



Plano Independent School District Campus Improvement Plan

Rasor Elementary

945 Hedgcoxe Road

Plano, TX 75025

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

Rasor Elementary, with the community, will give us a safe, caring place to learn and reach our dreams.

Campus Information

Administration Team

Principal, Leigh Ann Earnhart

Assistant Principal, Jigyasa Sethi

About Us

Rasor Elementary, with the community, will give us a safe, caring place to learn and reach our dreams.

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 – 08/27/2018 12:00 am

Meeting 2: Progress monitoring and review of strategic plan - 01/28/2019 12:00 am

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/07/2019 12:00 am

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
Kim Kirby	Faculty Member		X	X	
Yasmin McKnight	Faculty Member	X	X	X	X
Melissa McCary	Faculty Member		X	X	X
Diana Moore	Faculty Member		X	X	X
Lori Pendegrass	Faculty Member		X	X	X
Samantha Fisk	Faculty Member, Special Ed		X	X	X
Leigh Ann Earnhart	Principal	X	X	X	X
Jessica Malloy/Margaret Dyer	District Professional	X	X	X	X
Jigyasa Sethi	Campus Professional, Non-teaching	X	X	X	X
Anne Armstrong	Support Staff Member		X	X	X
Heather Johannsen/Katie Hanson	Parent-Selected by PTA	X		X	
Sonja Brock	Parent-Selected by Principal		X	X	X
Jessica Williams	Parent	X		X	X
Renee Marcus	Parent		X	X	
Lian Hu	Parent	X	X		
Elizabeth Elliston	Parent				
Janis Rowe	Community Member		X	X	
Lynn Swartzendruber	Community Member	X	X		
Mark Taylor	Business Representative	X			
Lisa Free	Business Representative	X	X		
Ashley Helms	District Professional	X			

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Phoebe Choe	Faculty Member		X	X	
Leighann Sheppard	Support Staff Member		X	X	X
Peggy Bridge	Support Staff Member		X	X	
Mia Loos	Parent	X	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	\$139,113.78	State Compensatory Ed funds allocated for allowable supplemental resources and 2 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	\$105624.00	Total Funding for 2 Title I Support Teachers (including tutoring, adult temp staff) and for 1 Paraprofessionals.
Professional and Consulting Services	\$	Campus contracts a consultant to train staff on instructional strategies.
Supplies and Materials	\$	Instructional supplies (i.e. software) used to enrich student learning, training materials used to support on-going professional learning.
Other Operating	\$	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	\$1380.00	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>Strong attendance rate of 96.9%</p> <p>Well qualified and experienced teachers for our students</p> <p>Diversity of students</p>	<p>Diversity among teachers to help support our students (77% white)</p> <p>Provide more opportunities based on different intelligences for gifted and talented (PACE at our school 5.8%, district 19%)</p> <p>Mobility rate of 19.6%</p>	<p>Focus on our economically disadvantaged students that make up 48.4%</p> <p>Mobility (how to better teach and connect with students that move in and out)</p>
Student Achievement	<p>Differentiating instruction based on student needs</p> <p>Providing tiered interventions using data to choose students and targets</p> <p>Students who stay at Rasor and receive interventions are making progress</p>	<p>Closing learning gaps in economically disadvantaged students</p> <p>Increasing communication with families to build relationships, increase parent involvement, and increase connection to academics</p> <p>Closing learning gaps of students moving in (high mobility rate)</p>	<p>Continue to target economically disadvantaged to close learning gap</p> <p>Finding ways to increase parent involvement and support in regards to academics</p>
School Culture and Climate	<p>The mission and vision of the school was addressed each day so that</p>	<p>Qualitative data describing how students and parents view the school climate and culture (including attitudes,</p>	<p>Parent involvement-Increasing collaboration with parents and families.</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?
	<p>students and staff were reminded of the overall goal of the school.</p> <p>Teachers strive to provide a safe and welcoming environment by greeting students at the door, knowing each student and their likes and dislikes, and high involvement from administration with the students.</p>	<p>respect, relationships, sense of belonging, support).</p> <p>Community events after school hours to increase involvement so that working parents can attend.</p> <p>Increase parent involvement at weekly assemblies by reaching out when students are being recognized and to increase awareness.</p> <p>Increase involvement in extracurricular activities (contact LifePoint, high school/college students, PALS, Reads and Counts programs) by offering after-programs or clubs for our students to join.</p> <p>Bring back group counseling (ex. Lunch Bunch) to receive guidance from a counselor in a group setting.</p>	<p>Helping families recognize the value in education, providing them with the support/resources they need to be more involved (workshops, tutoring programs, etc.)</p> <p>Qualitative data describing how the students and their families view the school climate and culture.</p>
Staff Quality/ Professional Development	<p>Hiring Highly Qualified Teachers</p> <p>Mentor/Mentee Program</p> <p>Creating a safe and loving environment for students is a high priority of staff</p>	<p>Wider Variety of Professional Development (PD asking for feedback)</p> <p>Feedback from Admin (positive)</p>	<p>Wider Variety of Professional Development (PD asking for feedback)</p> <p>Feedback from Admin (positive)</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?
Curriculum, Instruction, Assessment	<p>Teachers implementing curriculum</p> <p>Teacher lesson plans aligned to curriculum</p> <p>School, district, and state assessments help to drive instruction for tier 2 and 3 students</p>	<p>Adjust high yield instructional strategies based on feedback from walkthroughs on lessons and how they align with TEKS and campus goals</p> <p>Teachers understanding the walkthrough process</p> <p>Focusing on Economically Disadvantaged student data to plan, implement, and monitor effective interventions</p>	<p>Learn and implement the high yield instructional strategies (Marzano's, AVID, 21st Century Learning Skills)</p> <p>Focusing on Economically Disadvantaged student data to plan, implement, and monitor effective interventions</p>
Family and Community Involvement	<p>Mobile classrooms for parents</p> <p>Color Run</p> <p>Carnival</p> <p>International Fair</p> <p>Noticed that when free food is offered at events there is a higher attendance of families</p> <p>Food 4 Kids</p>	<p>Higher parent and community support at school (classroom parties, not enough parents for 5th grade camp, lack of daily volunteers, no Watch D.O.G.S and M.O.D Squad)</p> <p>Bigger PTA</p> <p>Determining what is hindering more parent involvement</p>	<p>More parent involvement</p> <p>Non-threatening, eye catching, and, inviting incentives for greater parent, student, and family participation</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?
	LifePoint Church Mentors for students and Staff Morale boosters		
School Context and Organization	<p>Parents are happy with the school.</p> <p>Staff is invited to help with solutions to problems.</p> <p>We are optimizing time in the overall schedule.</p>	<p>We need to change the community's perception of our school.</p> <p>Cross curricular instruction for science in all grade levels.</p> <p>We need better communication pathways between staff and administration.</p>	<p>We need to change the community's perception of our school.</p> <p>Cross curricular instruction for science in all grade levels.</p> <p>We need better communication pathways between staff and administration.</p>
Technology	<p>A variety of resources</p> <p>Chromebook integration & daily usage</p> <p>Staff is willing to ask questions, learn, & want to use in classrooms</p>	<p>Students need keyboarding practice</p> <p>STEAM week: assigning grade levels technology to use for the day</p> <p>Knowledge & ability to use the variety of resources with a checkout system</p>	<p>Time for teachers to learn and apply (possible tech cohorts with teacher leaders to help individualize or work sessions for a hands-on approach to learn how to use an application)</p> <p>Tech Buddies- classroom pairing up periodically to explore and share technology learning</p>

Critical Action #1

Problem Statement	<p>The percentage of students meeting the Approaches, Meets, and Masters Grade Level standard is below the district average in the following groups.</p> <ul style="list-style-type: none"> • Math: 84% / 49% / 28% - Dist. 87% / 61% / 36% • Reading: 83% / 50% / 29% - Dist. 85% / 60% / 39% • Science: 57% / 28% / 10% - Dist. 82% / 57% / 34% • Writing: 77% / 52% / 14% - Dist. 76% / 57% / 25% • Academic Achievement Status: Asian ELA/Reading (Target 74% - Met 68%) • Academic Achievement Status: Asian Math (Target 82% - Met 72%) • Student Success Status: STAAR Component Score (Overall Student Achievement Domain) Asian (Target 73% - Met 65%) • Student Success Status: STAAR Component Score (Overall Student Achievement Domain) Two or More Races (Target 55% - Met 46%)
Root Cause and Strategy	We will address the need for increasing the percentage of students meeting Approaches, Meets, and Masters Grade level standards for all students across the subject areas of Math, Reading, Writing, and Science by ensuring that we follow the curriculum consistently teaching grade level TEKS to ensure mastery of the subject matter and by monitoring and closing the learning gaps for economically disadvantaged students.
Goal	Increase the percentage of students at the Approaches, Meets, and Masters Grade Level standard on the STAAR Math, Reading, Science, and Writing tests.
Project Lead	Campus Leadership Team, Principal, Assistant Principal
Staff, Title I Staff	Core teachers & co-teachers, Title I Specialist, Instructional Specialist, AVID Coordinator
Materials and Resources	TEKS, UbD, PISD Curriculum, Edugence, Dreambox, Number Talks

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 #)
Utilize the UbD framework/unpacking the TEKS to plan all lessons in grades K-5				~ Beginning of year district PD for grade level teams ~ Weekly team planning ~ Extended team planning	~ Google Doc from BOY district PD ~ Team planning notes ~ Walkthroughs	~ Improve academic performance ~ Increase teacher effectiveness ~ Increase teacher development	Significant Progress All teachers attended the BOY PD in writing, math, and content literacy provided	Significant Progress Extended planning dates- 12/11/19, 01/15/19, 01/29/19,	Significant Progress Extended Planning Dates- 3/19/19, 4/16/19, 4/30/19	

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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 #)
					~ Collaborative Planning Presentation ~Collaborative Team Agenda ~Unit planning Calendar		by EAS (08/06/18 and 08/07/18). Evidence of weekly planning is housed in the Google drive under Lesson Plans. Extended Planning dates- 09/25/18, 10/16/18, 10/30/18, 11/17/18	02/05/19, 02/19/19		
Vertical collaborative teams for all subject areas implemented in collaboration with instructional/title I specialists	Title I Specialist	6119 - Professional Salaries (Half/Full-Time)	70,800.00	~ Monthly vertical team meetings	~ Vertical team meeting notes ~Collaborative Team Agenda	~ Improve academic performance ~ Use of quality data/strategies to drive instruction ~ Increase teacher effectiveness	Some Progress Vertical Team Meeting- October 4th, 2018 Other Vertical CTs at Rasor- AVID, Team Leader, PACE placement, Mentor/Mentee	Some Progress Vertical Team Meeting- February 27th, 2019	Some Progress Vertical Team Meeting- 5/8/19	
Early intervention in K-2 as well as for students new to the district/campus	Title I Paraprofessional	6120 - Paraprofessional Salaries (Half/Full-Time)	28,000.00	~ Grade level team talks ~ Review concerns at every monthly Kid Talk ~ Monthly CMIT ~ Daily Tier II and Tier III instruction	~ Kid Talk intervention tracking document ~ Additional documentation in Edugence	~ Improve academic performance ~ Use of quality data/strategies to drive instruction	Significant Progress All teachers are documenting academic and behavioral interventions in Edugence.	Significant Progress All teachers are documenting academic and behavioral interventions in Edugence.	Significant Progress All teachers are documenting academic and behavioral interventions in Edugence.	
Utilize Specials to enhance grade level curriculum through consistent collaboration between Specials and grade level teams				~ Weekly	~ Specials lesson plans	~ Increased student engagement ~ Improve academic performance	Some Progress Coach Russell and Coach Valentini have academic word walls in the gym. They play games to practice the academic vocabulary. They use academic vocabulary during PE/fitness lessons.	Some Progress Coach Russell and Coach Valentini have academic word walls in the gym. They play games to practice the academic vocabulary. They use academic vocabulary during PE/fitness lessons.	Some Progress Coach Russell and Coach Valentini have academic word walls in the gym. They play games to practice the academic vocabulary. They use academic vocabulary during PE/fitness lessons.	

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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 #)
							Coaches send posts on Class Dojo.	Coaches send posts on Class Dojo.	Coaches send posts on Class Dojo.	
Utilize research based teaching strategies/software to enhance student learning				~ Daily	~ Lesson plans ~ Walkthrough evidence of strategies such as number talks ~ Progress reports from software such as Dreambox, Raz Kids ~ Walkthrough evidence of the use of visuals and manipulatives ~ Interactive student-led word walls ~ Collaborative Team Presentation	~ Increased student engagement ~ Improve academic performance ~ Use of quality strategies/software to drive instruction ~ Increase teacher effectiveness	Significant Progress Dreambox and RazKids are used consistently and regularly on campus. Number talks are part of all grade level lesson plans. Use of visuals, manipulatives, and word walls are evident throughout the campus. AVID strategies (Costas, Critical Reading skills, marking texts) are used campus-wide.	Significant Progress Dreambox and RazKids are used consistently and regularly on campus. Number talks are part of all grade level lesson plans. Use of visuals, manipulatives, and word walls are evident throughout the campus. AVID strategies (Costas, Critical Reading skills, marking texts) are used campus-wide.	Significant Progress Dreambox and RazKids are used consistently and regularly on campus. Number talks are part of all grade level lesson plans. Use of visuals, manipulatives, and word walls are evident throughout the campus. AVID strategies (Costas, Critical Reading skills, marking texts) are used campus-wide.	
Develop a writing progression document based on grade level TEKS				~ Monthly collaborative team meetings	~ Collaborative team meeting notes	~ Improve academic performance	On Track to Make Progress Writing CT is working on developing a writing progression plan however with the changing TEKS, the CT does not know whether to proceed or wait for TEK updates.	On Track to Make Progress Writing CT will meet on 02/27/19 to work on the writing progression plan.	Significant Progress Writing CT has developed a list of non-negotiables for each grade level. These non-negotiables are grade appropriate writing elements a student must incorporate in any piece of writing.	
Utilize writing to reflect on learning across all curricular areas				~ Daily	~ Walkthrough evidence ~ Lesson plans	~ Improve academic performance	On Track to Make Progress Lesson plans show evidence of writing	On Track to Make Progress Lesson plans show evidence of writing	Significant Progress Lesson plans show evidence of writing	

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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 #)
							included across curricular areas. Writing on lined paper.	included across curricular areas.	included across curricular areas.	
Analyze and disaggregate data to drive and plan instruction				~ Weekly	~ Lesson plans ~ Data notebooks	~ Improved understanding of data ~ Individualized instruction ~ Differentiated lesson plans	Significant Progress Data Dig Meeting- 09/22/18 Extended planning New Teacher training- 11/13/18 4th grade- writing pre-assessment for gathering data Fitness gram is used to analyze data	On Track to Make Progress Data Dig Meeting- 1/16/19	Significant Progress Data Dig Meeting- 3/20/19	
Provide intervention for individualized/ small group instruction based on student need and assessment data	Adult Temp for tutoring	6120 - Paraprofessional Salaries (Half/Full-Time)	28,000.00				Significant Progress Adult temp- Jasmonique McDonald/Bharathi Yadati	Significant Progress Adult temp- Bharathi Yadati	Significant Progress Adult temp- Bharathi Yadati	
Provide intervention for individualized/small group instruction based on student need and assessment data with a STAAR prep adult temp for tutoring	Adult Temp for tutoring	6117 – Professional Salaries (Adult Temp)	6824.00						Significant Progress Adult temp- Jacqueline So Adult temp- Joshua Clark	

Critical Action #2

Problem Statement	The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC process (policies and practices).
Root Cause and Strategy	We will address the need for teacher teams and collaborative groups to effectively address curriculum, instruction, assessment, and the achievement of all students by ensuring the PLC process is implemented consistently using the district's PLC protocol with fidelity.
Goal	Build a collaborative school culture and increase student achievement through meaningful high-performing teams that work interdependently co-laboring on the "right work".
Project Lead	Campus Leadership Team, Principal, Assistant Principal
Staff, Title I Staff	Core teachers & co-teachers, Title I Specialist, Instructional Specialist, AVID Coordinator, Counselor, Librarian
Materials and Resources	Google Drive

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 #)
Each collaborative team will have a clearly defined purpose/goal with aligning measurable outcomes				~ Beginning of year collaborative team meeting ~ Google folder with collaborative team notes	~ Grade level team planning ~ Extended team planning ~ Collaborative team meetings ~ Collaborative Team Agenda ~ Collaborative Team Presentation	~ Increased productivity of collaborative teams ~ Increased student achievement	Some Progress Cts met on 10/04/18 to discuss goals and aligning measurable outcomes.	On Track to Make Progress Extended planning dates- 12/11/19, 01/15/19, 01/29/19, 02/05/19, 02/19/19 Vertical Team Meeting- February 27th, 2019	Some Progress Extended planning dates- 3/19/19, 4/16/19, 4/30/19 Vertical team meeting- 5/8/19	
Each collaborative team will develop team norms and define roles (scribe etc.) to guide each meeting				~ Beginning of year collaborative team meeting ~ Google folder with collaborative team notes	~ Grade level team planning ~ Extended team planning ~ Collaborative team meetings ~ Collaborative Team Agenda ~ Collaborative Team Presentation	~ Increased open, effective, and consistent communication between collaborative teams ~ Increased productivity of collaborative teams	Significant Progress Each CT met on 10/04/18 to establish team norms and define roles as needed.	Significant Progress Extended planning dates- 12/11/19, 01/15/19, 01/29/19, 02/05/19, 02/19/19 Upcoming Vertical Team Meeting- February 27th, 2019	Significant Progress Extended planning dates- 3/19/19, 4/16/19, 4/30/19 Vertical team meeting- 5/8/19	

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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 #)
Teams will attach meeting agendas to the Google folder with Collaborative team goals to be reviewed for evidence of data driven student learning, discussion, and planning.				~ Collaborative team meetings	~ Google folder with agendas and collaborative team notes and other curricular artifacts ~ Collaborative Team Agenda ~ Collaborative Team Presentation	~ Increased use of quality data to drive instruction	Significant Progress Each team attached their notes to the Collaborative Teams Folder created to track CTs on campus.	On Track to Make Progress Extended planning dates- 12/11/19, 01/15/19, 01/29/19, 02/05/19, 02/19/19 Upcoming Vertical Team Meeting- February 27th, 2019	Some Progress Extended planning dates- 3/19/19, 4/16/19, 4/30/19 Vertical team meeting- 5/8/19	
Teams will share data, learning, and discussions from collaborative team meetings to build consistency across the school				~ MOY staff meeting ~ EOY staff meeting	~ Collaborative team Google folder ~ Collaborative Team Agenda ~ Collaborative Team Presentation	~ Increased open, effective, and consistent communication between collaborative teams ~ Increased productivity - Increased use of quality data to drive instruction	On Track to Make Progress	On Track to Make Progress Extended planning dates- 12/11/19, 01/15/19, 01/29/19, 02/05/19, 02/19/19 Upcoming Vertical Team Meeting- February 27th, 2019	On Track to Make Progress Extended planning dates- 3/19/19, 4/16/19, 4/30/19 Vertical team meeting- 5/8/19	
3rd grade team will attend Collaborative Team Training	Title 1 Professional Development for staff	6411 – Other Operating (Staff Training - Registration, etc.)	100.00			Increased teacher development to drive instruction	On Track to Make Progress	On Track to Make Progress	On Track to Make Progress	

Critical Action #3

Problem Statement	Parent participation, involvement, and support at school is low, which impacts relationships, communication, and connection to academics.
Root Cause and Strategy	We will increase parent participation to positively impact school-parent relationships and connection to academics by ensuring consistent and open communication with parents and by involving parents in school activities.
Goal	Increase parent participation, involvement, and support to positively impact relationships, communication, and connection to academics.
Project Lead	Principal, Assistant Principal
Staff, Title I Staff	Classroom teachers, Campus parent liaison, Instructional Specialists, Campus Parent liaison, Counselor, Specials team, SPED team
Materials and Resources	Smore for weekly newsletters, Google Classroom, Google Drive, PISD Mobile Computer Lab, Quick Data Surveys

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 #)
Teachers will contact every homeroom parent to make positive contact (Specials, Instructional Specialists will choose 20 students to call)				~ BOY	~ Teachers will turn in rosters with dates of positive contact listed by 9/22/18	~ Positive school-home relations	Significant Progress All teachers have made positive contact.			
Campus and grade level newsletter				~ Weekly	~ Weekly Smore sent to parents ~ enews	~ Increased communication with parents ~ Positive school-home relations	Significant Progress Weekly campus Smore Weekly grade level newsletters	Significant Progress Weekly campus Smore Weekly grade level newsletters	Significant Progress Weekly campus Smore Weekly grade level newsletters	
Friday morning assembly-Good Morning Rasor				~ Weekly	~ Weekly invitation to parents whose students are being recognized at the assembly as a "Star Student"	~ Increased communication with parents ~ Positive school-home relations	Significant Progress Weekly Assembly	Significant Progress Weekly Assembly	Significant Progress Weekly Assembly	
Grade level Family Fun Nights in the Gym				~ Monthly	~ Monthly invitation sent to parents of grade levels participating	~ Positive school-home relations	Significant Progress 5th Grade- 09/13/18	Significant Progress 2nd- 12/06/18 1st- 01/17/19	Significant Progress 4th/5th- 03/21/19 2nd/3rd- 04/25/19	

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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 #)
						~ Increased parental involvement	4th Grade-10/18/18 3rd Grade-11/15/18	K- 02/07/19	K/1st- 05/16/19	
Class Dojo implemented in 1-3 classrooms				~ As needed	~ Conversation record on Class Dojo	~ Increased communication with parents ~ Increased parental involvement	Significant Progress Teachers contact parents regularly via Dojo Specials teachers can communicate with parents using Dojo The Dojo report card analysis provides for data and documentation Used to communicate positively with parents as well	Significant Progress Teachers contact parents regularly via Dojo Specials teachers can communicate with parents using Dojo The Dojo report card analysis provides for data and documentation Used to communicate positively with parents as well	Significant Progress Teachers contact parents regularly via Dojo Specials teachers can communicate with parents using Dojo The Dojo report card analysis provides for data and documentation Used to communicate positively with parents as well	
Google Classroom				~ Daily	~ Class codes ~ Notification of class assignments	~ Increased communication with parents ~ Increased parental involvement	Significant Progress Used by teachers grades K-5 Some teachers are recording themselves and attaching spelling lists to Classroom Rasor Market information is put on Classroom (saves class time)	Significant Progress Used by teachers grades K-5 Some teachers are recording themselves and attaching spelling lists to Classroom Rasor Market information is put on Classroom (saves class time)	Significant Progress Used by teachers grades K-5 Some teachers are recording themselves and attaching spelling lists to Classroom Rasor Market information is put on Classroom (saves class time)	
Inform/invite parents to sign up for volunteering opportunities at the school				~ Weekly	~ Sign up Genius ~ Rasor Rocket Work Request Basket ~ Sign up Genius for ongoing	~ Increased communication with parents ~ Increased parental involvement	On Track to Make Progress	On Track to Make Progress	Significant Progress Sign up Genius sent through community newsletter for	

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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 #)
					volunteer opportunities				ongoing volunteer opportunities	
Utilize social media to share school happenings/photographs with parents				~ As needed	~ Twitter ~ Facebook	~ Increased communication with parents ~ Positive school-home relations	Some Progress Twitter @RocketRasor	Some Progress Twitter @RocketRasor	Some Progress Twitter @RocketRasor	
Quick data surveys sent out by administration to parents inviting their feedback				~ Monthly	~ Data stored in Google Form response sheets	~ Increased communication with parents ~ Increased parental involvement ~ Positive school-home relations	Significant Progress Monthly Community surveys are conducted, links are sent to the community in the smore In November, we starting placing a hard copy and QR code leading to the survey in the front office.	Significant Progress Monthly Community surveys are conducted, links are sent to the community in the smore In December and January, we placed a hard copy and QR code leading to the survey in the front office.	Some Progress Monthly Community surveys are conducted, links are sent to the community in the smore	
Parent computer/ESL classes offered in the on-site PISD mobile lab				~ As needed	~ Flyer sent through community Smore ~ Sign-in sheet at mobile lab	~ Increased parental involvement ~ Positive school-home relations	Significant Progress Fall Semester Dates: September 10th, 17th, and 24th October 1st, 15th, and 22nd	Significant Progress Spring Semester Dates: January 14, 28 February 4, 11 and 25 March 4	Significant Progress	
Faculty will host academic nights and events to increase parent connection to academics	-Parent supplies	61.6399 – Parent Engagement (Supplies)	860.00	~ Event dates TBD	~ Math and Science Night flyer ~ Literacy Night flyer	~ Increased parental involvement ~ Positive school-home relations	Significant Progress Literacy Night- 10/04/18	Significant Progress STEAM Night- 01/24/2019	Significant Progress	
Faculty presence at after-school PTA events				~ As needed	~ Google sheet to monitor attendance of events by a	~ Increased parental involvement	Significant Progress	Significant Progress	Significant Progress	

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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 #)
					professional staff member representing every team	~ Positive school-home relations	Each staff member will attend 2 after school events		All staff attended the Color Run on 5/2/19	
School hosts evening events to increase parent participation				~ As needed	~Event Flyer	~ Increased parental involvement ~ Positive school-home relations	Significant Progress 08/02/18- Popsicles in the Playground hosted by K teachers 08/09/18- Kindergarten Parent Night 8/16/16- Back to School parent information Nights at 6 and 7 pm. Literacy Night- 10/04/18	Significant Progress STEAM Night- 01/24/2019	Significant Progress Multicultural Night- 4/4/19, Color Run- 5/2/19	
Leigh Ann Earnhart, Principal, and Lilly Zepeda, Parent Liaison, will attend One Team One Dream Conference on December 6-8, 2018.	-Parent Supplies	61.6399 – Parent Engagement (Supplies)	520.00					Significant Progress One Team One Dream Conference- December 6-8, 2018.		
Order Kindergarten Ramp Up kits	-Parent Supplies	61.6399 – Parent Engagement (Supplies)	3038.00						Significant Progress Parent Ramp Up Kit meeting- 5/10/19	
Order Unifix Cubes for Kindergarten Ramp Up Kits	-Parent Supplies	61.6399 – Parent Engagement (Supplies)	81.95						Significant Progress Parent Ramp Up Kit meeting- 5/10/19	

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	~ Designate Captain/establish team in September ~ establish meeting schedule in September	Amanda Valentini is the campus wellness team captain. 11/29/18- Campus Wellness team meeting Goals- 1. To increase student knowledge of healthy and balanced food choices; Take a Taste Tuesday 2. To increase student and staff knowledge of preventing illness; hand washing posters 3. To promote family fitness through grade-	Next Meeting- 01/31/19

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
					level fitness nights in the gym.	
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	~ September	Significant Progress Made	Significant Progress Made
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	~ As needed	Significant Progress Made	Significant Progress Made
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	~ September/October	Significant Progress Made	Significant Progress Made
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	~ As needed	Significant Progress Made	Significant Progress Made

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	~ Fall testing completed in November 2018 ~ Spring testing completed in March 2019	Testing was completed in Fall semester	Testing was completed in Spring semester

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
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	~ Upon completion of testing in Fall and Spring semesters	Testing was completed in Fall semester	Testing was completed in Spring semester

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	~ Weekly lesson plans	Weekly lesson plans added to collaborative lesson plan folder in Google Drive	Weekly lesson plans added to collaborative lesson plan folder in Google Drive
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	~ Daily/as determined by activity	Implemented as determined by activity	Implemented as determined by activity
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.	Principal	Yearly Plan Form	~ December	Physical Education curriculum is implemented Daily	Physical Education curriculum is implemented Daily
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	~ Daily	Implemented Daily	Implemented Daily
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	~ Daily	Implemented Daily	Implemented Daily

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	~ Daily	Spreadsheet created to monitor attendance of students; Follow up through letters/phone calls/emails; parents encouraged to attend I'm Present parenting class	Spreadsheet created to monitor attendance of students; Follow up through letters/phone calls/emails; parents encouraged to attend I'm Present parenting class; Rasor will host an I'm Present class on 02/26/20.

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	~ Daily ~ HRS conducted at EOY drives decisions for the following year	Significant Progress Made	Significant Progress Made
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	~ Daily	Significant Progress Made	Significant Progress Made
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	~ Daily	Significant Progress Made	Significant Progress Made

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	~ August/September	Significant Progress Made	Significant Progress Made
Review referral process.	Principal or designee	Campus referral plan	~ BOY Team Leader Meeting ~ August Staff Meeting	Significant Progress Made	Significant Progress Made

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	~ BOY Team Leader Meeting ~ August Staff Meeting	Significant Progress Made	Significant Progress Made
Implement campus referral plan.	Principal or designee	Campus Referral Plan	~ BOY Team Leader Meeting ~ August Staff Meeting	Significant Progress Made	Significant Progress Made
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	~ BOY Team Leader Meeting ~ August Staff Meeting	Significant Progress Made	Significant Progress Made

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	~ Daily	Significant Progress Made	Significant Progress Made
Monitor high risk areas.	All staff	Schedule (if necessary)	~ Daily	Significant Progress Made	Significant Progress Made

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	~ Biweekly counselor lessons ~ As needed	Significant Progress Made	Significant Progress Made

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Grade level / school wide interventions/ teachers	~ Daily	Significant Progress Made	Significant Progress Made
Employ discipline interventions.	Designated staff	Grade level / school wide procedures and interventions	~ As needed	Significant Progress Made	Significant Progress Made
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Grade level / school wide procedures and interventions	~ As needed	Significant Progress Made	Significant Progress Made
Conference with parents/students.	Teachers or other staff	Sign in sheets	~ As needed	Significant Progress Made	Significant Progress Made
Use Restorative Discipline Strategies/ Restorative Questioning/Restorative Think Sheets	All Staff	Grade level / school wide procedures and interventions	~ As needed	Significant Progress Made	Significant Progress Made

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	Administrators	Office Staff	~ August 2018 ~ Upon student registration	Significant Progress Made	Significant Progress Made
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	Administrators	Parent Liaison, Title 1 Coordinator, Classroom Teachers	~ August ~ Mobile Computer Lab Fall Semester dates: September 10th, 17th and 24th, October 1st, 15th and 22nd ~Mobile Computer Lab Spring Semester Dates: January 14, 28, February 4, 11 and 25, March 4	Significant Progress Made	Significant Progress Made
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Administrators	CTA	~ As needed	Significant Progress Made	Significant Progress Made
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Administrators	Administrators	~ Weekly ~ As needed	Significant Progress Made	Significant Progress Made

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Utilize social media to keep parents and community informed. Funding source: State and Local	Administrators	Administrators	~ Campus Twitter handle established in August for weekly communication	Significant Progress Made	Significant Progress Made
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Administrator and PTA representative	Administrators	~ Monthly	Significant Progress Made	Significant Progress Made
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	Administrators	School Staff and PTA	~ On specified nights during the school year	Significant Progress Made	Significant Progress Made
Funding source: State and Local					

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
Elementary counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding source: State and Local	Counselor	Counselor	-August	Significant Progress Made	Significant Progress Made
Elementary staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) Title I Components: 7 Funding source: State and Local	Designated Staff	Staff	-BOY	Significant Progress Made	Significant Progress Made
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	Title I coordinator	Staff	-BOY	Significant Progress Made	Significant Progress Made
Elementary Campuses with full day Pre-K – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize	N/A	N/A	N/A	N/A	N/A

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
themselves with the kindergarten staff and environment. Title I Components: 7 Funding source: State and Local					

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	Staff	-Monthly district and campus PD from July 2018 to June 2019	Significant Progress Made	Significant Progress Made