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# **Plano Independent School District Campus Improvement Plan**

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## **McCall Elementary**

**6601 Cloverhaven Drive**

**Plano, TX 75074**

**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 McCall community works as a team to develop the mind, heart and character of each child.

## **Campus Information**

### **Administration Team**

**Principal,** Stacy Kimbriel

### **About Us**

The McCall community works as a team to develop the mind, heart and character of each child.

### **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 – 09/04/2018 05:00 pm

Meeting 2: Progress monitoring and review of strategic plan - 02/05/2019 05:00 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/15/2019 05:00 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/](http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/)

**Site-Based Improvement Committee Members**

<b>Committee Member Name</b>	<b>Role</b>	<b>1st Year on SBIC</b>	<b>Meeting 1 Attendance</b>	<b>Meeting 2 Attendance</b>	<b>Meeting 3 Attendance</b>
Raegan Plattner	Faculty Member	17-18	X	X	
Angeli Jones	Faculty Member	17-18	X	X	
Margie Flores	Faculty Member	17-18	X	X	
Blanca Solares	Faculty Member	18-19		X	
Allyson Ruddick	Faculty Member	18-19	X	X	
Jennifer Munoz	Faculty Member, Special Ed	18-19	X	X	X
Stacy Kimbriel	Principal	10-11	X	X	X
Vanessa Skinner	District Professional	18-19		X	
Alex Casado	Campus Professional, Non-teaching	18-19	X	X	X
Alicia James	Support Staff Member	18-19			
Jessica Haecker	Parent-Selected by PTA	18-19	X	X	
Tricia Favre	Parent-Selected by Principal	17-18		X	
Mercy Mathew	Parent	18-19	X		
Anita Raham	Parent	18-19	X		X
Maren McBride	Parent	18-19	X		X
Roshni Goswami	Parent	18-19	X	X	X
Rubina Azhar	Community Member	18-19		X	X
Denise Rogers	Community Member	18-19			
Margaret Queen	Business Representative	18-19	X		
Chris Pilcic	Business Representative	18-19		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

<b>SCE Total</b>	\$69,664.00	State Compensatory Ed funds allocated for allowable supplemental resources and 1 staff.
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### Comprehensive Needs Assessment Summary

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>	The campus has a diverse student population and has decreased the number of bilingual denials.	The campus with a diverse student population will focus on assisting the development of our LEP students and aide our students be able to exit ESL who have struggled in the upper grades.	The campus will work to assist the development of our LEP students who have performed below the Approaches/Meets/Masters district average for STAAR.
<b>Student Achievement</b>	The campus has increased its STAAR performance rating over the last year through programs of analyzing local assessments, planning based on the needs of the students and TEKS, as well as collaborating with data to support the processes involved with students intervention.	The campus needs to develop strategies and professional developments in the areas of Writing and Science while assisting the development of the students in need of special services.	The campus will work to assist the development of our LEP students who have performed below the Approaches/Meets/Masters district average on STAAR while focusing on the development of the campus writing program.
<b>School Culture and Climate</b>	The campus has a friendly and welcoming staff and community who are proud to participate in activities during and after school.	The campus will work to improve the dismissal and security processes to ensure student safety while assessing the campus to recognize and fix weak points.	The campus needs to ensure the students safety inside the building through the continuous improvement of safety procedures and outside of the building through the acquiring of buses for after school events.
<b>Staff Quality/ Professional Development</b>	The campus is a welcoming environment to visitors and staff and utilizes a strong system of collaboration and feedback.	The campus needs to incorporate activities to build into a positive staff culture as well as work to improve the mentor training for our new staff members.	The campus needs to work to improve the mentor training for our new staff members.



<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Curriculum, Instruction, Assessment</b>	The campus has strongly implemented Planning Protocols to improve team planning that is TEKS and data driven, as well utilized processes for acquiring and checking quick data.	The campus will work to create and utilize more rigorous unit assessments focused in the areas of reading and writing, as well as consistently utilize the phonics programs for students in need.	The campus will utilize and focus on a TEKS driven Reading and Writing curriculum.
<b>Family and Community Involvement</b>	The campus has a variety of available organizations, clubs and activities for students and parents to become involved as well as events, such as multicultural night and curriculum night, that invite the community into the campus.	The campus and community need access to tools and resources, such as the mobile language bus, to assist in creating a community of lifelong learners.	The campus needs to increase our available resources, such as the technology bus and language development programs, to assist our development of lifelong learners.
<b>School Context and Organization</b>	The campus utilizes data through programs such as Lead4ward and has created processes for walkthroughs and quick data gathering through All in Learning to assist the with the analysis of data and discussions.	As a campus no longer receiving Title I support, we need to structure programs and processes to aide our staff while having a decreased staffing allotment.	The campus need is to reevaluate the procedures and processes for RtI while incorporating a decreased number of staff.
<b>Technology</b>	The campus is 1 to 1 with computers and utilizes programs for quick data, communication, and student development while continuously striving to improve through campus and district technology trainings.	The campus needs to further its staff development in creating and utilizing programs such as google, as well as assessing the rigor of current practices and programs.	The campus needs access to technology that can allow teachers to simply display and manipulate materials from the computer while it is displayed on the board.

**Critical Action #1**

<b>Problem Statement</b>	The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC process (policies and practices).
<b>Root Cause and Strategy</b>	Campus will develop consistency among our collaborative teams by creating and agreeing upon common campus meeting protocols such as: norms, goals, and agendas; time management efficiency
<b>Goal</b>	Each collaborative team will develop an agenda template, including team norms, and roles which guide the meeting and is driven by student learning.
<b>Project Lead</b>	Campus Administrators, District Administrators
<b>Staff, Title I Staff</b>	All professional staff members: teachers, counselor, and administrators
<b>Materials and Resources</b>	District curriculum, Edugence, All in Learning, Google drive, HRS resources

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 #)
Agendas are posted in collaborative teams Google folder in advance of weekly meetings to be reviewed for evidence of data driven student learning, discussion, and planning.	Google drive, HRS resources			Weekly collaborative meetings held each Thursday. Wednesday afternoon meetings on a bi-monthly basis.	Google folders for agendas, with grade level collaborative team member meeting notes and other curricular artifacts.	Increase use of quality data to drive instruction.	Some Progress Collaborative teams have initially created templates to guide a few of the variety of meeting types that influence instruction. The agendas that are being utilized are being shared prior to collaborative team meetings.	Significant Progress Collaborative teams have been supplied protocols and have created templates to guide the variety of meeting types that influence instruction. Through team google drives, the teams send and fill in templates prior to collaborative team meetings. This process includes our specialists and administration who assist with collaborating.	Significant Progress Collaborative teams have been provided protocols and have utilized templates that guide collaborative meetings and influence instruction. The campus PLC has had the opportunity to rate their growth through end of year surveys and have found this process to have increased the educational capacity of the staff. The teams are utilizing and implementing the	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
									practices on a routine basis.	

**Critical Action #2**

<b>Problem Statement</b>	The percentage of LEP students meeting the approaches, meets, and masters grade level standard is the below the district in the following groups... Grade 3: Math 62/38/29 District 74/41/20      Reading 52/24/19 District 65/25/12 Grade 4: Math 69/31/15 District 67/32/16      Reading 38/23/0 District 54/23/9      Writing 23/15/0 District 43/21/3 Grade 5: Math 87/40/20 District 78/39/18      Reading 53/33/0 District 57/23/5      Science 47/7/7 District 54/18/6
<b>Root Cause and Strategy</b>	Campus will develop a system of monitoring and accountability for student academic language acquisition.
<b>Goal</b>	Each collaborative team will create, develop and utilize common formative assessments as well as the creation and utilization of listening and speaking rubrics for language development checkpoints.
<b>Project Lead</b>	Campus Administrators, District Administrators
<b>Staff, Title I Staff</b>	All professional staff members: teachers, counselor, and administrators
<b>Materials and Resources</b>	Language development and district curriculum, Edugence, All in Learning, Google drive

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Collaborative teams analyze assessment data and use it to inform instruction when planning to ensure progression of language acquisition.	Agendas, All in Learning, ESL Specialist, ELD data			Weekly collaborative meetings held each Thursday. Wednesday afternoon meetings on a bi-monthly basis.	Google folders for agendas, with grade level collaborative team member meeting notes and other curricular artifacts.	Increase use of quality data to drive instruction.	Some Progress Our teams utilize standardized test data throughout the collaborative meetings and use it to inform instruction.	Significant Progress Our teams have utilized a variety of data (standardized, formative, summative, language) throughout the collaborative meetings and use it to inform instruction. Through surveys and artifacts shown by teams, our teams have	Significant Progress Our teams have utilized a variety of data (standardized, formative, summative, language) throughout the collaborative meetings and use it to inform instruction. Through surveys and artifacts shown by teams, our teams have	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
								utilized applications such as All in Learning to assist with gathering data and disaggregating data. To assist language development, many of our teams have created systems to monitor listening and speaking.	utilized applications such as All in Learning to assist with gathering data and disaggregating data. To assist language development, many of our teams have created systems to monitor listening and speaking.	
Adopt and implement language rubric to monitor listening and speaking activities and assessments.	Language Rubrics, Agendas, All in Learning, ESL Specialist, ELD Data,			Rubric Selection by end of September.  Weekly collaborative meetings held each Thursday. Wednesday afternoon meetings on a bi-monthly basis.	Google folders for agendas, with grade level collaborative team member meeting notes and other curricular artifacts.	Increased accountability with language acquisition.	No Progress Our collaborative teams are working to create and implement language rubrics to monitor listening and speaking.	Some Progress Our collaborative teams have created systems to monitor listening and speaking. The teams meet and discuss language development and ELPS alignment with the assistance of our ESL Specialist. Many collaborative teams have initiated Common Formative Assessments for Language acquisition while focusing on listening and speaking.	Significant Progress Systems have been created by our collaborative teams to monitor listening and speaking. Through the collection of data (FlipGrid and SeeSaw), the teams collaboratively discuss language development. Alongside our specialists, our teams have furthered their understanding of the ELPS alignment. All grade level collaborative teams have initiated Common Formative Assessments for Language acquisition while focusing on	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
									listening and speaking.	
Provide parents sentence stems, open ended questions and current vocabulary in math, science, and reading for facilitating academic conversations	Newsletters			Monthly	Monthly newsletters published by each grade level team.	Students will practice academic language in the home setting to increase their language skills.	Some Progress Sentence stems are being introduced in the classroom and are being implemented into lesson plans.	Some Progress Sentence stems are being utilized and differentiated to assist learning in the classroom and are being created through collaborative team meetings and lesson planning.	Some Progress Consistent communication to parents and providing sentence stems, open ended questions, and vocabulary is an area that has grown throughout the year, but will continue to remain a focus.	

**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	Bimonthly meetings	Julie Walker – Capitan – committee meets bimonthly	Julie Walker – Capitan – committee meets bimonthly
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Jennifer Garvin	Jennifer Garvin – Campus Wellness Team Parent	Jennifer Garvin – Campus Wellness Team Parent
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	CHS taught in fitness for K-5 grades.	CSH is taught in fitness class for K-5th grades	CSH is taught in fitness class for K-5th grades
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	Located outside the gym and updated on a regular basis.	The specials team utilizes the bulletin board outside of the gym and updates it frequently.	The specials team utilizes the bulletin board outside of the gym and updates it frequently.
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	Newsletter published the 1st of every month. Remind app	Communication done through a PE Smore	Communication done through a PE Smore

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
				is used for in between reminders.	newsletter, then sent out in principal's Smore newsletter and PTA news; class messenger text alert system; papers sent home	newsletter, then sent out in principal's Smore newsletter and PTA news; class messenger text alert system; papers sent home

**FITNESS**

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Fall assessments to determine baseline. Spring checkpoint to determine growth.	Fall assessments to determine baseline.	Fall assessments to determine baseline. Spring checkpoint to determine growth.
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	Reports will be sent home at the end of the year to all 3-5 parents.	Reports will be sent home at the end of the year to all 3-5 parents.	Reports will be sent home at the end of the year to all 3-5 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	Master schedule built in August, 2018 to reflect new minutes for all content areas and compliance.	Students are assessed in the Fall to create a baseline for instruction.	Students are assessed in the Spring to monitor growth.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Pedometers and heart monitors are utilized daily in fitness class.	Pedometers and heart monitors are utilized daily in fitness class and P.E.	Pedometers and heart monitors are utilized daily in fitness class and P.E.
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	District curriculum is implemented along with supplemental materials to ensure developmental appropriateness.	The instructional team implements district curriculum and differentiates for appropriateness.	The instructional team implements district curriculum and differentiates for appropriateness.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	Master schedule ensures 30 minutes of recess daily.	Recess minutes are calculated for all grade levels at the BOY.	Recess minutes are calculated for all grade levels at the BOY.

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	Wellness team provides resources for school wide use.	Staff utilize resources given by the Physical Education staff.	Staff utilize resources given by the Physical Education staff.

**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	Assistant principal will call students who are out for 3 or more days in a row without prior written notification.	Attendance and participation issues are monitored and communication is kept open with teachers and parents	Attendance and participation issues are monitored and communication is kept open with teachers and parents

**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	August, 2018 leadership discussion.	Surveys went to the community and staff.	Staff and administration have discussed and verified areas that have higher risks and worked to modify the procedures involved with those areas.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Duty assignments based upon leadership discussion.	The procedures have been altered to support high levels of supervision during the high risk area of dismissal.	The procedures have been altered to support high levels of supervision during high risk areas, such as dismissal and arrival.
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Campus handbook	Campus Expectations have been modified and	Campus leadership and staff have worked together to solidify campus

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				utilized campuswide.	common procedures and expectations.

**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 8, 2018	Each staff member were trained on bullying during the month of August, The teacher and other staff members were also required to complete district online training on sexual harassment in the Winter	Each staff member were trained on bullying during the month of August, The teacher and other staff members were also required to complete district online training on sexual harassment in the Winter
Review referral process.	Principal or designee	Campus referral plan	August 8, 2018	During the month of August the school counselor reviewed the process for referring incidents of bullying with the staff	During the month of August the school counselor reviewed the process for referring incidents of bullying with the staff. The counselor has

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					been available throughout the school year to assist and work with students and staff.

**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	Wednesdays are designated for character lessons, social emotional learning, and problem solving as a class.	Each classroom teacher utilizes R-Time lessons and/or Social Emotional Learning strategies to assist in the reduction of incidents through teaching character traits. The counselor has led lessons and small groups to instruct on strategies. SEL strategies have been introduced and utilized throughout the building.	Each classroom teacher utilizes R-Time lessons and/or Social Emotional Learning strategies to assist in the reduction of incidents through teaching character traits. The counselor has led lessons and small groups to instruct on strategies. SEL strategies and Zones of Regulation have been introduced at Spring staff

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					meetings and are being utilized throughout the building.
Implement campus referral plan.	Principal or designee	Campus Referral Plan	Proper reporting of bullying outlined on August 8, 2018.	Staff members are expected to report any reports of bullying to the designated staff member. Reports may come in the form of student to teacher, written notice, phone call or etc. Once the report has been made, the designated staff member will investigate the referral.	Staff members are expected to report any reports of bullying to the designated staff member. Reports may come in the form of student to teacher, written notice, phone call or etc. Once the report has been made, the designated staff member will investigate the referral.
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	As referrals are made to assistant principal.	The designated staff member has managed discipline through the form of parent conferences, further education, office referrals, Restorative	The designated staff member has managed discipline through the form of parent conferences, further education, office referrals, Restorative

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				Practices and stay away agreements.	Practices and stay away agreements.

**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	First five days of school were spent on team building and establishing procedures and expectations in each classroom.	Staff and student expectations have been collaborated upon and implemented campus-wide.	Staff and student expectations have been collaborated and agreed upon and implemented campus-wide.
Monitor high risk areas.	All staff	Schedule (if necessary)	Daily. Duty schedules for morning, afternoon, lunch and recess.	Duty and coverage schedules were determined for lunch, recess, morning arrival and dismissal to ensure that high-risk areas were supervised as much as possible.	Duty and coverage schedules were determined for lunch, recess, morning arrival and dismissal to ensure that high-risk areas were supervised as much as possible. Continued coverage and modifications have been made to assure student safety.

**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 13-17, 2018	The staff was made aware of the referral process and the administration works with the staff with referrals.	The staff has been made aware of the referral process and works alongside the administration with student referrals.

**STUDENT INTERVENTION**

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Grade level teachers, specialists, counselor	RTI process, team collaboration on a weekly basis	The staff utilizes response to intervention in the classroom or with specialists.	The staff utilizes response to intervention in the classroom or with specialists. Collaborative teams collaborate to develop strategies that can assist the development of students.
Employ discipline interventions.	Designated staff	Counselor, Assistant Principal, Principal,	CMIIT as needed with a minimum of one meeting per year.	Discipline strategies are applied to the students who are needing the	Discipline strategies are individualized and applied to assist those students



Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				additional supports to have success with instruction.	depend on additional supports to have success with instruction.
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Assistant Principal// Principal	Restorative techniques on a case by case basis.	Intervention strategies have been utilized for students who meet the criteria or have a preponderance of evidence.	Intervention strategies and restorative practices have been utilized for students who meet the criteria or have a preponderance of evidence.
Conference with parents/students.	Teachers or other staff	Assistant principal, counselor, principal	As needed.	Conferences are scheduled with parents and students based of the needs of each situation.	Conferences are scheduled with parents and students based of the needs of each situation.

**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. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local</b>	Karen Miller, secretary	Principal, Assistant Principal	Emails and social media posts started on July 13, 2018 to make parents aware of the process.	Emails and phone messages were sent out before school started in an effort to get registered early.	Campus hosted a spring time enrollment for future students and information was provided.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local</b>	Teachers	CTA, ESL specialists, Instructional specialists, district personnel	Identify times to schedule the mobile bus for deployment and lessons in our community. Publicize through the school newsletter, school messenger and grade level newsletters once dates are secured with the district.	Parents have been offered information to provide computers and internet access to those without.	Parents have been offered information to provide computers and internet access to those without.
Upgrade and maintain the campus website for easy access and increased communication with the community. <b>Funding source: State and Local</b>	All staff	CTA/ librarian	Each staff member has a presence on the McCall page. CTA and Librarian are designed for routine updates to website.	The campus website is updated frequently and displays information that is necessary to the community.	The campus website is updated frequently and displays information that is necessary to the community. Constant

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					communication is available online for the community through our websites.
Communicate information through eNews and through hard copies when internet access is not available. <b>Funding source: State and Local</b>	Classroom teachers	Principal/ PTA committee	Each Thursday hard copy flyers are sent home for parent review.	Thursday packets go home to each family and Enews is sent out monthly.	Thursday packets go home to each family and Enews is sent out monthly.
Utilize social media to keep parents and community informed. <b>Funding source: State and Local</b>	Principal	Assistant Principal	Campus maintains a Facebook page, and a Twitter page. Each grade level also uses a combination of these resources along with other platforms such as Seesaw and Remind to communicate with parents.	The Facebook and Twitter accounts are utilized to keep the community up to date with events and procedures at the campus.	The Facebook and Twitter accounts are utilized to keep the community up to date with events, updates, awards and procedures at the campus.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. <b>Funding source: State and Local</b>	Principal	PTA president	Regular schedule of meetings each month.	Regular schedule of meetings.	The campus meets with the PTA frequently to discuss campus and community needs.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) <b>Funding source: State and Local</b>	Principal	PTA Teacher Rep/ AP/ Counselor	Regular reporting at Board Meetings .Parent meetings with counselor on topics such as homework,	The partnership with the PTA has allowed for continued growth and development	We had multiple PTA and parent events to assist in the development of students, as

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
			social media and transitioning to middle school.	of the campus and the PTA program.	well as create a community for our students.

**Transition**

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
<p>Elementary counselors deliver guidance lessons that support and promote the learning process.  <b>Title I Components: 7</b>  <b>Funding source: State and Local</b></p>	Counselor	Counselor, district resources	Bi-weekly classes with counselor are scheduled for all grade levels.	Counselor provides guidance lessons weekly to students that promote the emotional development of students.	Counselor provides guidance lessons weekly to students that promote the emotional development of students.
<p>Elementary staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions)  <b>Title I Components: 7</b>  <b>Funding source: State and Local</b></p>	Special Education Team Leader	Speech pathologist, special education team and counselors	Attend ARD meetings at PreK sites with students zoned to attend McCall.	Appropriate staff attend ARD meetings at PreK sites with students zoned to attend McCall.	Appropriate staff attend ARD meetings at PreK sites with students zoned to attend McCall.
<p><b>Elementary Title I Campuses –</b>                      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.  <b>Title I Components: 7</b>  <b>Funding source: State and Local</b></p>	n/a	n/a	n/a	n/a	n/a

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
<p><b>Elementary Campuses with full day Pre-K –</b>                      Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment.  <b>Title I Components: 7</b>  <b>Funding source: State and Local</b></p>	n/a	n/a	n/a	n/a	n/a

**State Certified Teachers and Highly Qualified Paraprofessionals**

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. by the <b>Title I Component 4 and 5</b> <b>Funding source: State and Local</b>	Professional Learning Department, Curriculum Department, and Campus Administrators	Principal, Assistant principal, specialists (ESL and Instructional), teacher leaders	Campus professional development provided on August 9, August 10, August 13-16, 2018. Campus hours will be planned throughout the school year to support CIP goals and district initiatives.	Campus hours are being acquired continuously, Social and Emotional Learning development is being implemented, protocols are being utilized, and collaborative session lead to staff development.	Campus hours are being acquired continuously, Social and Emotional Learning development is being implemented, protocols are being utilized, and collaborative session lead to staff development.