



Plano Independent School District Campus Improvement Plan

Andrews Elementary

2520 Scenic Drive

Plano, TX 75025

2018-2019

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Vision and Mission Statements for District and Campus

Plano ISD Vision Statement

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

Plano ISD Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

District Goals

Plano ISD has two major ongoing district goals:

- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Campus Mission Statement

The Andrews community works in unity to ensure the development of responsible and successful students.

Campus Information

Administration Team

Principal, Dr. Joy Lovell

Assistant Principal, Emily Huechteman

About Us

553 students (approximately)

52 staff members

2017-18 Texas Honor Roll campus

Campus Status

X Non-Title I Campus

Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 08/30/2018 03:00 pm

Meeting 2: Progress monitoring and review of strategic plan - 02/05/2019 03:00 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/20/2019 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
Jennifer Bonfessuto	Faculty Member	2017	X		X
Kristen Trost	Faculty Member	2018	X	X	X
Traci Lawrence	Faculty Member	2017	X		X
Priya Subramanian	Faculty Member	2017	X	X	X
Katie Radke	Faculty Member	2018		X	X
Tina Nauss	Faculty Member, Special Ed	2018	X		
Dr. Joy Lovell	Principal	2013	X	X	X
Megan Besozzi	District Professional	2018	X	X	X
Michelle Klena	Campus Professional, Non-teaching	2017	X	X	X
Lauren Handler	Support Staff Member	2018	X	X	X
Jennifer Nicholson	Parent-Selected by PTA	2017		X	X
Rebecca Anderson	Parent-Selected by Principal	2018	X		
Raji Venkatesh	Parent	2016	X	X	
Lila Dennis	Parent	2017			
Kim Sunlin	Parent	2017	X		X
Sathya Renukaprasad	Parent	2014			
Jennifer Norwood	Community Member	2017		X	X
Anna Tang	Community Member	2018	X	X	X
Brad Clements	Business Representative	2015	X	X	X
Ashley Blair	Business Representative	2018	X		X
Emily Huechteman	Campus Professional, Non-teaching	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	\$69,664.00	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?
Demographics	High parent support and involvement academically ESL students are making great progress (an assertion supported by data)	Growth in ESL population is not matched by provided district support	Equipping classroom teachers to effectively meet the needs of ELL learners in the classroom
Student Achievement	One of highest performing campuses based upon STAAR data and 40-campus comparison group	Science STAAR scores decreased in all performance levels Several gaps exist between campus and district - see Critical Action #1	Increase science STAAR scores in all performance areas Close gaps between campus and district - see Critical Action #1
School Culture and Climate	Staff is knowledgeable of emergency procedures and ready to implement	Carpool rules are not consistently followed	Increase parent awareness school safety procedures
Staff Quality/ Professional Development	T-TESS process builds greater teacher capacity Low staff turn-over contributes to a positive campus climate and culture	Strengthen mentor program in second semester Implement survey of mentor program to ensure effectiveness	Focus on support of new teachers during second semester Offer survey opportunity at the end of the year to evaluate effectiveness of mentor program
Curriculum, Instruction, Assessment	Effective use of I/E time for intervention and enrichment Increased use of data across grade level teams in all content areas	Consistency of goal-setting conferences with students Provision of additional strategies to utilize with students who appear to have already mastered grade level standards/objectives	Increase consistency of goal-setting conferences Professional development in the area of gifted/above-level learners

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?
	Provision of differentiated instruction based upon student performance data		
Family and Community Involvement	Highly active community with a priority on educational excellence	Parent involvement at community events does not match campus demographics	Increase parent involvement/attendance from those in every demographic group
School Context and Organization	Targeted intervention during I/E time Effective use of extended planning opportunities funded by district Data access in Edugence	Consistency with tier documentation and data entry into Edugence	Increase consistency with regard to tier documentation
Technology	Availability of Chromebooks in grades 3 and 5 Increased efficiency with single sign-on through Webdesk	Digital citizenship instruction, particularly in 5th grade Continued professional learning for staff on the integration of technology into learning	Focus on digital citizenship as part of SEL curriculum Professional learning for staff in areas of technology

Critical Action #1

Problem Statement	<p>Overall, there has been a decrease in the percentage of students performing in the Approaches, Meets, and Masters grade level standards for the campus.</p> <p>The current gaps between the campus and district are:</p> <p>Campus - 3rd grade reading: ED Meets 20%, LEP Approaches 62%, ESL Approaches 58%, LEP Meets 23%, and ESL Meets 17%</p> <p>District - 3rd grade reading: ED Meets 31%, LEP Approaches 65%, ESL Approaches 63%, LEP Meets 25%, and ESL Meets 25%</p> <p>Campus - 5th grade science: LEP Approaches 43%, LEP Meets 14%, ESL Approaches 43%, ESL Meets 14%</p> <p>District - 5th grade science: LEP Approaches 54%, LEP Meets 18%, ESL Approaches 57%, ESL Meets 21%</p> <p>The current gaps in campus from 16/17 to 17/18 are as follows:</p> <p>3rd grade reading: 16/17 - (95%, 86%, 71%) 17/18 - (91%, 73%, 52%)</p> <p>3rd grade math: 16/17 - (97%, 90%, 73%) 17/18 - (95%, 81%, 62%)</p> <p>5th grade science: 16/17 - (94%, 79%, 48%) 17/18 - (93%, 68%, 38%)</p>
Root Cause and Strategy	<p>A. We will address the need for effective planning by ensuring 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> <p>C. We will address the responsiveness to student needs by ensuring that there are structures in place to support student Social and Emotional Learning.</p>
Goal	Decrease the gap between the campus and district level (specifically LEP and ESL) to meet the district average performances in STAAR.
Project Lead	Campus Administration, Team Leaders
Staff, Title I Staff	Grade Level Team Teachers, ESL Teacher, Instructional Support Specialist, Counselor, PACE Teachers
Materials and Resources	District Curriculum, Edugence (PES growth rosters, STAAR data, MAP data, TELPAS 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 #)
Root Cause (A) Activities: Effective Planning				1. Professional Development	1. MLP training log, agendas	Increase academic performance by				

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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 #)
<p>1. District curriculum and administration will provide staff training on district planning protocols.</p> <p>2. Grade level Collaborative Teams will meet weekly together, along with needed support staff, to use district curriculum for planning and instructional practice. * Weekly planning meetings to maintain alignment to the curriculum throughout the grade level classrooms * Walk throughs by administration team to document implementation</p> <p>3. Extended planning will be provided to teams to implement the planning protocols for unit instructional planning.</p>				<p>meetings (scheduled 6 times a year, specifically on Planning at least twice), additional support provided as need arises</p> <p>2. Weekly planning protocol meetings, administration walk-throughs weekly or bi-weekly</p> <p>3. Extended planning to occur 4-6 times throughout the school year</p>	<p>2. Weekly planning protocol meeting notes/agendas, administration walk through data/documents/notes</p> <p>3. Extended planning yearly schedule</p>	implementing planning and instruction protocols with fidelity	Lesson plans and instruction will be aligned with the district curriculum	<p>Plano ISD Curriculum Department trained staff on September 12, 2018 on effective planning strategies.</p> <p>Grade Level Collaborative Teams are meeting on a weekly basis for planning.</p> <p>Each grade level has been given the opportunity to utilize extended planning in September and October. Additional sessions are scheduled for February and March/April.</p>	<p>Teachers received ongoing support from district and campus personnel on effective planning strategies.</p> <p>Grade Level Collaborative teams met on a weekly basis to evaluate alignment to the curriculum throughout grade level classrooms. Administration attended planning to monitor implementation.</p> <p>Each grade level was given the opportunity to utilize extended planning in September, October, February and March/April.</p>	
<p>Root Cause (B) Activities: Data Analysis</p> <p>1. Provide training to all staff on the purpose and use of formative and summative assessments.</p> <p>2. Teachers will establish proficiency criteria for student learning outcomes (SLO) in order to create and administer formative and summative assessments.</p>				<p>1. Professional development meetings (scheduled 6 times a year, specifically covering data at least twice), additional support provided as the need arises</p> <p>2. Weekly grade level collaboration and planning</p>	<p>1. MLP training logs, agendas</p> <p>2. Eduphoria, team meeting notes/agendas, student data in Edugence and Gradebook</p> <p>3. Classroom observations, progress as measured in</p>	Increase student achievement and academic growth by monitoring and adjusting instruction	Lesson plans will begin to include formative and summative assessments of student learning.	<p>Staff received training on the use of formative assessment at the beginning of the year. Additionally, grades 3-5 were trained on using the formative assessment tool available in Edugence. Formative assessments have also been</p>	<p>Teachers are now including formative assessments in their lesson plans.</p> <p>Teachers will continue utilizing weekly planning meetings to analyze formative and summative assessment data and make</p>	

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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 #)
<p>* Each grade level team will include SLO proficiency criteria in weekly lesson plans.</p> <p>* Each grade level teacher will create/utilize associated assessments to measure learning.</p> <p>* Weekly grade level collaboration on specific formative assessment data</p> <p>3. Teachers will analyze assessment data and use it to plan for instruction and intervention/enrichment.</p> <p>* Quarterly summative data meetings scheduled around summative unit assessments</p> <p>* Weekly data talks around specific planned formative assessments</p>				3. As the need arises (at least biweekly for formative) and quarterly for summative	student performance data in Edugence for RtI, data meeting notes and agendas			discussed during grade level's weekly planning meetings and extended planning sessions.	instructional decisions.	
<p>Root Cause (C) Activities: Social and Emotional Learning</p> <p>1. Provide training to increase staff awareness of Social Emotional Learning and standards.</p> <p>2. Continue implementation of a school-wide system to promote the social emotional health of students.</p> <p>* Campus committee and SEL team leads will determine best practices and monthly topics to create resources, lessons, visuals, and guidelines to promote social and emotional health.</p> <p>* SEL team will monitor and support the implementation of the social and emotional</p>				<p>1. Initial training from Nov. 2017 will be reviewed the first week back to school, and supplemental training will be provided throughout the school year</p> <p>2. Weekly incorporation (min. of 3 times a week) of social and emotional strategies through daily announcements, classroom community circles and specific SEL</p>	<p>1. MLP training log and agendas</p> <p>2. Observed and documented SEL lesson plans and student visuals</p>	Increase student learning time, engagement, and academic performance by decreasing classroom disruptions.	Provide initial training and calendars of lessons to respond to the social emotional learning of all students.	SEL training was reviewed during the back to school PD week. We are continuing to implement a school-wide system that promotes the social emotional health of students through the lessons developed by the SEL team. Topics thus far have included: citizenship, empathy, mindfulness, and how the brain and emotions are related. Lessons	We plan to continue implementing a school-wide system that promotes the social emotional health of students. Based on feedback from students, parents, and teachers, the SEL team plans to make adjustments to the SEL curriculum for next year. Next year we would like to introduce more of a home-school connection	

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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, including getting student, staff, and parent feedback.				school-wide lessons				developed by the SEL team are available to teachers in a timely manner and posted on a staff resource page.	element to our SEL instruction.	

Critical Action #2

Problem Statement	Collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC process (policies and practice).
Root Cause and Strategy	A. We will address the need of creating common assessments by ensuring that our collaborative teams have structures and systems in place to implement this with fidelity.
Goal	Grade level collaborative teams will work together to create common assessments.
Project Lead	Administration
Staff, Title I Staff	Grade-level teachers, specialists
Materials and Resources	District curriculum, Edugence, 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 #)
<p>Root Cause (A): Common Assessments</p> <p>1. Staff training on common assessments will be provided</p> <p>2. Grade-level collaborative teams will work together, using the district curriculum, to create common assessments for their grade levels (subjects).</p> <p>3. Extended planning will be provided to teams to create rubrics and common assessments.</p>				<p>1. PD meeting (scheduled 6 times throughout the year), additional support provided as the need arises.</p> <p>2. Weekly collaboration meetings between grade-level teams; monthly collaboration meeting across grade levels</p> <p>3. Extended planning occurring 4-6 times throughout the year</p>	<p>1. MLP training log, agendas</p> <p>2. Meeting notes, agendas, student common assessments</p> <p>3. Schedule of extended planning meetings</p>	<p>Increase a culture of collaboration by ensuring that teams are working together to provide the same instruction and assessments to all students.</p>	<p>Teams will begin to discuss common assessments for their students.</p>	<p>At the beginning of the year teams developed a set of norms that included the use of common assessments. Grade level teachers are utilizing weekly planning meetings to collaborate and discuss common assessments that can be utilized to make instructional adjustments and measure students' mastery.</p> <p>Each grade level was given the opportunity to utilize extended planning in September, October, February and March/April.</p> <p>Each grade level has been given the opportunity to utilize extended planning in</p>		

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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 #)
								September and October. Additional sessions are scheduled for February and March/April.		

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	First meeting to be held by October of 2018. Minimum of two yearly meetings.	Campus Wellness team has been establish with Nurse Julianne Sherbert as the Wellness Captain. The team developed measurable goals as document in the Campus Wellness Plan.	Nurse Julianne Sherbert document progress towards goals in the Campus Wellness Plan.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Parent will be named before the first meeting in October.	The parent selected was Mignon Swenson who has a 4th grade student at Andrews.	The parent selected was Mignon Swenson who has a 4th grade student at Andrews.
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting,	Principal	Coordinated School Health Curriculum	Weekly through discussions and lesson plans	Coordinated Health Curriculum is followed	Coordinated Health Curriculum was followed

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
	i.e. classroom component requires use of a classroom.				throughout the year with health videos used weekly in fitness.	throughout the year with health videos used weekly in fitness.
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	All year with changes happening throughout the year with new topics	PE teachers created a "Healthy Selfies" bulletin board to promote the importance of students eating healthy snacks.	Many students and staff submitted pictures for the "Healthy Selfies" bulletin board to promote the importance of students eating healthy snacks.
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	As the need arises based on events that are happening throughout the year	Wednesday Walkers program started in August and continues throughout the year each Wednesday morning. The week of October 1, 2018 the school nurse coordinated	Wednesday Walkers program started in August and continues throughout the year each Wednesday morning. The week of October 1, 2018 the school nurse coordinated

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
					PACK (Pack Assorted Colors for Kids) to promote eating healthy eating habits. National Walk to School Day was held on October 3, 2018.	PACK (Pack Assorted Colors for Kids) to promote eating healthy eating habits. National Walk to School Day was held on October 3, 2018. Information regarding the district's summer health fair was publicized in the school eNews.

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	Pre-test during first semester and post-test during second semester.	Pre-test was completed during the first semester.	Post-test was completed during the second semester.
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	Quarterly by report card date	Parents of students in grades 3-5 received fitness report cards	Parents of students in grades 3-5 received fitness report cards

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
					along with their academic report cards. The fitness report cards are also available to parents through myPISD.	along with their academic report cards. The fitness report cards are also available to parents through myPISD.

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	Discuss during professional development before the year begins, and then revisit as the need arises	The master schedule reflects that students are receiving the required number of physical education minutes for the year. Heart rate monitors are used to monitor the physical activity of students during the class period.	Students received the required number of physical education minutes for the year. Heart rate monitors are used to monitor the physical activity of students during the class period.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Discuss during PE team meetings (at least once per nine-week grading period) and as the need arises	Heart rate monitors are used to monitor the physical activity of students during the class period.	Heart rate monitors were used to monitor the physical activity of students during the class period.
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	Discuss during professional development before the year begins, during PE team meetings (at least once per nine-week grading period) and as the need arises	Staff follows the curriculum provided by PISD.	Staff followed the curriculum provided by PISD.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	Daily throughout the year (weekly lesson plans)	The master schedule reflects that students are receiving the required number of unstructured play during recess.	Students received the required number of unstructured play during recess.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	Discuss during weekly team meetings as the need arises	Teachers utilize various resources to provide students with	Teachers utilized various resources to provide students with

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
					brain breaks and short activity breaks throughout the day.	brain breaks and short activity breaks throughout the day.

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/weekly throughout year as need arises	Student attendance is monitored regularly and parents are notified of excessive absences, as needed.	Student attendance was monitored regularly and parents were notified of excessive absences, as needed.

Violence Prevention and Bullying

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

STAFF PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	Prior to start of the school year and throughout year as need arises	Teachers and staff will identify areas where bullying might occur. Communication about morning and afternoon duties is ongoing throughout the year.	Teachers and staff continuously identified areas where bullying might occur. Communication about morning and afternoon duties was ongoing throughout the year.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Daily throughout school year	Staff regularly monitor all high risk areas.	Staff regularly monitored all high risk areas.
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Daily throughout school year	Teachers review campus expectations with students at the beginning of the year. Expectations are reviewed	Expectations were reviewed throughout the year as needed.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				throughout the year as needed.	

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	Prior to start of school year	Staff was trained on sexual harassment and bullying during the PDH at the beginning of the school year.	Staff was trained on sexual harassment and bullying during the PDH at the beginning of the school year.
Review referral process.	Principal or designee	Campus referral plan	Prior to start of school year and throughout the year as the need arises	At the beginning of the year the referral process was reviewed with staff. Staff knows to refer any accusations of bullying to administration and/or the counselor.	Staff appropriately referred any accusations of bullying to administration and/or the counselor.

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	Training tidbits monthly through PD and smore	Professional development was held at the beginning of the year to review behavior management strategies.	Staff utilized various intervention strategies for classroom/campus discipline concerns.
Implement campus referral plan.	Principal or designee	Campus Referral Plan	Daily throughout school year	At the beginning of the year the referral process was reviewed with staff. Staff knows student behaviors that should be reported to administration and/or the counselor.	Staff appropriately implemented the campus referral plan throughout the year.
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Daily throughout school year	Strategies used may include: parent phone calls, conference with parents, documentation of a plan, student success charts, etc.	Strategies used may include: parent phone calls, conference with parents, documentation of a plan, student success charts, etc.

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	Grade-level meetings at beginning of school year and throughout year at parent meetings when the need arises	SEL topics the first two months of school focused on reviewing student expectations and citizenship traits.	Student expectations, campus rules, and citizenship were reviewed continuously throughout the year.
Monitor high risk areas.	All staff	Schedule (if necessary)	Daily throughout the year	Staff regularly monitor all high risk areas including, but not limited to: before and after school, hallways, bathrooms, lunch room, playground, and during additional parts of the day as necessary.	Staff regularly monitored all high risk areas including, but not limited to: before and after school, hallways, bathrooms, lunch room, playground, and during additional parts of the day as necessary.

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	Beginning of school year (first 5 days) and as needed during the school year	At the beginning of the year the referral process was reviewed with students (as appropriate).	Students were aware of behaviors that should be reported to their teachers and

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				Students are aware of behaviors that should be reported to their teachers.	reported appropriately.

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Counselor; SEL lessons; classroom teachers	Daily throughout the year	Teach and use “I” statements when working through conflicts. Each grade level has created a designated place where students can utilize tools to help students self-regulate.	Teachers and staff successfully used classroom interventions to address behaviors.
Employ discipline interventions.	Designated staff	Think It Over Sheets; Andrews Pledge	Daily throughout the year as needed	Teacher appropriately use discipline intervention strategies including, but not limited to: Think It Over sheets, parent phone calls, conference	Teacher appropriately used discipline intervention strategies including, but not limited to: Think It Over sheets, parent phone calls, conference

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				with parents, documentation of a plan, student success charts, etc.	with parents, documentation of a plan, student success charts, etc.
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Peer Discipline Partners; Parent Resources; SEL/Restorative Questions	As need arises throughout the school year	Administration and counseling staff utilize additional intervention strategies as necessary/appropriate.	Administration and counseling staff utilized additional intervention strategies as necessary/appropriate.
Conference with parents/students.	Teachers or other staff	Teachers, Counselor, Administrators	As need arises throughout the school year; twice a year minimum on conference days	Staff conferences with parents/students, regarding both academic and behavior, as the need arises. Fall conferences were held in October.	Staff conferenced with parents/students, regarding both academic and behavior, as the need arises.

Parent Involvement

The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Administrators	All Staff; S'more; weekly newsletters or hardcopies of enrollment information	July/August of 2018; as the need arises throughout the remainder of the year	At parent information nights, staff shared with parents the resources available through Parent Portal. Parents were also encouraged to sign up for school and district e-news.	There was continuous communication regarding the use of Parent Portal throughout the year through grade level and school newsletters.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Administrators	Secretary/Office Manager; Teams reports (email addresses and those who have not filled out forms), All staff	August 2018; Campus Portal reports throughout school year	Families are identified as the needs arise.	Families were identified as the needs arise.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	CTA	Teacher Liasions; Administrators	As the need arises throughout the school year	The CTA maintains the campus website and ensures that accurate, timely information is shared.	The CTA maintained the campus website and ensured that accurate, timely information was shared.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Assistant Principal	eNews; S'more	Weekly	Weekly community newsletters are sent via eNews each Friday and grade-level newsletters are sent every Tuesday.	Weekly community newsletters were sent via eNews each Friday and grade-level newsletters were sent every Tuesday.
Utilize social media to keep parents and community informed. Funding source: State and Local	Administrators; CTA	All staff; S'more, Twitter, DoJo	Weekly	In addition to the weekly newsletters, staff utilizes social media resources such as: Twitter, Remind, and Class Dojo, to showcase pictures and events at school.	In addition to the weekly newsletters, staff utilized social media resources such as: Twitter, Remind, and Class Dojo, to showcase pictures and events at school.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Administrators	Administrators; PTA	Minimum of once per month	Monthly PTA board meetings held at school and individual meetings as needed.	Monthly PTA board meetings were held at school and individual meetings as needed.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	Counselor	PTA; District counseling services	Minimum of three times throughout the school year	The counselor works with PTA to offer parenting classes	The counselor worked with PTA to offer parenting classes

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				throughout the year. Topics covered in the first semester included: social-emotional learning and parenting in the digital age.	throughout the year. Topics covered in the second semester included: preparing for kindergarten and preparing for middle school.

Transition

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Elementary counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding source: State and Local	Counselor	Counselor; 5th Grade team; SEL lessons	May 2019	The counselor is planning to deliver guidance lessons supporting the transition during the second semester.	The counselor delivered guidance lessons supporting the transition during the second semester.
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	Counselor	Counselor; SPED team; Pre-K staff	April 2019	SPED staff and the counselor work collaboratively with Pre-K staff as needs arise throughout the year.	SPED staff and the counselor worked collaboratively with Pre-K staff as needs arose throughout the year.
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					

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

State Certified Teachers and Highly Qualified Paraprofessionals

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. by the Title I Component 4 and 5 Funding source: State and Local	Professional Learning Department, Curriculum Department, and Campus Administrators	Administration, TTESS goals, staff	Six scheduled PD days throughout school year	Professional development has been provided to staff focused on common formative assessments, planning protocols, and instructional strategies.	Professional development was provided to staff focused on common formative assessments, planning protocols, and instructional strategies.