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

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## **Stinson Elementary**

**4201 Greenfield Drive**

**Richardson, TX 75082**

**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**

At Stinson Elementary we celebrate diversity and are committed to providing an excellent education for ALL of our students. We empower our students to be caring, responsible, lifelong learners who DREAM BIG!

## Campus Information

### Administration Team

**Principal,** Michele Taylor

**Assistant Principal,** Kevin Kennedy

### About Us

The Stinson school environment is one in which all learners develop knowledge, curiosity, and embrace responsibility. Our vision is to nurture critical thinkers and independent problem solvers. We believe that all of our students can learn and grow socially and academically. Our teaching staff and families are reflective of and responsive to the needs of all of our students. We value diversity and foster communication and cooperation, as we work together to create the best learning opportunities for all Stinson students.

### Campus Status

X Non-Title I Campus

Title I School-wide Campus

### Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 08/29/2018 03:15 pm

Meeting 2: Progress monitoring and review of strategic plan - 01/30/2019 03:15 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/08/2019 03:15 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>
Kalyn Marx-Steele (PBS/Behavior Chair)	Faculty Member	2016-17	X	X	X
Julie Thrift (Counselor)	Faculty Member	2012-13	X	X	X
Heather Stevens (Writing Chair)	Faculty Member	2016-17	X	X	X
Jenia Cortes (Technology Chair)	Faculty Member	2017-18	X	X	X
Manisha Kalluri (Science/Engineering Chair)	Faculty Member	2018-19			
Laura Costello (Math Chair)	Faculty Member, Special Ed	2018-19	X	X	X
Michele Taylor	Principal	2011-12	X	X	X
Dan Armstrong (Ass't Superintendent Technology)	District Professional	2015-16	X	X	X
Kevin Kennedy (Assistant Principal)	Campus Professional, Non-teaching	2016-17	X	X	X
Cathy Lawrence (Instructional Specialist)	Support Staff Member	2013-14	X	X	X
John Gorman	Parent-Selected by PTA	2017-18	X	X	
Cori Feldman	Parent-Selected by Principal	2018-19	X	X	X
Monica Shortino	Parent	2017-18		X	
D'Ann Galvan	Parent	2018-19			
Duy (Dan) Tran	Parent	2018-19	X		X
Zhavon Abdullah	Parent	2018-19	X	X	
Marilyn Brooks	Community Member	2011-12		X	X
Carol Cate	Community Member	2017-18	X	X	X
Kit Mathes	Business Representative	2017-18	X		

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<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>
Kelli Valdez (Reading Chair)	Faculty Member	2018-19	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

<b>SCE Total</b>	\$69664.00	State Compensatory Ed funds allocated for allowable supplemental resources and 1 staff.
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### 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?
<b>Demographics</b>	<ul style="list-style-type: none"> <li>• High Average Daily Attendance (97.9%) - Higher than District and State Averages</li> <li>• Low Mobility Rate (5.9%) compared to district (10%) and state (16%) rates</li> </ul>	<p>- Low but growing Economically Disadvantaged rates (7.5% in 2015-16, 11% in 2017-18)</p>	<p>- Strengthen resources and support systems for meeting Economically Disadvantaged students needs.</p>
<b>Student Achievement</b>	<ul style="list-style-type: none"> <li>• High Student Achievement in all areas and subjects (Approaches, Meets, Masters) when compared to District and State for STAAR</li> <li>• High student performance in MAP testing when compared to District</li> </ul>	<ul style="list-style-type: none"> <li>• Overall performance of ESL students (current and monitored) below district average in the "Meeting" performance and "Mastered" performance levels in grade 5</li> <li>• Overall performance of Economically Disadvantaged students achieving the "Meets" and "Mastered" performance levels in grades 3,4, and 5 Math STAAR below performance for Non-Economically Disadvantaged students on campus (Gap ranges from 31% in 3rd grade "Masters" Standard to</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate and adjust instructional practices for ESL students in all classrooms</li> <li>• Strengthen intervention efforts for EcDis students in order to close gaps</li> </ul>

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?
		48% in 4th grade "Masters" Standard).	
<b>School Culture and Climate</b>	<ul style="list-style-type: none"> <li>• HRS survey indicates teachers and staff indicated that they feel safe and know rules, procedures</li> <li>• HRS survey indicates teachers and staff feel school leaders regularly celebrate the success of individuals in the building</li> </ul>	<ul style="list-style-type: none"> <li>• HRS results indicate campus needs to provide students, parents, and community more ways to give input about how the school functions</li> </ul> <p>Increase frequency of volunteers for classroom assistance</p>	- Incorporate regular surveys for increased parent feedback
<b>Staff Quality/ Professional Development</b>	<ul style="list-style-type: none"> <li>• High number of retained teachers and staff provide a consistency for students, parents, community.</li> <li>• Well established new teacher mentor program along with established PD opportunities adequately meet the needs of teachers' professional growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase built in times for extended planning, TTESS implementation, and Vertical Teaming</li> <li>• Develop Teacher observation and feedback system</li> </ul>	- Develop teacher observation and feedback system
<b>Curriculum, Instruction, Assessment</b>	<ul style="list-style-type: none"> <li>• Posted learning objectives are becoming common practice in building.</li> <li>• Substantial progress in unpacking TEKS standards and Backwards design lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Staff understanding and implementation with fidelity of common assessments</li> <li>• Teacher collaboration regarding student</li> </ul>	- Increased use and effective implementation of teacher planning as demonstrated by district curriculum dept staff on August 9 inservice.

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>implementation is occurring through extended planning opportunities for teachers.</p> <ul style="list-style-type: none"> <li>• Math MAP scores showed significant growth in multiple grades and are no longer an area of concern in the lower grades.</li> </ul>	<p>assessment data and student evidence of learning.</p>	
<b>Family and Community Involvement</b>	<ul style="list-style-type: none"> <li>• Strong PTA partnerships and participation in Back to School events, Family Curriculum Events, Multicultural Programs, After school student programs, and many more.</li> <li>• Strong support and participation in Watch DOGS program.</li> <li>• Strong volunteer base for library and school needs</li> </ul>	<ul style="list-style-type: none"> <li>• Increase parent/community feedback opportunities</li> <li>• Increase volunteer opportunities to support classroom instruction</li> </ul>	<p>- Increase parent/community feedback opportunities through regular surveys</p>
<b>School Context and Organization</b>	<ul style="list-style-type: none"> <li>• Well designed PLC and weekly meeting format to maximize HRS and student learning needs</li> <li>• Master schedule maximizing time on task by shifting</li> </ul>	<p>- Develop teacher observation and feedback system</p>	<p>- Develop teacher observation and feedback system</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>specials planning to early morning</p>		
<b>Technology</b>	<ul style="list-style-type: none"> <li>• Increased use and implementation of Chromebooks (3,5, and one 2nd grade class)</li> <li>• Significant improvement in staff technology capacity due in part to technology Learning Team efforts and specific TTESS technology teacher goals</li> <li>• Extensive Digital Citizenship program through the TTESS efforts of campus librarian</li> </ul>	<p>- Increase implementation and use of Chromebooks in all 2-5 classrooms</p>	<p>- Increase teacher chromebook capacity through PD opportunities (such as August 2 breakout session)</p>

**Critical Action #1**

<b>Problem Statement</b>	Overall performance of ESL students (current and monitored) meeting the "Meeting" performance and "Mastered" performance levels in grade 5 for the campus (Math/ESL % Meets-29, % Masters-0 // Reading/ESL % Meets-14, Reading/Monitored % Meets-60 // Science/Monitored % Meets-20, % Masters-0) is below the overall district (Math/ESL % Meets-44, % Masters-21 // Reading/ESL % Meets-26, Reading/Monitored % Meets-76 // Science/Monitored % Meets-45, % Masters-14) performance.
<b>Root Cause and Strategy</b>	Campus staff will become sufficiently equipped with instructional best practices to be implemented for second language learners in their classrooms.
<b>Goal</b>	ESL student performance will be comparable to overall district performance in the areas targeted above.
<b>Project Lead</b>	ESL Teacher, PISD Multilingual specialists
<b>Staff, Title I Staff</b>	ESL teacher, grade level teachers, specials teachers, Principal, Assistant Principal
<b>Materials and Resources</b>	TEKS, PISD Curriculum, Edugence, Instructional Team planning time, ELPS Toolkit, 7 Steps to a Language Rich Interactive Classroom

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 #)
Using the ELPS to provide strategies for teachers for developing vocabulary; use oral language activities consistently in daily lessons to practice academic language in all instructional areas.				August 2018 - May 2019, weekly team meetings with admin.	class walk-throughs, team meetings (notes)	Improve academic performance	Some Progress Teams showing mix of proficiency in using ELPS for targeted instruction. ESL teacher and administrators monitoring. Focused data analysis of 2017-2018 TELPAS results. Principal, AP and ESL Specialist will meet and discuss low areas and develop strategies to improve (January 2019)	Some Progress Teams providing some evidence of targeted instruction for ELL learners based on data. Use data from Focused data analysis to help students set goals for improvement and to share with teachers to better focus their instruction.	Some Progress Additional efforts needed 2019-20. Teams continue to provide evidence of targeted instruction for ELL learners. Will create an ELL Learning Team in 2019-2020 to ensure grade level teams know and are following through on best practices in working with ELL students	

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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 #)
Use of research based ELL reading, math, and language arts supplemental materials, such as "The 7 Steps to a Language-Rich Interactive Classroom", to scaffold and extend instruction for all LEP students.				August 2018 - May 2019, monthly meetings with admin and grade level teams.	class walk-throughs, team meetings (notes)	Improve academic performance	Some Progress All teachers have been provided a copy of the 7 Steps book. Walk throughs of 5th grade classrooms, using form based on 7 Steps. Analyze data. Add QR Codes to 5th grade classrooms, where other building teachers can observe teachers using steps from 7 Steps. (February 2019) Share 7 Steps walk through form with ESL Specialist so she can also do document when she is in classrooms working with students (January 2019)	Some Progress Analyze data from QR code observations. Continue to analyze data from walk through form. Use Plano Walk Throughs to observe use of anchor charts, visuals, and manipulatives at use in all classrooms.	Some Progress Additional efforts needed 2019-20. Teams continue to provide evidence of targeted instruction for ELL learners. Will create a ELL learning Team in 2019-2020 to ensure grade level teams know and are following through on best practices in working with ELL students.	
Teachers will use visual cues and manipulatives to anchor ELL student understanding of concepts in mathematics. Manipulatives will be made available to all students and teachers will deliberately teach students the proper ways to use and interact with the provided manipulatives.				August 2018 - May 2019, monthly meetings with ESL specialist / admin.	class walk-throughs, team meetings (notes), ESL specialist notes of meetings with teams	Improve academic performance	Some Progress Use Plano Walk Throughs to observe use of anchor charts, visuals, and manipulatives at use in all classrooms. Provide access to Plano Walk through site to ESL teacher so she can also observe in grade levels when she is pushing in.	Some Progress Analyze data from walk throughs to share with teachers and improve instruction of ELL students. ESL teacher will make sure students know how to use classroom manipulatives appropriately. Ensure document the use of manipulatives and visual cues for	Some Progress Additional efforts needed 2019-20. Teams continue to provide evidence of targeted instruction for ELL learners.	

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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 #)
								students in the classroom. Ensure all CARE students, who are also ELL's are using manipulatives and visual cues. accommodations in CMIT/504		
Teachers will use data to group students for remediation and extension in all academic areas, taking into account that lack of academic vocabulary should not hold an ELL student back from extension activities.				August 2018 - May 2019, monthly meetings with ESL specialist / admin.	class walk-throughs, team meetings (notes)	Increase use of quality data to drive instruction	Some Progress Teachers will use TELPAS data from Ellevation to plan targeted lessons based on each ESL student's proficiency level in reading, writing, listening, and speaking. Goal expectation is for each ESL student to increase at least 1 level in all areas of proficiency each year.	Significant Progress Evidence shows teams grouping students based on relevant data. Groups showing progress, with monitored students no longer served in ESL, showing bigger gains. Some teams using goal setting and student profiles from NWEA to direct instruction. MAP scores consistently used in grouping students for interventions.	Some Progress Additional efforts needed 2019-20. Teams continue to provide evidence of targeted instruction for ELL learners.	

**Critical Action #2**

<b>Problem Statement</b>	Overall performance of Economically Disadvantaged students achieving the "Meets" and "Mastered" performance levels in grades 3,4, and 5 Math STAAR is well below overall performance for Non-Economically Disadvantaged students on campus (Gap ranges from 31% in 3rd grade "Masters" Standard to 48% in 4th grade "Masters" Standard). Action steps will target struggling students not limited to economically disadvantaged status.
<b>Root Cause and Strategy</b>	Appropriate and adequate tiered interventions and small group targeted instruction will be used for Economically Disadvantaged students
<b>Goal</b>	Increase tiered interventions and small group targeted instruction for Economically Disadvantaged students
<b>Project Lead</b>	Principal, Assistant Principal
<b>Staff, Title I Staff</b>	3rd-5th classroom teachers, Instructional specialists, principal, assistant principal, Temporary Adult Temp. Worker
<b>Materials and Resources</b>	TEKS, PISD curriculum, Edugence Tier II/III resources, outside tutor contracted to assist targeted students

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 #)
Encourage grade levels to utilize more parents in supporting daily classroom activities in order to allow teachers to focus on more targeted interventions when possible.				September 2018 - April 2019 Monthly team leader and team meetings	Team meeting notes, parent volunteer logs, class observation writeups  Teachers provide office with schedule of classroom volunteers	Increase family and community engagement	Some Progress ESL specialist provides specific suggestions and feedback to teachers based on needs of current ESL students	Some Progress ESL specialist working with teams to utilize more parents. Some progress being made.	Some Progress Limited additional progress made in Spring. Admin. continuing to encourage teams to utilize more parents for targeted needs.	
Additional staffing (temporary adult worker) to assist break out small group interventions with targeted struggling students. Amount request is for 16 weeks @ 8hrs/wk @ 25.00 per hour. Paid through campus funds.				9/17/18-11/9/18 (8 hrs per wk) 2/4/19 - 4/5/19 (8 hrs per wk)	Weekly schedule, Tutoring lesson plans, Rtl notes and documentation for selected students.	Improve academic performance	Some Progress ESL Specialist set up parameters for temporary adult worker. Needs being assessed.	Significant Progress Plan set for early spring - pending district approval. ESL specialist will meet with adult temp to review student progress and make curric. adjustments.	Significant Progress Compared to 2017-2018, significant progress made and additional funds used for temporary staff worker targeting struggling Ec. Dis.	



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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 #)
									students and other struggling students.	
Continued targeted staff training on enrichment strategies and at-home support for all students: * Food For Kids * Computers for Home * Parent training for home access to PISD online instructional materials				September 2018 - April 2019 Monthly team leader and team meetings	Team meeting notes, Screenshots of team communications with parents	Increased learning time	Some Progress Counselor frequently communicating with teams regarding community resources.	Some Progress Counselor regularly communicating training and resources to parents and teams	Some Progress Counselor continued to communicate available resources to teams and families.	
Ensure all Stinson teachers are G/T trained				August 2018	PISD reports of trained campus staff  Records of PACE PD provided to all teaching staff to provide differentiation strategies.	Increase teacher quality	Significant Progress All teachers trained or on schedule to complete training within timelines this year.	Significant Progress All teachers trained or on schedule to complete training within timelines.	Significant Progress Completed by end of 2018-2019.	

**Critical Action #3**

<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>	Ensure consistent of frequent effective communication by admin to staff on purpose and procedures for effective collaborative teams
<b>Goal</b>	Increase staff capacity to implement collaborative teams effectively and with fidelity in a multiple contexts (Learning Teams, Grade Level Teams, Vertical Teams)
<b>Project Lead</b>	Principal, Assistant Principal, Learning Teams Sponsor
<b>Staff, Title I Staff</b>	all staff
<b>Materials and Resources</b>	training on HRS/CIP, PLC feedback and summary forms

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 #)
Establish clearer expectations for all Learning Teams' yearly progress and tighten team norms.				August 2018	TL Meeting notes, meeting with Learning Team chairs. Team norms, goals, and minutes of meetings	Increase leadership effectiveness	Significant Progress Learning Teams Chairperson coordinated teams, set expectations, and established protocols for monitoring success of meetings with agendas and norms.	Some Progress Teams mostly showing consistency in providing team agendas and utilizing norms in meetings.	Some Progress Teams continue to be productive with initiatives. Agendas and norms being followed.	
Create and utilize a Learning Team Coordinator charged with: 1. providing continued support for learning teams 2. ensuring teams establish focused agendas targeting student learning. 3. Ensuring teams establish S.M.A.R.T. goals 4. Working with teams to develop rubrics that monitor				August 2018 - April 2019 (monthly checks)	Admin and Learning Team Coordinator meeting notes with Learning Team chairs, e-mail/communications between admin, coordinator, and chairs, team	Improve academic performance	Significant Progress Learning Teams Coordinator met with each LT chair and reviewed expectations for year. Google folders established for information.	Significant Progress Frequent check-ins with chairs. Upcoming meetings set to discuss rubrics to measure teams effectiveness on achieving their goals.	Some Progress Plans in place to adjust leadership next year on some committees. Coordinator did great job establishing expectations this year. Looking to grow further next year.	

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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 #)
the teams' effectiveness in targeting student learning.					agendas, goals, and team reviews.					

**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	Review every 9 weeks	completed / making progress on goals	completed / goal met / meetings conducted.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Once per year	Parent selected and trained	parent included in discussions
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	Daily	On track	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	Review every 9 weeks	Bulletin Board on wall by PE. Changed quarterly according to coordinated school health	completed / removed last week of school.
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	As need arises	Send monthly health challenges home through eNews	completed monthly

**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	Review every 9 weeks	Fitnessgram for all 3-5 graders 2x per year.	completed per requirements.
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	Review every 9 weeks	Scores submitted on time. 4th grade scores sent home with final report card.	completed per requirements.

**PHYSICAL ACTIVITY REQUIREMENTS**

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Weekly	on track	monitored weekly / completed final week of school.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	As need arises	Pedometers used as well as heart rate monitors to track MVPA and PA time.	Previously completed with last Cardio monitoring component earlier in year.
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.	Principal	Yearly Plan Form	Daily	on track	Completed per requirements.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	Daily	monitored / on track	monitored by staff / completed.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	Daily	monitored / on track	monitored by staff / completed.

**ATTENDANCE**

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Daily	Monitored / additional At-Risk Truancy Prevention Program put into place (Jan) for targeted students needing intervention.	"Strike Out Tardies" program successful in reducing class tardies second semester. More work needed with targeted families needing additional interventions.

**Violence Prevention and Bullying**

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

**STAFF PREVENTION**

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	Review every 9 weeks	reviewed with staff	Completed
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Daily	done on daily basis	Completed
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Daily	done on daily basis	Completed

**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	Once per year	Completed Aug. 2018	Completed in Aug.
Review referral process.	Principal or designee	Campus referral plan	Review every 9 weeks	Completed Aug. 2018	Completed in Aug.

**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	Collaborate daily	Completed in Aug.
Implement campus referral plan.	Principal or designee	Campus Referral Plan	August 2018	Done on daily basis	Completed in Aug.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Daily	Done as needed on daily basis	Completed with end of school year

**STUDENT PREVENTION**

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Daily	Done on daily basis - situational and morning announcements twice per week	Completed with end of school year
Monitor high risk areas.	All staff	Schedule (if necessary)	Daily	Done on daily basis	Completed with end of school year

**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	Completed Aug. 2018	Completed in Aug.

**STUDENT INTERVENTION**

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Guidance Lessons, Social/Emotional Plan	Daily	Completed on daily basis.	Completed with end of school year



Stinson Elementary – 2018-2019 Campus Improvement Plan

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Employ discipline interventions.	Designated staff	Campus Discipline Plan, Behavior Matrix	Daily	Completed on daily basis.	Completed with end of school year
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Student tracking sheets, positive behavior support tracking sheets	Daily	Completed on daily basis.	Completed with end of school year
Conference with parents/students.	Teachers or other staff	records of conferences, CMIT meetings, office referrals	As need arises	Completed as needed.	Completed with end of school year

**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>	Principal	Campus secretary, CTA - report run by secretary	August 2018	Completed Aug. 2018 / ongoing for new families	Completed in Aug.
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>	Counselor	Principal, counselor, classroom teachers - BOY questionnaires given to parents asking about computer access	August 2018	Ongoing through parent conferences / interactions - families provided with needed hardware once need is determined.	Completed in Aug.
Upgrade and maintain the campus website for easy access and increased communication with the community. <b>Funding source: State and Local</b>	CTA	Principal, CTA - campus website will continue to be updated throughout the year	As need arises	ongoing as needed by CTA and campus staff.	Completed as needs arose
Communicate information through eNews and through hard copies when internet access is not available. <b>Funding source: State and Local</b>	CTA	Principal, Assistant Principal, CTA - E-News will go out weekly throughout the school year to keep parents updated on school and district events	Weekly / as directed by Principal Aug 2018-May 2019	weekly and as needed by CTA and campus office/admin. Hard copies not requested by any family to date.	Completed weekly Aug 2018-May 2019

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Utilize social media to keep parents and community informed. <b>Funding source: State and Local</b>	CTA	Principal, Assistant Principal, CTA, Classroom teachers - will use Facebook, Twitter, other social media to promote campus activities and events. Teachers in K-2 (SeeSaw) and 3-5 (Bloomz) will communicate needs/updates regularly with parents on classroom activities	Daily	Teams communicating regularly through Bloomz and other social media.	Completed through teachers, teams, and campus Aug 2018-May 2019
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	Principal, Assistant Principal, PTA President - Set up monthly meeting with president and PTA Board/General Meetings	Monthly August 2018 - May 2019	occurring monthly or more often as needed - face to face and email.	Completed Monthly Aug 2018-May 2019
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) <b>Funding source: State and Local</b>	Counselor	Principal, Assistant Principal, Counselor - summer meeting with PTA president to discuss calendar for school year events	Monthly	Occurring regularly as topics become relevant and needs are established.	Completed Aug 2018-May 2019

**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. <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	Counselor	Guidance lessons, curriculum	Daily (bi-weekly class rotations) Aug 2018-May 2019	Occurring daily per counselor schedule	Completed Aug 2018-May 2019
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>	Counselor	counselor, sped staff, K Team Leader	Weekly /as determined by campus staff Aug 2018-May 2019	Schedule will be established shortly based on Pre-K needs and calendar availability.	Completed Monthly Aug 2018-May 2019
<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>	N/A				
<b>Elementary Campuses with full day Pre-K –</b> Pre-K students visit kindergarten classes to allow Pre-K students to familiarize	N/A				

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

**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		August 2018	On going / Schedule established in summer 2018 based on campus needs.	Completed August 2018