Plano Independent School District
Campus Improvement Plan

Bethany Elementary

2418 Micarta

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

The Bethany Community values the lifelong learning of each child by supporting individual social, emotional, ethical, and academic development.

Campus Information

Administration Team

Principal, Bryan Bird

Assistant Principal, Wendy Miller

About Us

Bethany continues the name of the Bethany community, established in 1876. The original two-room school house was located on the northwest corner of Custer and Cothes Roads; it and the adjacent First Christian Church were torn down years ago, though the cemetery survives. Bethany Elementary opened for the 1993-94 school year, built with funds from the 1990 bond election. The campus underwent a full renovation in 2015 which increased the physical size of our classrooms and provided updates in areas such as safety/security and technology.

Campus Status

X   Non-Title I Campus

Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 08/30/2018 04:00 pm

Meeting 2: Progress monitoring and review of strategic plan - 01/31/2019 04:00 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/21/2019 04:00 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
Rebecca Vanderbrook	Faculty Member	2017	X	X	X
Emily Melton	Faculty Member	2017	X	X	X
Shannon Compere	Faculty Member	2017	X	X	
Connie Gillmore	Faculty Member	2018	X	X	X
Wendy Miller	Faculty Member	2017	X	X	X
Melinda Lauer	Faculty Member, Special Ed	2018	X		
Bryan Bird	Principal	2010	X		X
Rachel Beachy	District Professional	2018	X	X	
Andi Goldsticker	Campus Professional, Non-teaching	2017	X	X	X
Melissa Tapia	Support Staff Member	2017	X	X	X
Natalie Armstrong	Parent-Selected by PTA	2018	X	X	
Miriam Bolthausen	Parent-Selected by Principal	2018	X		
Ryan Gehrke	Parent	2017			
Alana McMorrow	Parent	2018	X	X	X
Harish Nehate	Parent	2018	X		
Viral Kapadia	Parent	2018	X		
Lori Baker	Community Member	2017			
Julie Kilgore	Community Member	2017	X		X
Ari Weinberg	Business Representative	2018	X		X
Heather Derrick	Business Representative	2017			

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	$69,664.00	State Compensatory Ed funds allocated for allowable supplemental resources and 1 staff.

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	Bethany has a very diverse population. Students speak more than 24 languages in their homes.	In the past four years, our percentage of students qualifying for free and reduced lunches has more than doubled.(from 7% to 16.5%). As a staff, we continue to seek additional resources to support students and families in these situations (ie. ensuring that we have extra school supplies on hand for those students unable to purchase their own.	TItle 3 and Migrant funds have been and will continue to be utilized to purchase materials (both technology and otherwise) to help transition students more quickly into the general education classroom.
	The Bethany community is extremely supportive of our staff and students and places a high value on education.	The percentage of students qualifying for special education services continues to grow on our campus. Maintaining special education staff and providing services for this group of students continues to be an area of focus. Also, we continue to have a relatively large number of our ELL students arrive at Bethany without knowing any english (classified as non-English speaking or beginners). While our students who receive services in both Special Education and ESOL are an incredibly wonderful part of our student population, providing services to meet their needs continues to be a challenge.	Federal funding is utilized to pay for some of our special education staff; which supports smaller group instruction and greater gains in student learning.

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?
	Overall low mobility rate with many students attending Bethany from Kindergarten through fifth grade	In the past four years, while our mobility rate has been stable, our percentage of students qualifying for free and reduced lunches has more than doubled.(from 7% to 16.5%). As a staff, we continue to seek additional resources to support students and families in these situations (ie. ensuring that we have extra school supplies on hand for those students unable to purchase their own.	
Student Achievement	Our STAAR approaching percentage is above the district average in every area except 4th grade Reading and 5th grade math. Our STAAR meets standard percentage is above the district average in every area except 4th grade Reading and 5th grade Science.	Our STAAR masters percentage is below the district average in every area except 3rd grade Reading and 4th grade Writing.	Increase the percentage of approaching level scores in 4th grade Reading and 5th grade Math. Increase the percentage of masters level scores in all areas.
School Culture and Climate	Teachers facilitate daily community circles to promote the feeling of family in the classroom. Our school has many clubs after school (fitness, art, choir) to promote a positive school climate.		Increase communication and continue to work to involve all parents in our school culture.
Staff Quality/ Professional Development	All staff is highly qualified. The majority of our teachers are experienced teachers. New teachers participate in a mentoring program on campus to support them in their first year.	Teachers need additional opportunities to learn about ways to engage students in active learning. Administration needs to effectively monitor the implementation of professional development.	Staff meetings will focus on engaging all students in meaningful learning through a book study of Total Participation Techniques. Administration will monitor implementation through frequent walk-throughs.

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	Quality units and lesson plans are designed by the curriculum department. Teacher teams are committed to planning using planning protocols, focusing on the TEKS, and using data to determine student needs.	Common assessments to inform instruction and regular study of data to determine the academic needs of students is needed.	Time during PLC meetings to create common assessments and a deep analysis of the results of the assessments, which will determine future instruction.
Family and Community Involvement	Our PTA is very active. There are many ways for parents to be involved in our school community through PTA events, school programs, counselor led parenting classes, and ESL family meetings.	Increased presence on social media.	We will raise awareness of our social media platforms (Facebook, Twitter), and post information regularly to inform our families and community about our school.
School Context and Organization	Our leadership team meets twice a month and has the opportunity to provide input and collaborate with administration to make decisions. PLC teams meet weekly with administrators in attendance to provide support.	Adequate time needs to be devoted to subjects in which students perform poorly.	Frequent monitoring of student performance with adjustments as necessary (during IE time or during the scheduled academic blocks) to address student academic needs.
Technology	Currently, we have 1:1 chromebooks for 3rd and 5th grade. We will have 1:1 chromebooks for 2nd and 4th grades the first semester of this school year. We have additional chromebooks, laptops, and ipads available for Kindergarten and 1st grade.	Increased technology proficiency for staff and increased use of technology with the purpose of enhancing learning.	Discussion during PLC time to intentionally plan for technology use in the classroom.

Critical Action #1

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, assessment, instruction, and the achievement of all students by ensuring that PLC process is implemented consistently using the updated PLC protocols with fidelity.
Goal	Increase student achievement by implementing the PLC process and attain success with HRS Critical Commitment Level 1.
Project Lead	Principal, Assistant Principal, Leadership Team.
Staff, Title I Staff	All staff involved in teaching core curriculum.
Materials and Resources	Collaborative Teams that Transform Schools, TEKS, PISD Curriculum, Edugence

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 #)
Purchased Collaborative Teams that Transform Schools for all team leaders and provided an overview of the book.	Collaborative Teams that Transform Schools	6329 – Supplies and Materials (Teacher Materials)	287.52	July 24, 2018	Meeting notes, schedule for book study	Increased leadership effectiveness	On Track to Make Progress Provided book to team leaders and gave them an overview.	On Track to Make Progress Monthly meetings to discuss topics in the book.	On Track to Make Progress Book study completed.	
Provided an overview of Collaborative Teams that Transform Schools and the PLC process to all teaching staff.	Collaborative Teams that Transform Schools			August 2, 2018	Grade levels completed root cause analysis and SMART goals based on last year's data.	Increase the use of quality data to drive instruction, increase teacher quality, improve academic performance	On Track to Make Progress Provided an overview of the PLC process to all staff	On Track to Make Progress Administrators regularly attend team planning to support the PLC process	On Track to Make Progress Administrators regularly attended PLC meetings to support the PLC process.	
PLC meetings	Grade level teams meet weekly as a PLC			Weekly meetings	meeting notes, planning notes, lesson plans, administrator notes	Improve academic performance, increase the use of quality data to drive instruction	On Track to Make Progress Schedule created for PLC meetings and shared with staff, guiding document for planning created	On Track to Make Progress Teams meet a minimum of two times per week as a PLC, administrators attend PLC meetings to	On Track to Make Progress Teams met a minimum of two times per week as a PLC, administrators attended PLC meetings to	

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 #)
							and shared with staff	provide support to teams. Administrators surveyed staff about their perception regarding the effectiveness of PLC meetings and will utilize results for further staff developments and to provide support during meetings.	provide support to teams. Administrators used staff survey information to discuss the PLC process at TL meetings and to provide support during PLC meetings.	
Extended planning	PLC teams meet monthly to plan for an extended period of time.			monthly meetings	meeting notes, planning notes, lesson plans, local assessments, administrator notes	Increase the use of quality data to drive instruction	On Track to Make Progress Schedule made for extended planning.	On Track to Make Progress Teams meet monthly for extended planning, administrators attend extended planning meetings to support teams	On Track to Make Progress Teams met monthly for extended planning; administrators attended planning meetings to support teams; curriculum department representatives and ARPE representatives attended extended planning to support the PLC process.	
Monthly book study/training with team leaders	Collaborative Teams that Transform Schools			monthly meetings	meeting agenda and notes	Increase leadership effectiveness	On Track to Make Progress Began book study with team leaders	On Track to Make Progress Team leaders discuss one chapter per month, share information with their teams to continue to grow the PLC process	On Track to Make Progress Book study completed.	

Critical Action #2

Problem Statement	The percentage of students meeting the Approaching, Meets, and Masters Grade Level standard is below the district average in the following groups: 4th grade reading, Economically Disadvantaged ELA/ Reading (Target 33% - Met 32%), Economically Disadvantaged Math (Target 36% - Met 32%), and STAAR Component Score (Overall Student Achievement Domain) Economically Disadvantaged (Target 38% - Met 32%). The percentage of students meeting the Masters Grade Level standard is below the district average in all subjects and all grade levels except third grade reading and fourth grade writing.
Root Cause and Strategy	We will address the needs for teacher teams and collaborative groups to effectively address enhanced differentiation for students' needs, increased use of formative assessment, and making informed decisions based on data when planning.
Goal	Increase student performance in all areas so that students exceed the district average at the masters level on STAAR 2019 and so that fourth grade reading students will exceed the district average at the approaching, meets, and masters grade level standard on STAAR 2019.
Project Lead	Principal, Assistant Principal, Instructional Specialist, Grade Level Team Leaders
Staff, Title I Staff	All staff involved in teaching core curriculum.
Materials and Resources	TEKS, PISD Curriculum, Edugence, Lead4Ward, TEA Vertical Alignment

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 #)
Assessment Teams analyzed data from 2017-2018 (STAAR, PES).	Data analysis using Edugence and PES report			August 2, 2018	meeting notes, MAP data, state assessment data	Increase the use of quality data to drive instruction, increase teacher quality, improve academic performance	On Track to Make Progress Teams analyzed data from 2017-2018 and made instructional plans/determined student groupings.	On Track to Make Progress Teams analyzed mid-year data and created new groups based on data, determined which groups need additional interventions.	On Track to Make Progress Teams continued to analyze data and make adjustments as necessary. Additional adjustments were made after 5th grade STAAR to meet student needs.	
PLC teams committed to a minimum of two days of planning a week that will not be interrupted.	PLC planning time			weekly meetings	meeting notes, planning notes, lesson plans, walk-throughs,	Improve academic performance, increase the use of quality data to drive instruction,	On Track to Make Progress Team planning schedules were made and	On Track to Make Progress Teams continue to meet a minimum of two days/week	On Track to Make Progress Teams met a minimum of two days/week to	

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 #)
					administrator notes	increase teacher quality	published to all staff	uninterrupted to discuss instruction. Curriculum department representatives attend PLC meetings one time per month.	discuss instruction. Curriculum department representatives supported the process by attended one time per month.	
PLC teams plan for common formative assessments and discuss data at PLC meetings to drive instruction.	Use formative assessment data to inform instruction.			Formally - once a unit, informally - once a week	meeting notes, planning notes, lesson plans, local assessments	Improve academic performance, increase the use of quality data to drive instruction, increase teacher quality	Some Progress Determined that the best time for common formative assessment training would be August 2019 for all staff.	Some Progress 3rd grade team attended common formative assessment training in January and will begin planning for common formative assessments.	Some Progress The third grade team planned common formative assessments. The rest of the staff will be training in August, 2019.	
Teachers formally address differentiated instructional groups in weekly lesson plans.	Teachers plan for the differentiated needs of all students.			weekly as reflected in lesson plans	lesson plans, observations, Tier II and Tier III documentation in Edugence	improve academic performance, increase the use of quality data to drive instruction, increase teacher quality	Some Progress Teachers plan for differentiated groups during collaborative planning time	On Track to Make Progress Teachers provide lesson plans for Tier 2/3 students weekly.	On Track to Make Progress Teachers planned and implemented differentiated lessons.	
All teaching staff participates in a book study, Total Participation Techniques.	Total Participation Techniques	6329 – Supplies and Materials (Teacher Materials)		monthly staff meetings	Google classroom, lesson plans, walk-throughs	Improve academic performance, increase teacher quality, increased learning time	On Track to Make Progress Staff participated in book study and completed assignments in Google Classroom, campus walk-through form made that addresses instructional strategies and student engagement	On Track to Make Progress Book study completed; walk-through form continues to be used to address instructional strategies and student engagement; walk-through data shared with team leaders in October and January	On Track to Make Progress Book study completed; additional walk-through data was shared with team leaders in May.	

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 commit to daily Tier II intervention.	Analyze data and determine needs of students.			weekly as reflected in lesson plans	lesson plans, observations, Tier II documentation in Edugence.	Improve academic performance, increase the use of quality data to drive instruciton	On Track to Make Progress Students are grouped according to their needs; Tier 2 students were identified following beginning of the year assessments	On Track to Make Progress Teachers continue to monitor student progress and identify students who need Tier 2 instruction; Tier 2 data entered into Edugence and reviewed by admin regularly.	On Track to Make Progress Teachers monitored progress to determine who needed Tier 2 interventions; Tier 2 data was entered in to Edugence and reviewed by administrators regularly.	
Increase the use of Instructional Specialists for modeling, coaching, and direct instruction for groups below district average.	Collaboration among teachers, planning for specific student needs.			weekly as reflected in lesson planns	lesson plans, observations	Increase teacher quality, improve academic performance	On Track to Make Progress Instructional Specialist schedule was made to maximize time in the classroom for coaching, modeling, and direct instruction for students below the district average.	On Track to Make Progress Instructional Specialist schedule was adjusted following mid-year assessments to focus on students who are making limited progress in 5th and 4th grades; the librarian's schedule was adjusted to provide additional support in the grade levels to students.	On Track to Make Progress The Instructional Specialist's schedule continued to be adjusted based on student need.	

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	August, 2018	Wellness Captain selected.	The wellness team met and made plans to coordinate campus wellness.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	August, 2018	Parent selected	Parent selected
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 the need arises	Health lessons incorporated into curriculum	Health lessons incorporated into curriculum
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	Review every nine weeks	Bulletin board created	Bulletin board updated
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 the need arises	Information shared via enews as appropriate	Information shared via enews as appropriate

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	As the need arises	Completed on schedule	Completed on schedule
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	As the need arises	Completed on schedule	Completed on schedule

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	Review every nine weeks	Completed as per curriculum guidelines.	Completed as per curriculum guidelines.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	As the need arises	monitors not used this year	monitors not used this year
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	As the need arises	Completed as per curriculum guidelines.	Completed as per curriculum guidelines.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	As the need arises	Built into master schedule	Built into master schedule

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	As the need arises	Provided as the need arises	Provided as the need arises

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	As the need arises	Regular monitoring an intervention as needed.	Regular monitoring and intervention as needed.

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	Review every nine weeks	High risk areas identified	High risk areas identified/reviewed.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Daily	High risk areas monitored	High risk areas monitored
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	As the need arises	Intervention by administration as needed	Intervention by administration as needed

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, 2018	Staff training completed	Training completed, interventions by administration as needed.
Review referral process.	Principal or designee	Campus referral plan	August, 2018 and as the need arises	Process reviewed	Intervention by administration as needed.

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	August, 2018	Intervention strategies reviewed.	Strategies reviewed, meetings with administration as needed.
Implement campus referral plan.	Principal or designee	Campus Referral Plan	August, 2018	Plan for referrals discussed with staff	Additional intervention as needed
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	daily	Discipline plan discussed with staff	Additional intervention as needed

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	Expectations established	Expectations reviewed several times during the school year as needed
Monitor high risk areas.	All staff	Schedule (if necessary)	daily	High risk areas monitored	High risk areas monitored

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Explain referral process/contacts.	All teachers	Referral Plan	August, 2018	Referral process reviewed with students	Reviewed as needed

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Staff Handbook	daily	Interventions as needed	interventions as needed
Employ discipline interventions.	Designated staff	Staff Handbook	qdaily	interventions as needed	interventions as needed
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Staff Handbook	daily	interventions as needed	interventions as needed
Conference with parents/students.	Teachers or other staff	Code of Conduct	as the need arises	conferences as needed	conferences as needed

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	Office staff	As the need arises	Parents encouraged to use parent portal	parents encouraged to use 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**	Principal	Office staff, homeroom teachers	August, 2018 and as the need arises	Parents identified as the need arises	Parents identified as the need arises
Upgrade and maintain the campus website for easy access and increased communication with the community. **Funding source: State and Local**	Principal	Campus Technology Assistant	As the need arises	website updated as needed	website updated as needed
Communicate information through eNews and through hard copies when internet access Is not available. **Funding source: State and Local**	Principal	Assistant Principal, Campus Technology Assistant, Librarian	As the need arises	flyers distributed through enews, grade level newsletters, and hard copy	flyers distributed through enews, grade level newsletters, and hard copy
Utilize social media to keep parents and community informed. **Funding source: State and Local**	Principal	Campus Technology Assistant	As the need arises	communicate via Facebook and Twitter	communicate via Facebook and Twitter

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
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	Monthly	monthly board meetings, additional meetings with PTA president as needed	monthly board meetings, additional meetings with PTA president as needed
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). **Funding source: State and Local**	Principal	Various PTA representatives	as the need arises	partner with PTA as needed	partner with PTA as needed

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	Classroom teachers, curriculum	Guidance lessons every other week	guidance lessons every other week	guidance lessons every other week
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**	Special Education Team Leader/Kindergarten Team Leader	Kindergarten teachers, special education teachers	as the need arises	communicate with Pre-K as needed	communicate with Pre-K as needed
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**					
Elementary Campuses with full day Pre-K – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize					

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	Recruitment events	As the need arises	professional development as needed	professional development as needed