



Plano Independent School District Campus Improvement Plan

Rose Haggar Elementary

17820 Campbell Road

Dallas, TX 75252

2018-2019

Table of Contents

Vision and Mission Statements for District and Campus3

Campus Information.....4

State Goals and Objectives5

Site-Based Improvement Committee Members6

State Compensatory Education Program Information8

Title I Program Information.....9

Comprehensive Needs Assessment Summary11

Critical Action #115

Critical Action #219

Health, Fitness and Attendance27

Violence Prevention and Bullying.....31

Parent Involvement.....36

Transition40

State Certified Teachers and Highly Qualified Paraprofessionals42

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

Rose Haggar is home to Pre-K-5th grade Mariners, where staff believe in teaching, inspiring, and growing the whole child.

Campus Information

Administration Team

Principal, Katie Brittain

Assistant Principal, Dara Villalpando

About Us

Rose Haggar is home to Pre-K-5th grade Mariners, where staff believe in teaching, inspiring, and growing the whole child. #haggarlearns

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 – 08/29/2018 03:00 pm

Meeting 2: Progress monitoring and review of strategic plan - 01/30/2019 03:00 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/22/2019 03:00 pm

State Goals and Objectives

The State of Texas Public Education Mission

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

The State of Texas Public Education Objectives

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

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

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

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

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

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

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

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

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

TEA Strategic Priorities

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

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

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

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

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

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Krystin King	Faculty Member	2018	X	X	
Bethany Baird	Faculty Member	2018	X	X	X
Laurie Evans	Faculty Member	2018	X	X	X
Andrea Hale	Faculty Member	2017	X	X	X
Dara Villalpando	Faculty Member	2017	X	X	X
Natalie Schellman	Faculty Member, Special Ed	2016	X	X	X
Katie Brittain	Principal	2016	X	X	X
Theresa Biggs	District Professional	2016			
RoSchell Russ	Campus Professional, Non-teaching	2015	X	X	X
Allison Clark	Support Staff Member	2015	X	X	
Carlos Pino	Parent-Selected by PTA	2018			
Jennifer Massey	Parent-Selected by Principal	2015	X		
Cori Reasoner	Parent	2015	X		
Bethany Jacobson	Parent	2016	X		X
Morgan Hallman	Parent	2016			
Chris Shewmake	Parent	2016		X	
Michael Blum	Community Member	2018	X	X	X
Paulet Williams	Community Member	2017			
Carrie Kelleher	Business Representative	2016			
Stacy Cushing	Business Representative	2017			
Michelle Tatro	Faculty Member	2015	X	X	X

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Ashley Brewton	Faculty Member	2018	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	\$202,030.92	State Compensatory Ed funds allocated for allowable supplemental resources and 3 staff.
------------------	--------------	---

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	\$102,590.00	Total Funding for 1 Title I Support Teachers (including tutoring, adult temp staff) and for 1 Paraprofessionals.
Professional and Consulting Services	\$0.00	Campus contracts a consultant to train staff on instructional strategies.
Supplies and Materials	\$1,000.00	Instructional supplies (i.e. software) used to enrich student learning, training materials used to support on-going professional learning.
Other Operating	\$900.00	Additional Title I Funding used to increase student and campus capacity (i.e. educational student field trip opportunities, registration for staff professional development, student snacks, student enrichment opportunities).
Parental Engagement	\$4,000.00	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	<ul style="list-style-type: none"> *RMH is an ethnically diverse school. *Grade 5 STAAR, 1st administration: RMH ED students performed above the district ED group on the Approaches and Meets categories for both reading and math. *Teachers and administrators report a PLC process is in place for our school 	<ul style="list-style-type: none"> *Grade 5 STAAR, 1st administration: RMH SpEd population performed below the district SpEd population. *Grade 5 STAAR, 1st administration: RMH ESL students performed below the district ESL students. *GT population does not reflect campus population. *Teachers and administrators report that data teams do not have written goals 	<ul style="list-style-type: none"> *Data teams should write team goals *Provide high-level thinking experiences to students not in PACE.
Student Achievement	<ul style="list-style-type: none"> *Excellent growth in Q4 for 5th grade math *Teachers and administrators report a PLC process is in place for our school *Economically Disadvantaged students exceeded the district in Approaches, Meets, and Masters on 5th grade Math STAAR *Economically Disadvantaged students exceeded the district in Approaches and Meets on 5th grade Reading STAAR 	<ul style="list-style-type: none"> *Low growth in Q1 for 5th grade reading *Low growth in Q1 and Q5 for 4th grade reading *58% of all students passed 4th grade Writing STAAR *Teachers and administrators report that data teams do not have written goals 	<ul style="list-style-type: none"> *PLC process needs to include written goals *Low growth on Reading MAP for highest and lowest groups in 4th grade and highest group in 5th grade
School Culture and Climate	<ul style="list-style-type: none"> *Teachers and Administrators report that they know the emergency 	<ul style="list-style-type: none"> *Teachers and administrators report that opinion data from students, 	<ul style="list-style-type: none"> *Safety efforts should be better communicated

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>management procedures for our school.</p> <p>*Teachers and administrators use social networks to involve students, parents, and the community.</p> <p>*Parents report that RMH staff members are friendly and happy.</p>	<p>parents and the community are not regularly generated</p> <p>*Approximately 20% of staff who took the control environment survey reported not feeling safe at our campus.</p> <p>*Mid-year teacher survey stated student behavior is a concern</p>	<p>*Collaboration between teachers and administrators regarding student behaviors should be strengthened.</p> <p>*Opinion data should be collected more frequently from students, parents, and community.</p>
Staff Quality/ Professional Development	<p>*Teacher opinions regarding specific decisions are collected via electronic tools.</p> <p>*Teachers and administrators feel that individual and school accomplishments have been adequately acknowledged and celebrated.</p> <p>*Groups of teacher are targeted to provide input regarding specific decisions.</p>	<p>*HRS survey results indicate that teachers may be unsure of whether notes and reports exist documenting how teacher input is used.</p> <p>*HRS survey results indicate that teachers may be unsure of whether techniques and systems are in place to collect data and information from teachers on a regular basis.</p>	<p>*Administrators need to more regularly ask for teacher feedback/opinions.</p> <p>*Improve communication between administrators and staff on how teacher input is used to make decisions.</p>
Curriculum, Instruction, Assessment	<p>*A PLC process exists on our campus.</p> <p>*Teachers and administrators report that 1:1 Chromebook technology has improved teaching and learning.</p> <p>*Extended planning times provided additional team planning time</p>	<p>*Teachers and administrators report that data teams do not have written goals.</p> <p>*Administrators do not regularly examine PLC collaborative teams' progress toward their goals</p>	<p>*Data teams need written goals</p> <p>*Administrators should regularly examine PLC collaborative teams' progress toward their goals</p>
Family and Community Involvement	<p>*Per HRS Indicator 1.2: general agreement that parents and community feel our school is safe and orderly.</p>	<p>*RMH has a higher mobility rate compared to the district.</p>	<p>*Communication of volunteer and participation opportunities to parents</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>*Per HRS Indicator 1.6: opinion data is collected from parents and community; use of social media engages parents and community.</p> <p>*Volunteer Summary Report indicates volunteers are used for mentors, field trips, classroom helper, and in grade levels.</p> <p>*Parents report feeling a part of the RMH community, including the decision-making process for their child(ren).</p>	<p>*Parents desire more opportunities to be on campus</p>	<p>*Communication of resources available to families.</p>
School Context and Organization	<p>*Teachers and administrators feel that individual and school accomplishments have been adequately acknowledged and celebrated.</p> <p>*Groups of teachers are targeted to provide input regarding specific decisions.</p>	<p>*Reports of opinion data from teachers and staff are not regularly generated.</p> <p>*HRS survey results indicate that teachers may be unsure of whether notes and reports exist documenting how teacher input is used.</p> <p>*HRS survey results indicate that teachers may be unsure of whether techniques and systems are in place to collect data and information from teachers on a regular basis.</p>	<p>*Better communication between administrators and staff about how teacher input was used to make specific decisions.</p> <p>*Collect opinions and information from teachers on a more regular basis.</p>
Technology	<p>*1:1 Chromebooks</p> <p>*Teachers and administrators report that school leaders direct the use of technology to improve teaching and learning.</p>	<p>*HRS survey results indicate that there is variance in staff belief that appropriate training for use of technology is provided.</p>	<p>*Provide opportunities for technology training and teacher collaboration on technology.</p> <p>*Continued teaching on digital citizenship</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?
		*Referral data shows some inappropriate use of technology by students.	

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 implement the PLC process using the HRS and district policies and practices in order to support collaborative teams in their efforts to effectively address curriculum, assessment, instruction and the achievement of all students.
Goal	Effectively implement the PLC process and attain success with HRS Level 1.
Project Lead	Principal
Staff, Title I Staff	Grade Level Teams, Title I Teacher, Specialist Team, Special Education Team, Specials Team
Materials and Resources	Marzano's Collaborative Teams that Transform, SMART goals template, 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 #)
Staff will participate in professional development using Robert Marzano's Collaborative Teams that Transform and A Handbook for High Reliability Schools books.	Marzano's Collaborate Teams That Transform book and A Handbook for High Reliability Schools		0.00	Staff Professional Development Sessions	School Calendar; Facilitator Notes	Increase the knowledge of Collaborative Teams and Professional Learning Committee process	On Track to Make Progress August 3 - Staff Development on High Reliability Schools (HRS) September 5 - Staff Development provided on Effective Collaborative Teams	On Track to Make Progress November 28- Hands-on experiences with engagement strategies prepared by the Science, Technology, Engineering, Art, and Math (STEAM) Committee for all teachers	Significant Progress Our campus PLC created and common commitments and revisited those common commitments throughout the year at staff meetings. Collaborative Teams used information gleaned from training to create team norms and set and monitor progress toward a team goal.	4
Collaborative Teams will use the Specific, Measurable, Achievable, Relevant and	SMART Goals Template		0.00	Staff Professional Development Sessions; Weekly	School Calendar; Collaborative Team Goals;	Collaborative Teams focused on monitoring and making progress	On Track to Make Progress October 5 - Teams created and	On Track to Make Progress November 14- Teams reported	Significant Progress Collaborative Teams used	2

Rose Haggar Elementary – 2018-2019 Campus Improvement Plan

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 #)
Time-bound (SMART) goal process to monitor progress.				Collaborative Team Meetings	Collaborative Team Google Form	toward their SMART goal	submitted their SMART Goal	SMART Goal progress	information gleaned from training to set and monitor progress toward a team goal.	
Critical areas (curriculum, instruction, assessment, teacher development) are the focus of meetings and agenda items.	PISD Curriculum, TEKS, Edugence		0.00	Staff Professional Development Sessions; Weekly Collaborative Team Meetings	Collaborative Team Agendas	Collaborative Teams focused on critical areas of instruction, assessment, and teacher development	On Track to Make Progress August 2 - Planning Protocol training by district's curriculum department August 3 - Staff Development on High Reliability Schools September 5 - Staff Development provided on components for Effective Collaborative Teams Weekly Collaborative Team Meetings October 17 - Staff "Book Tasting" to sample books to read for PD on their own	On Track to Make Progress November 28 - Staff Development on engagement strategies, presented by campus Science, Technology, Engineering, Art, and Math (STEAM) committee members January 7 - Phase 2 Planning Protocol training by PISD curriculum department January 10 - Staff members recorded videos about a professional learning book recently read which other staff members could view.	Significant Progress March 27 - PD circled back to CFA; teams shared examples of progress on this and student self-assessment pieces Collaborative Teams focus on unpacking the TEKS during team planning. Teams are discussing methods of instruction more as well as ways to incorporate formative assessment to monitor progress and intervene when necessary.	2, 4, 9
Collaborative Teams will use and review team norms for effectiveness.	Marzano's Collaborate Teams That Transform book		0.00	Established norms- August 2018	Curriculum presentation notes	Collaborative teams established or updated their team norms and revisit/revise the norms as the need arises throughout the year	On Track to Make Progress August 2018 - Collaborative Teams established norms	On Track to Make Progress November 14 - Teams reported Specific, Measurable, Achievable, Relevant and Time-bound (SMART) Goal progress; teams reported	Significant Progress Collaborative Teams used information gleaned from High Reliability Schools training to create team norms and set and monitor progress toward a team goal.	4

Rose Haggar Elementary – 2018-2019 Campus Improvement Plan

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 Team rating scale self-assessment		
Common assessment data will be used by Collaborative Teams in decision making.	Edugence, PISD Curriculum, TEKS		0.00	Weekly Collaborative Team Meetings	Collaborative Team Agendas	Flexible grouping used in IE and small groups and based on data and classroom observation	On Track to Make Progress Weekly Collaborative Team Meetings 3-5 times per week - Grade Level Intervention/Enrichment time October 1 - November 16 -- Reading Intervention for Students to Excel (RISE) and RISE Up intervention by Specialists in grades 2 and 4	On Track to Make Progress January 7 - Phase 2 Planning Protocol training by PISD curriculum department with a focus on Common Formative Assessments.	Some Progress February-April -- second round of RISE for identified 2nd graders Teachers have received professional learning about Common Formative Assessments. Some teams have planned and used some Common Formative Assessments with their students.	8
Professional Learning Communities (PLC) will establish common commitments.	Marzano's Collaborate Teams That Transform book		0.00	August 2, 2018 - initial development	Staff Relationship Agreement Document	Collective commitments will lay the groundwork for safe, supportive, and collaborative culture allowing for effective collaborative teaming.	Significant Progress August 2 - Staff agreements created for RMH staff August 2018 - Staff agreements posted in commonly shared staff areas in the building Staff relationship agreements available on tables prior to starting all staff meetings	On Track to Make Progress Copies of staff relationship agreement reviewed and available during all staff meetings. A "Staff Member of the Month" recognition was put into place this year; each month staff members vote for the honoree, who is presented on the announcements.	Significant Progress Staff Member of the Month continued every month throughout the school year to build community. Staff common commitments used at all staff and Team leader meetings this spring.	8, 10
Utilize quick data for feedback from stakeholders.	Google Forms			August 20th - initial quick data	quick data surveys and feedback	quick data will be shared with appropriate	On Track to Make Progress	On Track to Make Progress	Significant Progress	6, 9, 10

Rose Haggar Elementary – 2018-2019 Campus Improvement Plan

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 #)
				brainstorm with SBIC		groups for discussion	August 30 - SBIC brainstormed ideas for quick data August 2018 - Staff Satisfaction Survey (25 results); results shared with staff September 5 - August 2018 - Quick Parent Survey (30 results) September 21-present --Principal and Assistant Principal quick data survey attached to all email responses (Currently 16 responses) October 1 - SEL Committee Survey for Staff October 2018 - Parent Survey about Conferences (21 responses)	Admin email survey at 100% satisfaction with 35 responses currently. October 29 present -- WatchDOGS feedback survey distributed to every WatchDOG after volunteering is completed. Current survey shows 100% satisfaction with the experience; 90% of WatchDOGS "strongly agree" the staff was friendly and helpful while 10% "strongly" agree that staff was friendly and helpful. Total responses equals 10.	January - quick survey of attendees at monthly Title I breakfast; quick data student survey January - quick data survey of students grades 3-5; focus group held with group of students and 3rd-5th TLs in April to follow up and receive student feedback.	

Critical Action #2

Problem Statement	<p>The percentages of students meeting the Approaches, Meets, and Masters Grade Level standard is below the district average in the following groups:</p> <p>Grade 3 Math Approaches: 79/86; Meets: 57/63; Masters: 26/40</p> <p>Grade 3 Reading Approaches: 78/85; Meets: 46/56; Masters: 25/38</p> <p>Grade 4 Math Approaches: 81/83; Meets: 49/59; Masters: 33/39</p> <p>Grade 4 Reading Approaches: 75/81; Meets: 49/60; Masters: 29/38</p> <p>Grade 4 Writing Approaches: 58/73; Meets: 41/54; Masters: 16/21</p> <p>Grade 5 Math Approaches: 88/89</p> <p>Grade 5 Reading Masters: 30/40</p> <p>Grade 5 Science Approaches: 80/81; Masters: 23/26</p>
Root Cause and Strategy	<p>(a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning and instruction with fidelity.</p> <p>(b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses.</p>

	(c) We will address the responsiveness to student needs by ensuring that there are structures in place to support Social and Emotional Learning
Goal	Increase the percentage of all students performing at the Approaches, Meets, and Masters grade level standards to decrease the gap between the campus and district to meet the district average performance.
Project Lead	Campus Administrators, PISD Elementary Content Coordinators and Specialists
Staff, Title I Staff	Grade Level Team Teachers, Title I/Intervention Team, ESL Teachers, Counselors
Materials and Resources	District Curriculum, Edugence (PES Growth Roster, STAAR Roster, MAP data), Eduphoria, Gradebook

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 #)
Provide each team with a copy of Conscious Discipline book after campus-wide training for continued implementation of strategies.	book: Conscious Discipline	6399 – Supplies and Materials (Instructional Supplies)	300	training on 8/8/2018	lesson plans, team meeting agendas	Conscious Discipline strategies are incorporated into weekly lesson plans in order to build relationships with students.	On Track to Make Progress August 8 - Conscious Discipline training August 2018 - Teams provided with a copy of the Conscious Discipline book August 20 - Mariner Memo for staff incorporated Conscious Discipline breathing cards October 1 - Mariner Memo for staff incorporated Conscious Discipline video	On Track to Make Progress	Significant Progress May 17 - Mariner Memo for staff incorporated Conscious Discipline tip for managing student misbehavior	4
Master schedule will reflect designated intervention and extension time to allow for targeted supports from specialist team.	Master Schedule on Google Sheets		0.00	Approved Master Schedule Aug 2018	Master Schedule on Google Sheets; Intervention and Extension (IE) Lesson Plans	Specialists join grade levels during their IE time to reduce the number of students per group and in order to provide small	On Track to Make Progress August 2018 - Master schedule approved by leadership team to allow for targeted	On Track to Make Progress October 1 - November 16 -- Reading Intervention for Students to Excel (RISE) and RISE Up	Significant Progress February-April - second round of RISE for a group of identified 2nd graders	8, 9

Rose Haggar Elementary – 2018-2019 Campus Improvement Plan

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 #)
						group, targeted instruction based on recent assessment data	supports from specialist team	intervention by Specialists in grades 2 and 4		
Participate in curriculum training: unpacking the standards.	Curriculum Department; Curriculum Planner		0.00	8/2/2018	Presentation Notes; Teacher handouts	Teachers learned how to read the Texas Essential Knowledge and Skills (TEKS) in order to focus on the specific actions required of each of the TEKS; Teacher discussion of standards when collaborating during team planning.	On Track to Make Progress August 2 - Planning Protocol training by district's curriculum department	On Track to Make Progress January 7 - Planning Protocol Phase 2 with a focus of using standards to create Common Formative Assessments	Significant Progress January 16 and March 27 - CFA follow-up in PD (Solution Tree video and staff conversations)	4
Utilize extended planning days for collaborative teams to dissect Texas Essential Knowledge and Skills (TEKS) and Understanding by Design (UbD).	Sub Codes provided by the district; Curriculum Planner; Blank Big Calendar		0.00	2 days per teacher throughout the school year	Collaborative Team Agenda; Unit Calendar, Lesson Plans	Collaborative teams plan Units of lessons at a time using the UbD process and unpacking the TEKS.	On Track to Make Progress September 2018 - RMH provided with extended planning sub codes Extended planning used by Kinder, 1st grade, 3rd grade, music, and art in October/November 2018	On Track to Make Progress Extended planning used by Pre-Kinder, 3rd, 4th, and 5th grades in February 2019.	Significant Progress Extended planning used by Kinder and Special Education in March 2019, art in April 2019, and 1st grade in May 2019.	3, 9
Provide opportunities for vertical conversations around Texas Essential Knowledge and Skills (TEKS) and use of various resources.	Curriculum Planner, TEKS, Lead4Ward Vertical Alignment Document		0.00	curriculum training 8/2/2018; Monthly, September 2018-May 2019	Agendas; Lesson Plans	Teachers gain a better understanding of the TEKS beyond their own grade level, building on students' previous learning and preparing students for future learning.	On Track to Make Progress August 2 - Planning Protocol training by district's curriculum department Weekly Collaborative Team Meetings	On Track to Make Progress Weekly Collaborative Team Meetings	Significant Progress Weekly Collaborative Team Meetings March 27- Grade levels meet with grades above and below them for vertical conversations about expectations	3, 4, 9, 10

Rose Haggar Elementary – 2018-2019 Campus Improvement Plan

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 #)
									prior to entering their grade level. Summer Preparation documents were created for each grade level and distributed to families.	
Provide training on classroom engagement strategies.	Conscious Discipline Presenter			August 8, 2018 - Conscious Discipline	Conscious Discipline Presentation Notes, Lesson Plans	Teachers use strategies learned during Conscious Discipline training in their classrooms to improve student engagement.	On Track to Make Progress August 8 - Conscious Discipline training August 2018 - Teams provided with a copy of the Conscious Discipline book	On Track to Make Progress November 28 - training on engagement strategies presented by Science, Technology, Engineering, Art, and math (STEAM) committee	Significant Progress Teachers used strategies learned from Professional learning in their classrooms throughout the spring.	9
Staff committees will develop goals to promote student achievement.	Specific, Measurable, Achievable, Relevant and Time-bound (SMART) Goals Template; Google Form			September 2018	Goals in Google Form; Committee Meeting Notes	Committees will meet to develop a committee goal and monitor their progress throughout the year in order to improve student achievement.	On Track to Make Progress October 11 - Committees created and submitted their SMART Goal	On Track to Make Progress November 14- Teams reported SMART Goal progress	Significant Progress All staff committees created and monitored progress toward a committee goal.	9, 10
Data teams will meet to assess appropriate implementation of Response to Intervention (RtI).	Edugence, Kid Talk and Campus Monitoring and Intervention Team (CMIT) Templates			monthly Kid Talk and CMIT meetings	Edugence Goals and Progress; Kid Talk Notes, CMIT Meeting Minutes	Teachers focused student goals on the most fundamental skill and show student progress or lack thereof.	On Track to Make Progress September 20 - Kid Talk Meetings September 27 - CMIT Meetings	On Track to Make Progress November 15 - Kid Talk Meetings November 29 - CMIT Meetings January 24 - Kid Talk Meetings January 31 - CMIT Meetings	Significant Progress February 21 - Kid Talk February 28 - CMIT Meetings April 18 - Kid Talk April 25 - CMIT Meetings	8, 9

Rose Haggar Elementary – 2018-2019 Campus Improvement Plan

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 #)
Use of Jan Richardson's "The Next Step Forward" book as a resource for deeper reading intervention for targeted students.	book: The Next Step Forward	6399 – Supplies and Materials (Instructional Supplies)	100	Daily September 2018-November 2018	Lesson Plans; Response to Intervention (RtI) documentation; Student Reading Data	Specialists pull daily, one hour reading intervention groups in 2nd and 4th grades in order to improve student reading skills and ability.	Significant Progress 3-5 times per week - Grade Level Intervention and Extension time October 1 - November 16 -- Reading Intervention for Students to Excel (RISE) and RISE Up intervention by Specialists in grades 2 and 4	On Track to Make Progress RISE intervention by Specialists in grade 2 will be scheduled in Spring 2019 after Middle of the Year testing data is reviewed	Significant Progress Specialists used for a second implementation in RISE. Results showed student reading levels increased by a minimum of two levels.	4, 8, 9
Plan opportunities for parents to learn about the curriculum and how to help their children at home.	breakfast snack items	61.6499 – Parent Engagement (Snacks)	500	monthly Third Thursday breakfasts; Ready Rosie Program	breakfast meeting agendas; meeting sign in sheets; Ready Rosie usage reports	Parents learn strategies to help their children with homework and academics at home while enjoying breakfast with their child(ren).	On Track to Make Progress October 2018 - Pre-K and Kinder teachers share Ready Rosie login information with parents. September 20 and October 18 - Title I Breakfasts	On Track to Make Progress November 15 and January 17 - Title I Breakfasts March PD - CTs began to develop 'summer prep' documents to go home with students who are moving into their grade level	May 2019 - Summer Prep letters finalized. Hard copies sent home with students and soft copy distributed through eNews. Title I Breakfasts for parents held on February 21, March 21, and April 18.	6
Respond to social emotional needs of students by providing snacks to students in need.	student snacks	6499 – Other Operating (Student Snacks)	500	Throughout the year as the need arises	Receipts of snacks purchased	Students will be given snacks as needed so that they can concentrate on their academics and have more regulated emotions.	On Track to Make Progress Snacks provided to students in need daily as the need arises	On Track to Make Progress Continue to provide snacks to students in need daily as the need arises	Significant Progress Continue to provide snacks to students in need daily as the need arises. Snacks provided for all 3rd-5th grade students on STAAR testing days.	9

Rose Haggar Elementary – 2018-2019 Campus Improvement Plan

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 adult temp employees for additional targeted math (grades 3-5) and reading (grades 1-5) instruction for identified students.	adult temps	6117 – Professional Salaries (Adult Temp)	8064	Weekly, September 2018- March 2019 (math) Weekly, February 2019 - May 2019 (reading)	intervention schedule	Identified students will receive additional targeted instruction, resulting in student growth.	On Track to Make Progress One adult temp works with students in grade 3-5 on targeted math concepts approximately 5 hours per week	On Track to Make Progress February - Added another adult temp who works with students in grade 1-5 on targeted reading concepts approximately 10 hours per week; increase adult temp in math to about 10 hours per week.	Significant Progress Adult temps continued work through May 2019 in reading and math, working approximately 10 hours per week.	9
Title I staff participation in a parent engagement workshop to further develop our current parent involvement and outreach.	Parent and Family Engagement Initiative conference registration	6411 – Other Operating (Staff Training - Registration, etc.)	400	December 2018	use of new strategies during monthly parent breakfasts	Title I staff will continue to implement new strategies through their monthly parent breakfasts to both increase attendance as well as increase parent capacity to work with the school and their children.	On Track to Make Progress Title I Teacher and Paraprofessional registered to attend December 6-8	Significant Progress December 6-8 -- Title I Teacher and Paraprofessional attended the workshop	Significant Progress Completed December 2018	4, 6
Provide mentors for identified students to increase engagement, motivation, and self-confidence.	community volunteers			bimonthly, September 2018- May 2019	mentor schedule	Students who feel safe at school and are more confident academically, socially, and emotionally	On Track to Make Progress Mentors visit with students semi-monthly with a focus on academics and/or social emotional health	On Track to Make Progress Mentors visit with students semi-monthly with a focus on academics and/or social emotional health. Some additional mentors have been added since the beginning of the year.	Significant Progress Mentors visited with students semi-monthly with a focus on academics and/or social emotional health. April 29-May 14 -- Teacher mentors were provided for all 5th grade students who did not meet grade level expectations on the first administration of	6, 9

Rose Haggar Elementary – 2018-2019 Campus Improvement Plan

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 #)
									STAAR Reading or Math.	
Utilize Advancement Via Individual Determination (AVID) strategies to promote organization and necessary study skills.	AVID materials			Daily August 2018-May 2019	AVID site team goals; meeting notes	Students who are more organized and better prepared for post-secondary education	On Track to Make Progress September 10 - AVID Site Team Meeting	On Track to Make Progress November 27 - AVID Site Team Meeting	Significant Progress May 2 - 4th and 5th grade teachers rated their students on progress students have shown with the AVID strategies.	9, 10
Provide incentives to students for citizenship and participation in school-based activities.	Brag Tags provided by Parent Teacher Association (PTA)			As the need arises, August 2018-May 2019	documentation of number of tags given for participation in various events and activities	More student participation in academic activities; a community of compassionate students	On Track to Make Progress Brag Tags are handed out daily in recognition of good citizenship. Other brag tags already distributed include perfect attendance and reading.	On Track to Make Progress Brag Tags continue to be handed out daily for good citizenship. Some examples of additional Brag Tags awarded are: Science Fair participants, Spelling Bee participants, Honor Roll each month, reading logs monthly, Safety Patrol, and Red Ribbon Week.	Significant Progress Brag Tags continue to be handed out daily for good citizenship. May 24 - Brag Tags awarded at End of Year Assembly for participation in various school-based activities.	9
Instructional Specialists coach teachers on proficiently using Response to Intervention (RtI) with students.	RtI Proficiency Scale; Google Sheets			Throughout the year as the need arises	Proficiency Scale data collection; notes from coaching staff members	Teachers will have a better understanding of how to effectively implement and measure growth of RtI for students.	On Track to Make Progress August 2018 - Instructional Specialist team developed Proficiency Scale. October 10 - Proficiency Scale shared with Team Leaders	On Track to Make Progress November 15 - Instructional Specialists reviewed student goals in Edugence using the Proficiency Rating Scale to give our campus an average score of 1.5. This information was shared with	Significant Progress February 21 - Instructional Specialists reviewed student goals in Edugence using the Proficiency Rating Scale, which showed an improvement in reporting progress and writing	4, 9

Rose Haggar Elementary – 2018-2019 Campus Improvement Plan

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 at the November 15 Kid Talk meeting.	Edugence goals for most teachers.	
Utilize adult temp employee for additional targeted reading (grades 1-5) instruction for identified students.	adult temp Title III		2800	Two days a week, February 2019-May 2019	intervention schedule	Identified students will receive additional targeted instruction, resulting in student growth.	N/A	On Track to Make Progress February - Added another adult temp who works with students in grade 1-5 on targeted reading concepts approximately 10 hours per week.	Significant Progress Adult temp continued work with grade 1-5 students in the area of reading through May 2019.	9

Health, Fitness and Attendance

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

COORDINATED SCHOOL HEALTH

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.	Principal	Campus Wellness Plan	September 2018	September 2018 - Wellness Team established October 5 - SMART Goal submitted	Meetings held September 17, November 13, and February 12. Committee established a SMART goal in September and monitored progress throughout the school year. Wellness resources provided to staff via Mariner Memo January 25. Staff participated in Walk Across Texas Program March 1-April 26.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	September 2018	September 2018 - Completed	September 2018 - Completed
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	Monthly, August 2018 - May 2019	Monthly 2018-2019 - Walkthrough Data	May 2019 - Completed
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	Every 9 weeks	September 2018 - Completed first bulletin board	Bulletin boards in the gym and fitness room support the Coordinated School Health curriculum and are changed about every 9 weeks Healthy Living posters in cafeteria
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	March 2019	Wellness Fair date set for March 21, 2019.	3/21 Wellness Fair advertised in PTA newsletter, school website, social media, and marquee

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	2 times per year, fall 2018 and spring 2019	Fall FitnessGram completed with 3rd-5th graders	Spring FitnessGram completed Spring 2019
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	April 2019	November 2018 Fall FitnessGram reports completed and sent to parents	May 2019 Fall FitnessGram reports completed and sent to parents

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	Daily, August 2018 - May 2019	Students follow a weekly specials schedule, which allows for required physical education minutes	Students follow a weekly specials schedule, which allows for required physical education minutes
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 in lesson plans, August 2018 - May 2019	Pedometers used regularly	Pedometers used regularly
K-8	Ensure physical education staff is using a sequential and developmentally	Principal	Yearly Plan Form	Daily, August 2018 - May 2019	Physical Education staff	Physical Education staff

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
	appropriate curriculum which has students active at least 70%-90% of class time.				use the district curriculum planner to plan daily lessons	use the district curriculum planner to plan daily lessons
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	Daily, August 2018 - May 2019	Students receive unstructured playtime during daily recess.	Students receive unstructured playtime during daily recess.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	Daily, August 2018 - May 2019	Students are given brain breaks daily and as the need arises.	Students are given brain breaks daily and 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	Bimonthly, August 2018 - May 2019	Attendance reports are monitored biweekly with follow up to teachers and parents on chronic tardies and absences.	Attendance reports are monitored biweekly with follow up to teachers and parents on chronic tardies and absences.

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	Monthly, August 2018 - May 2019	Monthly collaboration with Leadership Team to assess safety and bullying concerns	Monthly collaboration with Leadership Team to assess safety and bullying concerns
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Daily, August 2018 - May 2019	Increase supervision of identified areas as needed and make appropriate adjustments	Increase supervision of identified areas as needed and make appropriate adjustments
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Daily, August 2018 - May 2019	Use restorative chats and questions to teach students appropriate behavior	Use restorative chats and questions to teach students appropriate behavior

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	August 2018- Professional	Completed in August 2018

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				Learning from Counselors August 2018-Safe Schools Video Training for all staff	
Review referral process.	Principal or designee	Campus referral plan	August 2018 As the need arises August 2018 - May 2019	August 2018- Professional Learning on the referral process Referral process included in Staff Handbook	SEL committee meeting October 3rd to review Restorative Practices and Social Emotional techniques to prevent referrals.

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 Adjust as the need arises August 2018 - May 2019	August 2018- December 2018-- School-wide Plan, Restorative Circles, R-Time, Calm Down Areas, SEL Learning Targets, Morning Meetings, BIPs	January 2019- May 2019 -- School-wide Plan, Restorative Circles, R-Time, Calm Down Areas, SEL Learning Targets, Morning Meetings, BIPs

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				reviewed and adjust throughout the school year based on current needs.	reviewed and adjust throughout the school year based on current needs. October 2018-May 2019 -- SEL Committee Google Classroom used to provide recommended intervention strategies.
Implement campus referral plan.	Principal or designee	Campus Referral Plan	August 2018	School-wide Plan, Restorative Circles, R-Time, Calm Down Areas, SEL Learning Targets, Morning Meetings, BIPs reviewed	School-wide Plan, Restorative Circles, R-Time, Calm Down Areas, SEL Learning Targets, Morning Meetings, BIPs reviewed
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Daily, August 2018 - May 2019	Restorative Practices, Think Sheets, Restorative Questions, Peace Path, Calm Down Area, Calm Down Tools, Breathing Strategies	Restorative Practices, Think Sheets, Restorative Questions, Peace Path, Calm Down Area, Calm Down Tools, Breathing Strategies

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 As the need arises August 2018 - May 2019	School Wide Discipline Plan: R-time, Restorative Circles, Kelso's Choice, Brag Tags, MVPs, Mariner Money	School Wide Discipline Plan: R-time, Restorative Circles, Kelso's Choice, Brag Tags, MVPs, Mariner Money
Monitor high risk areas.	All staff	Schedule (if necessary)	Daily, August 2018 - May 2019	Increase supervision of identified areas as needed and make appropriate adjustments	Increase supervision of identified areas as needed and make appropriate adjustments

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	August 2018	Completed August 2018

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Counselors, Teachers, Counseling Curriculum, Think Sheets, Restorative Questions, Peace Path, Calm Down Area, Calm Down Tools,	Every other week, August 2018 - May 2019	Provide anti-bullying guidance lessons for each grade level PreK-5 Provide small group counseling	Provide anti-bullying guidance lessons for each grade level PreK-5 Provide small group counseling

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
		Breathing Strategies, Behavior Matrix		for Friendship and other social skills needed to prevent bullying Teach strategies to prevent bullying	for Friendship and other social skills needed to prevent bullying Teach strategies to prevent bullying
Employ discipline interventions.	Designated staff	Administrators, Counselors, Teachers, Think Sheets, Restorative Questions, Peace Path, Calm Down Area, Calm Down Tools, Breathing Strategies, Behavior Matrix	As the need arises, August 2018 - May 2019	Restorative Circles Restorative Practices Think Sheets	Restorative Circles Restorative Practices Think Sheets
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Administrators, Counselors, Teachers, Think Sheets, Restorative Questions, Peace Path, Calm Down Area, Calm Down Tools, Breathing Strategies, Behavior Matrix	As the need arises, August 2018 - May 2019	Antibullying articles submitted in school newsletter	Antibullying articles submitted in school newsletter
Conference with parents/students.	Teachers or other staff	Counselors, Teachers, Administrators	As the need arises, August 2018 - May 2019	Throughout the school year as needed	Throughout the school year 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	Office Staff	Principal, Assistant Principal, Office Staff, Team Leaders, Campus Technology Assistant, various PTA Representatives	July 2018 - August 2018 or as the need arises with new enrollment	All parents were encouraged via School Messenger, packet pick-up, and emails from staff members to register on Parent Portal to access student information and the tools available via Parent Portal. Computers were made available at packet pick-up and first of year meetings.	All parents were encouraged via School Messenger, packet pick-up, and emails from staff members to register on Parent Portal to access student information and the tools available via Parent Portal. Computers were made available at packet pick-up and first of year meetings.
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	Office Staff	Office Staff, Homeroom Teachers	September 2018 As the need arises September 2018 - May 2019	Hard copies of information, phone calls, and computer access on campus are provided as needed.	Hard copies of information, phone calls, and computer access on campus are provided as needed.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Campus Technology Assistant	Campus Technology Assistant	As the need arises July 2018 - May 2019	The campus website is frequently updated and is published in a format parents can understand.	The campus website is frequently updated and is published in a format parents can understand.
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Office Staff	Principal, Assistant Principal, Campus Technology Assistant	Monthly and as the need arises, August 2018 - May 2019	Information communicated monthly through eNews and as the need arises. Teachers also email parents monthly as a minimum with a grade level/department update.	Information communicated monthly through eNews and as the need arises. Teachers also email parents monthly as a minimum with a grade level/department update.
Utilize social media to keep parents and community informed. Funding source: State and Local	Principal	Administrative Team, Teachers	As the need arises, August 2018 - May 2019	Campus-wide communication through Twitter. Rose Haggar also maintains a Facebook page in order to provide continuous notification.	Campus-wide communication through Twitter. Rose Haggar also maintains a Facebook page in order to provide continuous notification.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Principal	Principal, Assistant Principal, various PTA representatives	Monthly and as the need arises, August 2018 - May 2019	Regular PTA general meetings, as well as board meetings are held	Regular PTA general meetings, as well as board meetings are held

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				in order to seek input from parents to evaluate the parental involvement program.	in order to seek input from parents to evaluate the parental involvement program.
<p>Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).</p> <p>Funding source: State and Local</p>	Principal	Principal, Assistant Principal, Counselors, various PTA representatives	November 2018 May 2019	<p>Assist parents in understanding the state's academic content and achievement standards. Parents are provided with a variety of workshops during and after school to strengthen connections and engage students in supporting learning that occurs in the home and at school. Programs include parent trainings, social/emotional health, and preparing students for</p>	<p>Assist parents in understanding the state's academic content and achievement standards. Parents are provided with a variety of workshops during and after school to strengthen connections and engage students in supporting learning that occurs in the home and at school. Programs include parent trainings, social/emotional health, and preparing students for</p>

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				academic transitions.	academic transitions.

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	Counselors	Counselors, Counseling Curriculum	Every other week, September 2018 - May 2019	Guidance lessons provided by counselors once every two weeks focused on Social Emotional Learning, anti-bullying, friendship, etc.	Guidance lessons provided by counselors once every two weeks focused on Social Emotional Learning, anti-bullying, friendship, etc.
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	Principal	Administrative Team, Counselors, Special Education Staff, Classroom Teachers	As the need arises, August 2018 - May 2019	August 2018 - May 2019 as the need arises	August 2018 - May 2019 as the need arises
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	Counselors	Kindergarten Teachers, Counselors, Title I Teacher	August 2018	Meet the Teacher; Parents have access to and receive training from the Kindergarten teachers on Ready Rosie.	Meet the Teacher; Parents have access to and receive training from the Kindergarten teachers on Ready Rosie.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Elementary Campuses with full day Pre-K – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment. Title I Components: 7 Funding source: State and Local	Pre-Kindergarten Teachers	Pre-Kindergarten and Kindergarten Teachers	Daily, August 2017-June 2018	Pre-Kindergarten students regularly see Kindergarten classrooms and teachers as they pass through the Kindergarten hallway.	Pre-Kindergarten students regularly see Kindergarten classrooms and teachers as they pass through the Kindergarten hallway.

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	Campus Administrators, Counselors, Classroom Teachers, Specialists, Specials Team, Special Education Team	August 2018 Monthly and as the need arises, September 2018 - May 2019	August 3 - Staff Development on HRS September 5 - Staff Development provided on Effective Collaborative Teams	January 16 - Professional Learning on Response to Intervention March 27 - Professional Learning included vertical teaming/alignment between grade levels