	Need for social-emotional support for new and continuing students. Use and tools for Positive Behavior Support inconsistent across grade levels.	Introduce and begin integration of Restorative Practices in all classrooms under the direction of new counselor and administrators. Introduction and implementation of schoolwide PBIS system, including Daffron Deputies and a Deputy Store.
Staff Quality/ Professional Development	Campus Professional Development was tied with academic needs and also to the implementation of AVID strategies. Staff members attended PISD-SEA and other district professional development. District has made available new Modules on My Learning Plan for staff to complete online, as well as the start of Google Goal Groups throughout the district.	English Language Development is a critical skill for many students. Continue Extended Planning opportunities throughout the year, not just 2nd semester. Little opportunity to collaborate with other campus grade levels throughout the district.	Staff desiring additional training and assistance in helping high need students during the regular instructional day. Continued updating and implementation of campus norms Administration will keep staff updated on professional development within PISD that allows for opportunities to interact and collaborate with other professionals.

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	Staff liked the Extended Planning time opportunities.		Extended planning will continue in 18-19.
Curriculum, Instruction, Assessment	<p>Use of data to drive flexible grouping in the classroom, including STAAR, MAP, TPRI & informal assessment.</p> <p>Community feelings and positive feelings on HRS indicators.</p>	<p>Concerns about number of assessments, use of pre/post assessments</p> <p>Need for providing authentic learning for students who are advanced.</p> <p>Time to teach concepts more than once, conflicts with district timelines.</p>	<p>Collaborative teams working to plan instruction that is based on students needs, a strong understanding of the TEKS and clearly stated outcomes</p> <p>Writing daily across the curriculum.</p> <p>Better understanding of TEKS and student needs & current levels in planning should allow for more effective time management</p>
Family and Community Involvement	<p>Active PTA - 100% staff participation</p> <p>Family Attendance at meet the Teacher and Open House - positive experiences.</p> <p>PTA provides some extracurricular events such as chess club, legos club and art class.</p> <p>Field Trip Volunteers and Camp Chaperones have been a great asset.</p>	<p>Stronger relationships with bilingual parents (do not live by school.)</p> <p>Bus riding students (Bi-lingual) cannot access extra curricular events due to transportation.</p> <p>Availability of Spanish speaking staff at all times for better communication</p> <p>Encouragement and education for consistent use of Bloomz by teachers and parents in getting information about school social and academic events.</p>	<p>Have Spanish speaking staff available during all office hours.</p> <p>Curriculum Nights focusing on an academic area to assist parents in helping their students understand concepts. Take away materials provided for parents.</p> <p>All notifications in print and by technology available in Spanish and English.</p> <p>Increase family/parent input through the use of surveys or 'quick response' done in the office or carpool.</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	Positive parent response to lunch with students in cafeteria hallway.		
School Context and Organization	Improved communication with teachers and parents through the campus wide use of Bloomz. Daffron E-news and phone messages always in both English and Spanish. Leadership team meets monthly.	Some shareholders do not feel they have much opportunity for input. Concern about changes being made, will we lose Daffron "culture"	Ongoing surveys about campus procedures and events to receive input from all shareholders. Admin will renew and lead from the campus vision and mission statement. Notes from Team Leadership meetings available to all staff. Team Leaders will discuss elements and make note of concerns/comments.
Technology	All students & staff have a Chromebook. Google Classroom usage Dream Box -- Math Program Well received by students and teachers	Additional training in utilizing Chromebooks for students, Additional training in utilizing Chromebooks for teachers. Classroom management of students' digital work	Administration encourage and support professional development in Google and other educational sites provided by PISD and Investigate more variety of applications for student needs (lower grades, aps with multiple language option, specific subjects.) Daily use of technology by students to show learning.

Critical Action #1

Problem Statement	The collaborative teams are operating inconsistently compared to the Collaborative Teams That Transform PLC process (policies and practices.)
Root Cause and Strategy	<p>a) We will define and address the need for teacher teams and collaborative groups to effectively address assessment, curriculum, instruction and the achievement of all students by ensuring that the PLC process is implemented consistently using the district protocol with fidelity.</p> <p>b) We will incorporate agendas and norms to all of our meetings in order to validate our team and the purpose of our work.</p> <p>c) We will restructure our collaborative teams to include all members of our PLC thereby adding to the discussion for student achievement.</p> <p>d) We will work to create common assessments with our collaborative teams that help monitor student achievement across the grade levels</p>
Goal	We will Increase student achievement by implementing the PLC process and attain success with HRS Critical Commitment Level 1.
Project Lead	Principal, Assistant Principal, Grade Level Team Leaders
Staff, Title I Staff	Grade Level Teachers, SPED Teachers, Specials Teachers, Instructional Specialists, Title I Teachers, Counselor
Materials and Resources	TEKS, PISD Curriculum, Edugence, Collaborative Teams That Transform Schools Book, District Curriculum and Specialists

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Meet with all Team Leaders to determine current collaborative team operating levels and plan for improvement.				Stage 1 Planning Protocol Training in August.	Professional Development Meeting 8/3/18	An increase in collaborative teams ability to perform at high levels will in turn increase student achievement.	Some Progress Collaborative Teams will review Stage 1 protocols as part of Wed plannings during first 9 weeks.	Some Progress All grade level teams and SPED met in extended planning session during 1st semester. TL discussion monthly Sept-Dec.on planning effectively. Administration scheduled next	Significant Progress Teachers learned about formative assessments in January and all teams included them in their next unit. Team leaders met ion May 2, evaluated plan so far and learned/discussed additional	2,8

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
								step training for January 24 and 31.	elements that would increase effective planning.	
We will address the need for effective planning by ensuring that there are adequate structures				August 15, 2018 through May 2018 Weekly	Wednesday from 3-4 are set apart as planning times throughout campus. Walkthroughs by campus administrators and/or instructional specialists.	An increase in allotted, uninterrupted time for planning effective instruction based on TEKS will result in better student outcomes.	Some Progress All teams have established structure and norms for effective planning sessions.	Some Progress Weekly Wednesday planning meetings held, with some administrative attendance. Extended planning sessions held for all grade levels. Scheduled extended planning for Spring 2019.	Significant Progress Weekly collaborative planning was held on Wednesday afternoons. Agree to continue but will also have a set planning time during the day and administration will attend weekly in 19-20.	1,2,8
We will incorporate agendas and norms in all our meetings to validate our teams and the purpose of our work.				Grade level collaboration teams meet biweekly to utilize the TEKS, district curriculum and resources in effective lesson planning.	Teams will have autonomy in addressing the needs of students through using the agenda to clarify discussion points, agreed upon plans, and clarify the needs of students both as individuals and groups.	Collaborative groups will be more efficient in time and materials usage during planning, which will result in better instruction for students.	On Track to Make Progress Elements have been put into play for effective planning sessions.	Some Progress Strong use of norms, just beginning use of formal agendas for 2nd semester.	Some Progress Use of agendas and minutes was irregular both in timing and in use by different teams. Participants agree that this probably delayed better progress in efficient and effective planning.	1,2,8
We will restructure our collaborative teams to include all members of our PLC thereby adding to the discussion for student achievement.	One full-time Title 1 teacher and one half-time Title 1 teacher	6119 - Professional Salaries (Half/Full-Time)	108,772.00	Grade level collaborative teams will meet at least monthly with Specials, I&E team members, SpEd, and/or Specialists to discuss student needs, effective academic and/or behavioral strategies for all student populations.	Agenda notations of personnel included. Meeting minutes that state agreed upon plans for students and/or instruction based on need. Administrative observations during planning sessions	The increased autonomy and ability to perform at high levels will in turn drive increased student achievement by drawing upon advanced training and skills of campus staff members (Specials, SpEd and Specialists) to	On Track to Make Progress Elements have been put into play for effective planning sessions with campus/district resources as needed.	Some Progress I&E planning held the first Wed of the month. GL team planning every Wednesday, SPED teachers frequently attending, Specialists sometimes attending. Multiple grade levels consistently sharing academic	Some Progress I & E planning monthly. GL teams plan every Wednesday. Other specials and specialists plan regularly. Multiple grade levels consistently sharing academic vocabulary, TEKS, and lesson concepts with parents through	1,2,8

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
						better meet student needs		vocabulary, TEKS, and lesson concepts with parents through Bloomz on a weekly or bimonthly posting.	Bloomz on a weekly or bimonthly posting.	

Critical Action #2

Problem Statement	The percentage of Daffron economically disadvantaged students meeting the approaches, meets and masters grade level is below the percentage of Daffron non economically disadvantaged students in the following areas: 3rd math ED 83/Non-Ed 94 3rd reading ED 90/Non-Ed 93 4th math ED 71/Non-Ed 88 4th reading ED 63/Non-Ed 91 4th writing ED 50/NonEd 87 5th math ED 92/Non-Ed 95 5th reading ED 79/Non-Ed 88
Root Cause and Strategy	Student Achievement will improve through the implementation of: a) campus wide implementation of well planned, targeted, sequential instruction provided in flexible groups to address interventions and extensions in reading, math, and/or writing. b) increased development of academic language in all classes and subjects. c) daily/weekly writing in all subjects d) recognition of and increased opportunities for higher level thinking in all classes.
Goal	We will strive to provide effective instruction, adequate practice time, as well as additional resources to all students in a manner that meets their needs as individuals and allows them to master their grade level TEKS, as measured by standardized testing
Project Lead	Campus Administrators
Staff, Title I Staff	Instructionals Specialists, Grade Level Teachers, Counselor, Specials Teachers, and Special Education Staff
Materials and Resources	TEKS, PISD Curriculum, District Curriculum Specialists

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Campus wide implementation of well planned, targeted, sequential instruction provided in flexible groups to address interventions and extensions in reading, math, and/or writing.	One full-time Title 1 teacher and one half-time Title 1 teacher	6119 - Professional Salaries (Half/Full-Time)	106,200.00	Daily Intervention and Extension Groups begin August 2018. Planning for I & E time held on the first Wednesday of the month. Utilization of all	I&E Lesson Plans with targeted outcomes. Grade level grouping charts with stated data driven reasons for each group.	Students will have instruction based on personal need daily to close academic gaps and/or allow for extended learning	Some Progress Students grouped in initial groups, meeting daily, working toward stated desired outcomes.	Some Progress Ongoing Intervention and Extension Groups working toward targeted goals. Staff evaluated progress in PDH assignment 1/7/19.	Some Progress Waiting for Plano Effect Scores for MAP and STAAR scores to be able to assess progress statistically.	1,2,4,8,9

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				non classroom teachers in manning a small groups August 2018				regrouping and discussion of needed interventions for spring. Work of specialists evaluated in light of MAP progress and informal assessment.		
Increased development of academic language in all classes and subjects.	Title 1 Parent Curriculum Nights	61.6399 – Parent Engagement (Supplies)	2,235.00	Grade level teams will discuss vocabulary implementation and strategies during weekly planning sessions for all subjects. All teachers formally trained on ELD during August 2018 PDH. Schedule two Title 1 parent curriculum nights	Walkthroughs by administrators. Word walls in use and frequently updated. ELD lesson plans at every grade level.	Increase in explicit, targeted vocabulary in all subjects will result in better comprehension of lessons and the ability to communicate and show learning on formal and informal assessment.	Some Progress Word walls in several classrooms. Each grade level has one or more groups of students in English Language Development course, Parental Math Night help October 18, 2018 with hands on activities and materials for students and parents to explore number sense at a variety of levels through the use of dominos.	Some Progress Ongoing work with staff and use of best practices for vocabulary development. PDH 1/7/19 conversation and teachers each assigned to create plan for Spring semester. Data sheet designates ED and NonED students and levels of performance w/ success & concerns noted.	Some Progress Spring season showed a lessening of targeted lessons in academic language for many classrooms. There was an increase in teaching of dictionary skills which allow students to find words, get accurate definitions, and help them determine what a word means in context.	1,2,4,6,8,9
Daily/weekly writing in all subjects				Weekly Lesson plans will show specific written assignments in all subjects. District writing training during August 2018 PDH	Grade level lesson plans, student work samples	Clearly stated grade level TEKS as well as building expectations for the ongoing development in written communication will be steadily progressing throughout the current year and into the future.	Some Progress Students are writing to express opinions, summarize lesson content, and to show mastery of ideas in words and pictures weekly.	Some Progress Members from 3rd, 4th, SPED and Specialists Teams attended Writing Training provided by Plano ISD, then shared info with teammates. Staff meeting- November 1st, writing in all subjects review.	Significant Progress All grade levels worked on writing both literary and expository pieces on a regular basis. All 4th graders at a 1 or 2 level received additional instruction from a highly qualified adult tutor.	1,2,4,8,9

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
								2 public viewed displays. Pictures available.	Teachers reported that many students felt more effective in getting ideas down on paper.	
Recognition of and increased opportunities for higher level thinking in all classes.				Staff Training on Blooms Taxonomy and higher level thinking - Spring 2018 and August 2018. Student instruction August 2018 - May 2019	Use of building consistent tools and language will be evident during walkthroughs by administration. Inclusion of learning targets in weekly lesson plans. Student recognition of Blooms levels based on pompom count.	Teachers will help students gain understanding and practice in the levels of thinking (Blooms) through the use of higher level thinking questions. The development of stronger cognition and metacognition will better prepare students to be able to show academic mastery on formal and informal assessments.	Some Progress Blooms posted in all classes in English and Spanish as appropriate. Student pompom counts clearly increasing in several classrooms. Teachers receiving mobile Blooms Taxonomy question stems to use in all subject areas at October staff meeting.	Some Progress Staff reminders posted in Daffron Dispatch. Nov 1 - Blooms question stems distributed to all staff members. Administrative oral and written recognition of pompoms and student engagement in HOTS.	Some Progress Definitely ran a gamet of consistent, ongoing discussions about levels of thinking to cups and puffs staying stagnant in several classrooms.	1,2,4,8,9
Additional targeted instruction provided in small groups to address learning gaps in math, reading, or writing	Adult temps to tutor during 2nd semester	6117 – Professional Salaries (Adult Temp)	8,150.00	teachers will target students in January after MOY testing	Grade level group recommendations with Lesson plans w/ adult tutor notes attached	Adult tutors will plan and instruct students (w/teacher input) to reinforce content and skills in literacy and math, so that students will increase their proficiency as seen on formal and informal assessment.	Some Progress	Some Progress Funds budgeted, teachers creating student groups based on need in math, reading, &/or writing. Estimated start 2/1/19	Significant Progress Utilized 4 master teachers as adult tutors meeting with Title 3 and Title 1 students 2-3 times a week (Feb - May) Adult tutors focused on skills designated by classroom teachers. Student results for STAAR to be analyzed upon receipt.	1,2,4,8,9

Health, Fitness and Attendance

The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH, FITNESS and ATTENDANCE of their students. (Required Action Steps per SB 892; Education Code 11.253(d); BQ LEGAL)

COORDINATED SCHOOL HEALTH

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.	Principal	Campus Wellness Plan	Biyearly Review Campus Wellness Plan	Traci Schell serves as the wellness team captain, set the schedule and conducts the Wellness Meeting	Ms. Schell reported that students made good progress. Upper grade level students learned about and taking more responsibility in making healthy food choices. All student learned about the importance of regular movement and exercise.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Place Parent on Wellness Team	Julianne Bowser, a parent, serves as the parent on the Campus Wellness Team.	Mrs. Bowser served all year and attended meetings.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom.	Principal	Coordinated School Health Curriculum	Health components are discussed weekly and performed during PE class	Health lessons are taught in Fitness for 5th grade and during PE class in grades K-4.	Health curriculum was implemented per state TEKS.
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.	P.E. Teacher/ Staff	Coordinated School Health Curriculum	Ongoing Bulletin Boards and murals on Health and Fitness, and Social/Emotional Health are in hallways.	Health are well established and content is changed quarterlu in alignment with health TEKS.	Board maintained and changed based upon curriculum and season.
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	Weely Notification done through Boomz, marquee, phone tree, and handouts for these events.	All media is utilized to advertise events such as Color Run in October, Bike Rally in November.	All media sources utilized to encourage participation in Daffron, PISD,& local sporting and fitness events.

FITNESS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Fitnessgram will be performed during PE class in Fall and Spring	Teachers scheduled assessment time and taught skills.	Gardes 3-5 participated in pre and post assessments (Fitnessgram) and results

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
						shared with parents in May.
4th & 7th	Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.	P.E. Teacher	Fitnessgram Student Report	Fitnessgram Data will be entered in Fall and Spring	Fitnessgram preassessment was done in Fall semester, all data entered at the end of 2nd semester/	Parents notified about fitness through quarterly grades, EOY Fitnessgram and through Daffron E-News.

PHYSICAL ACTIVITY REQUIREMENTS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	PE class has daily warm-up and vigorous physical activities and games.	PE Classes held per State Guidelines.	All students participated in PE classes and exposed to vigorous physical activity throughout the year.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Fitness lessons will use pedometers quarterly or as determined by PE	Scheduled for 2nd semester, practiced pacing.	Students in Grades 4-5 learned about and utilized pedometers.
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has	Principal	Yearly Plan Form	Daily lesson plans will reflect appropriate developmental	Teachers follow district scope and sequence.	Teachers follow district scope and sequence.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
	students active at least 70%-90% of class time.			activities for all students.		
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	Recess is scheduled daily in all grades for 30 minutes.	Daily recess for all students K-5.	Daily recess for all students K-5.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	Brain breaks and short breaks are included in each teachers daily routines and noted in lesson plans.	Administration and teachers discussed brain break implement in classroom.	Brain breaks were observed on a regular basis by administration in most grade levels.

ATTENDANCE

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Student attendance is monitored weekly. A clear protocol that allows for classroom teachers, counselor, and administrators to follow up with students who are absent or tardy on a regular or on-going basis.	Assistant Principal and Attendance Clerk check monthly. Teachers send notes a/o call parents. Truancy letters sent and invitations to "I'm Present" sent.	Absences were reduced for high absence students due to daily sign in and ABIP. Parents notified through teacher calls, emails, and formal letters though May 15 of the importance of attendance.

Violence Prevention and Bullying

VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (Required Action Steps per HB 283)

STAFF PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	Biyearly- Review duty schedules and needs for campus with Leadership Team	Reported concern about back "forest area" with student fighting. Principal assigned teacher to monitor area during dismissal to encourage students to go home.	Ongoing monitoring resulted in reduced issues.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Biyearly Duty schedule is created for all high risk areas so that supervision is in place.	Campus duty chart facilitates all areas & students monitored by staff before and after school.	Campus duty fulfilled through 5-24-19.
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Quarterly - Daffron, classroom, and grade level expectations are set, discussed and routinely reviewed throughout the year.	Staff reviews with students after winter break.	Monitoring went on throughout year. Discussion at team leader meeting & consensus that students

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					recognize campus wide expectations and are upheld by all adults.

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	Annually- Safe Schools Videos reviewing Bullying.	All staff members completed Bullying training. Counselor met with staff and students for any concerns.	Principal has been notified of any reported bullying. Counselor met with students and taught conflict resolution strategies. All students in K-5 had explicit targeted instruction on what bullying is and how to cope with it.
Review referral process.	Principal or designee	Campus referral plan	Yearly CMIT/504/SPED meetings at beginning of year to review student needs and procedures.	SPED team leader, Counselor and Instructional Specialist met with each team to review process and student	Paperwork for CMIT is now on GoogleDocs for easier access. Counselor has worked closely with the SPED

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				needs prior to school starting.	team leader notifying her of potential referrals. Counsleor invite SPED representatives to meetings with Diags.

STAFF INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Yearly - PBIS strategies were reviewed during BOY trainings	Staff created and implement process which includes buddy rooms, calm down basket, and break times leading to restorative converstaions.	Overall a reduction of students being referred to the office. Students report feeling empowered to ask for breaks, explain their thinking, and make amends for errors. Staff response to starting Restorative practicing has been positive.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Implement campus referral plan.	Principal or designee	Campus Referral Plan	School wide Positive Behavior strategies and use of Daffron Deputies	Staff educated about what qualifies as an immediate office referral. Teams working with their students with a positive mindset.	The vast majority of the students are able to self monitor their actions Some students have used up teacher, buddy teacher, talk throughs and still exhibit negative actions. Those have been office referrals with less than 20 Behavior Reports
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan			

STUDENT PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	August 2018 - May 2019 Daily community circles include behavior expectations and citizenship. Ongoing classroom discussions address elements of campus rules/expectations and good citizenship	Majority of students are compliant.	Community circles will continue next year. We have recognized All Star Deputies every quarter at assemblies. Staff would like to see implementation of monthly

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					character traits and increased number of students recognized.
Monitor high risk areas.	All staff	Schedule (if necessary)	All staff and administration continuously monitor safety in classrooms and on campus. Reports to office are made via email and or walkie-talkies.	Active monitoring.	Core Team called when needed. Dramatically decreased number of calls for administrator intervention. Transitions still a high risk situation for most grade levels.

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	Staff Handbook was updated during the summer and reviewed with all staff members at the beginning of the year.	1) Write down what happened. 2) Determine a better choice. 3) Apologize, make amends. 4) Possible removal from class. 4) Phone call home when needed.	Staff and administrators worked together to have students understand how their actions affect themselves and others. When needed CMITS to address behavior were

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				5) If actions are a safety hazard, - office referral. 6) More reflection on actions. 7) Persistent or drastic behavior ISS.	help with parents.

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	All Teachers Code of Conduct/Student-Parent Handbook	Teachers set norms for classroom interventions at the beginning of the year. Grade level teachers create a plan of behavior supports appropriate for their students		
Employ discipline interventions.	Designated staff	Administrative Staff, Daffron Staff Handbook 18-19	Review of Positive Behavior Supports and CPI Training completed at beginning of year.	All Core team members trained.	Small use of CORE team this year. CORE team for 19-20 and members have registered for training.
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	All Staff	Review of SEL strategies and PBIS with our	All classrooms and grade levels	Establishing relationships and

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
			counselor at the beginning of the year.	have implemented morning circles as a part of Restorative Practices	community have been implemented with success. Campus plans to utilize Restorative Question cards for all staff to wear on badge and implement consistently with students.
Conference with parents/students.	Teachers or other staff	Daffron Staff Handbook 18--19	K-2 conference are completed 3 times a year. 3-5 hold one scheduled conference a year,. All teachers hold conferences with students and parents when the need arises.	Successful completion of Fall conferences held for most students during first semester.	

Parent Involvement

The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Principal	All Staff	Annually, all parents were required to register by the beginning of school.	Availability and assistance was provided to parents for 2 weeks prior to the beginning of school.	Ongoing assistance for new parents and support for all parents offered. Majority of parents registered for Parent Portal.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	All Teachers and Staff	All Staff	Monthly parents are informed through information postings in the office and a Thursday folder take home about District Mobile Technology Lab.	Ongoing information regarding District Mobile Technology Lab.	Ongoing information regarding District Mobile Technology Lab.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Principal	Daffron Webmaster	Quarterly, Daffron website is updated.	Jan 2019 - Website has been updated and will continue to be revised throughout the year as needed.	Website monitored and adjusted throughout the year.
Communicate information through eNews and through hard copies when internet access is not available.	Principal	Campus Office Manager	Beginning of year and as needed for new enrollees. Parents are	Jan2019 - All students are having numerous	ENews sent bi-monthly to all parents. Weekly

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Funding source: State and Local			encouraged to access Bloomz when sent an invitation from the classroom teacher. In addition, the use of Thursday take home folders state events, and information in hard copy.	sources of oral and written communication weekly through eNews, Bloomz, and handouts in both English and Spanish.	postings in Bloomz in English and Spanish. Phone tree messages sent in both languages informing about night events, changes in schedules, and important issues as needed.
Utilize social media to keep parents and community informed. Funding source: State and Local	Principal	Administration and all staff	Parents are encouraged to access Bloomz when sent an invitation from the classroom teacher. This program is accessible on smart phones. Parents are also sent Daffron E-news, and information on Facebook and Twitter outlets	All grade level teachers have a weekly Bloomz posting about their class and grade level. Weekly postings about classroom and campus elements are posted on Facebook and/or Twitter.	Bloomz utilized by all grade levels weekly. Frequent postings to Facebook. Twitter not highly utilized by staff.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Principal/PTA President	Principal, PTA President, PTA Board	Monthly PTA Board meetings are held to discuss upcoming events and create a strong connection between the school and the PTA.	Ongoing monthly meetings at PTA Board Meeting with principal in attendance. Informal meetings with	Accomplished - principal attends monthly PTA Board meeting. Frequent visits with board members about

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				PTA President and other board members as needed throughout first semester.	particular elements are a priority with the principal.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	Principal, Counselor	All Staff	A schedule of Parent information Meetings is created based on the needs of our community at the beginning of the year,.	Sept PTA meeting was a scheduled "Meet the New Counselor" event.	PTA ha several events including multicultural night, Spring Fling, and Family BBQ. Large turnout and positive feedback for each one.
Provide at least 2 curriculum nights where parents can receive assistance in guiding and strengthening academic progress with their children from staff and other resources.	Principal	All Staff	Events offered during fall and spring semesters at Daffron during evening hours so all have access to participate.	Fall - Strong Fathers, Strong Schools Math Night Oct 18, 2018. Large attendance, much positive feedback.	Spring - Perot Museum Tech Truck january 31st. Huge turnout for hand on science. Additional curriculum nights done by Bilingual Teachers helping immigrant parents understand topics, expectations, and materials for them to work

Daffron Elementary School – 2018-2019 Campus Improvement Plan

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					with their own children.

Transition

The campus will assist students in making a successful transition between elementary school to middle school.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
<p>Elementary counselors deliver guidance lessons that support and promote the learning process.</p> <p>Title I Components: 7 Funding source: State and Local</p>	Counselor	Counselor PISD Guidance & Counseling Resources	Bimonthly counselling classes allow students to learn social skills and other SEL strategies to support learning.	Bimonthly counseling consistently held.	Topics covered: Bullying, Safety and Health, AntiVictimization plans, College and Career, Anxiety and Worry, How to Make and Keep Friends, Personal space and self control were taught explicitly. Small groups for social skills, angermanagement, and family changes were held.
<p>Elementary staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions)</p> <p>Title I Components: 7 Funding source: State and Local</p>	Title I Specialist	Administrators, Kindergarten teachers, Counselor	Ongoing collaboration with Pre-K staff as needed.	Principal and SPED Team Leader visited PPCD to observe and plan for incoming kindergartners (Aug 2019) in	Principal and SPED team leader worked with parents and PPCD staff by visiting, conducting ARD meetings to transition preschoolers in

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				during first semester.	enrolling in kindergarten and having a plan for students based on needs.
<p>Elementary Title I Campuses – Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in pre-kindergarten activities and are encouraged to work with their children at home. Participants will go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep. Title I Components: 7 Funding source: State and Local</p>	Bilingual Team Leader, Title I Specialist	Kindergarten Teachers	Yearly workshops done in the Spring for incoming kindergarteners.	Not first semester relevant.	Kits were distributed to some parents. Majority of new enrollees were made aware of summer school programs for Pre-K/K students who qualify.
<p>Elementary Campuses with full day Pre-K – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment. Title I Components: 7 Funding source: State and Local</p>	Bilingual Team Leader and Title I Specialists	Kindergarten Teachers	Not applicable to our campus	N/A	N/A

State Certified Teachers and Highly Qualified Paraprofessionals

The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. by the Title I Component 4 and 5 Funding source: State and Local	Professional Learning Department, Curriculum Department, and Campus Administrators	PISD Curriculum Specialists, Daffron Administrators, Daffron Staff	Beginning of the Year and Ongoing as needed	Ongoing professional development included writing, higher level thinking, & effective questioning, as well as emphasis on collaborative planning utilizing the TEKS.	Professional Development continued with emphasis on formative assessments, social-emotional aspects of student behavior and collaborative planning with student outcomes defined and measured.