



**Plano Independent School District
Campus Improvement Plan**

Centennial Elementary School

2609 Ventura Drive

Plano, TX 75093

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

Mission

We, Centennial Elementary, with the support of family and community, commit to academic excellence and to the development of life-long learners today, who will become responsible citizens of tomorrow.

Campus Information

Administration Team

Principal, Sara Stewart

Assistant Principal, Molly Pond

About Us

Opened in August 1999, Centennial Elementary was named to commemorate the 100 Year Anniversary of Plano Independent School District.

A century ago, a single schoolhouse with a handful of students sprang up from the abundant grasslands of the Blackland Prairie, and rapidly emerged into one of the country's premier school districts, growing to 100 square miles and 55,000 students. This success would not have been possible without the vision of great superintendents and community leaders. Centennial Elementary is the legacy to a century of visionaries who created a district rich in history with a profound Tradition to Excellence and a promise to the future.

Mission: We, Centennial Elementary, with the support of family and community, commit to academic excellence and to the development of life-long learners today, who will become responsible citizens of tomorrow.

Colors: Red, White, Blue

Mascot: Comets

Motto: Reach for the stars

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 03:15 pm

Meeting 2: Progress monitoring and review of strategic plan - 02/05/2019 03:15 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/22/2019 11:00 am

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
Jeannie Morrison	Faculty Member	Yes	X	X	X
Jennifer Collins	Faculty Member	Yes	X	X	X
Brittany Jenkins	Faculty Member	No	X	X	X
Jessica Boyle	Faculty Member	Yes			X
Rachel Singer	Faculty Member	Yes	X	X	X
Ruchi Bhatia	Faculty Member, Special Ed	No		X	X
Sara Stewart	Principal	No	X	X	X
Jennifer Ruth	District Professional	Yes	X	X	X
Alison Leven	Campus Professional, Non-teaching	Yes	X	X	X
Jennifer Kay	Support Staff Member	No	X	X	X
Ashley Hamilton	Parent-Selected by PTA	No	X	X	X
Lesley Guinn	Parent-Selected by Principal	Yes	X	X	X
Abeezar Shiphandler	Parent	Yes	X	X	X
Debbie Chang	Parent	Yes		X	
Julie Liberman	Parent	Yes			
Aliyah Markowitz	Parent	Yes	X		
Betty Bonnet	Community Member	No	X	X	X
Chrystal Litman	Community Member			X	X
Jared Pinneo-Groggy Dog	Business Representative	No			
Kathy Grane	Parent	Yes	X	X	
Kara Grimes	Parent	Yes	X	X	X

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Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Molly Pond	Campus Professional, Non-teaching	Yes	X	X	X
Miya Switser (Becca Sims stepped in 3rd mtg.)	Faculty Member	No	X	X	X
Sarah Vartabedian	Faculty Member		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 one 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	Centennial is a very ethnically diverse campus. Staff embrace, recognize and learn about the cultures of our campus.	Some students take extended absences to travel abroad. This can create gaps in learning and language acquisition.	Develop a system to track students who miss portions of instruction throughout the year due to travel in order adjust and monitor instruction.
Student Achievement	Mathematics is an area of strength with high numbers of students achieving masters on Math STAAR. Closing the gaps for all student populations is another area of strength.	Writing instructional strategies vary from grade level to grade level. Accelerated growth in reading is an area of growth for STAAR tested grade levels.	This will be a critical action step with in our CIP document.
School Culture and Climate	The Centennial community and staff have high standards for academic rigor. Morning meetings and restorative practices create a warm and inviting environment where all feel included.	Accept a growth mindset for our students.	Encourage well rounded students through flexible grouping, celebrations, and encouraging a growth mindset. Encourage students to grow in their weaknesses.
Staff Quality/ Professional Development	Teachers at Centennial are supported with a mentor/mentee program, T-TESS (TX Teacher Evaluation Support System) observation feedback, walk through feedback and extended planning opportunities.	Increase the numbers of walkthroughs by supervisors and include peer walkthroughs.	Administration along with staff have created a shorter walkthrough form to allow for more frequent walkthroughs. A system for peer walkthroughs will be rolled out for the 2018-2019 school year.
Curriculum, Instruction, Assessment	Learning targets are posted in most rooms. Teachers use IRI's (Informal Reading Inventory) three times per year to adjust small group reading	TEKS (TX Essential Knowledge and Skills) based planning to drive instruction is an identified need. Continue professional development in the area of data driven instruction.	This will be a critical action in our CIP document.

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?
	instruction. There is a focus on guided reading implementation.		
Family and Community Involvement	Centennial's PTA is very supportive and involved. The addition of the Watch D.O.G.S. program was well received by the staff and community.	Streamline communication between teachers and parents. Continue growth in our understanding of all cultures.	Work to streamline communication.
School Context and Organization	Extended planning has allowed collaborative teams to dive into lessons more in depth. Teachers are focusing on small group targeted instruction to meet the needs of all students. Centennial staff is working together to enforce school policies, procedures and restorative practices as one cohesive team. There are multiple leadership opportunities available to staff members.	Continue to support teams with the planning and understanding of intervention and enrichment times. Use data (formal, informal, summative) more often to drive instruction.	Training will be provided to staff regarding common assessments. Intervention and enrichment lesson plans are required and expectations have been set. Teams will be supported through this process.
Technology	A variety of resources are available. Many staff are trained on a variety of technical programs, devices and teaching strategies. As a campus we are open minded to trying new technology.	A system for equal check out of Ipad. Further training on Dreambox.	Training for teachers regarding Dreambox and Raz-Kids.

Critical Action #1

Problem Statement	At the campus there are inconsistent/varied uses of instructional strategies in writing impacting student performance.
Root Cause and Strategy	(a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning and instruction with fidelity. (b) We will address ineffective instructional strategies by analyzing prior year student performance using STAAR and PES data to identify instructional strategies that were effective and those that were not. (c) We will align research-based best practices across the campus to ensure common instructional strategies and vocabulary are being taught among all grade levels and teachers.
Goal	Increase student achievement in writing in approaches, meets, and masters grade level standard.
Project Lead	Campus Administration, PISD Elementary Content Coordinators and specialists
Staff, Title I Staff	Grade level teachers, special education teachers, specialists
Materials and Resources	District Curriculum, Edugence, 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 #)
District Curriculum and instruction team members will provide staff training on effective planning protocols.	District Curriculum staff and curriculum planner.	6329 – Supplies and Materials (Teacher Materials)	00.00	Professional development sessions August 2, 2018 January 23, 2019	MLP training log, agendas, powerpoint and materials	Teachers learned how to read the TEKS in order to focus on the specific actions required of each of the TEKS; Teacher discussions in collaborative team planning and focus on standards.	On Track to Make Progress August 2-Planning Protocol Part 1 Staff Training. Teachers are identifying the learning progression of the TEKS and notice changes in rigor and gaps. The 4 critical questions are being addressed in the planning process.	On Track to Make Progress January 23- Planning Protocol Part 2 Staff Training with a focus on using standards to create common formative assessments.	Significant Progress Grade level teams continue to apply what they learned in these two district sessions in their instructional planning meetings. Some grades have begun implementing Part 2 strategies using common formative assessments. This process will continue next year and further develop.	

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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 #)
3rd and 4th grade teachers will attend district writing inservice	District Training	6200 – Professional and Consulting Services	00.00	October 2018	District MLP, writing strategies incorporated into writing plans in 3rd and 4th grade.	Increase teacher development in writing instruction.	Significant Progress All 3rd and 4th grade teachers attended the district writing inservice in September / October.	On Track to Make Progress Weekly plans are monitored to identify effective writing strategies are incorporated into lesson planning and instruction.	Significant Progress Skills from the writing in-service continue to be implemented in planning and instruction in 3rd and 4th grade.	
Develop and utilize vertically aligned rubrics and create common vocabulary and understanding within staff and students in writing instruction.	Rubrics created by Writing Collaborative Team.	6329 – Supplies and Materials (Teacher Materials)	00.00	September- November 2018	Rubrics for each grade level and vocabulary for each content area aligned vertically.	Increase academic performance by implementing planning and instruction protocols with fidelity.	On Track to Make Progress Through the vertical collaborative writing team rubrics are being developed that are consistent K-5. Common vocabulary K-5 has been developed and shared with all teaching staff.	On Track to Make Progress January 30-The Vertical Collaborative Writing Team vertically aligned writing rubrics and are in the final stages of refining and implementing building wide. Editing and revising guidelines have been developed building wide and are in the process of being shared with all teaching staff.	Significant Progress The Vertical Collaborative Writing Team met on February 27 and again on March 27. Vertically aligned rubrics have been developed for each grade level for students and for teachers and are being implemented K-5.	
Maximize student writing by intentionally planning for a 30 minute dedicated writing block. Every grade writing every day and incorporate writing cross-curricular.	Curriculum, Planning, Master Schedule	6329 – Supplies and Materials (Teacher Materials)	00.00	Weekly lesson plans	Lesson plans and walk-through data	Increase academic performance by implementing planning and instruction protocols with fidelity.	On Track to Make Progress Lesson plans are developed and posted weekly by each teacher and each grade no later than Monday morning of that	On Track to Make Progress Lesson plans are reviewed and assessed to ensure that writing is part of the English Language Arts block and included	Significant Progress Two grade levels have dedicated a 30 minute writing block daily that has proven to be effective (1st and 2nd). The other grade levels are	

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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>week of instruction.</p> <p>Writing plans are incorporated in those lesson plans to intentionally incorporate 30 minutes of writing instruction.</p> <p>Teachers utilize Empowering Writers curriculum.</p>	<p>in every grade level.</p> <p>Writing is applied in all curriculum areas; math, science, social studies, reading and guidance.</p>	<p>getting in 30 minutes of writing daily across the curriculum more cumulatively than a specific block.</p>	
Provide Empowering Writers workshop (funds provided by PTA and campus) for up to 8 additional staff members.	Empowering Writers Workshop	6200 – Professional and Consulting Services	1200.00	October-November 2018	Schedule of teachers attending training. Empowering Writers mini-lessons incorporated into writing plans for each grade level.	Increase Teacher Development in writing instruction.	<p>On Track to Make Progress</p> <p>8 teachers attended the Empowering Writers workshop and then shared back with their team to implement writing strategies.</p>	<p>On Track to Make Progress</p> <p>Weekly monitoring of lesson plans to see that the use of Empowering Writers is part of the writing plans.</p> <p>Feedback solicited from teachers to see what additional resources are needed in order to implement Empowering Writers with fidelity.</p> <p>Materials are being purchased through the PTA to fulfill needs in some of the grade levels.</p>	<p>Significant Progress</p> <p>Lesson plans continue to be monitored ensuring the use of Empowering Writers. Additional resources have been purchased through the PTA to fulfill needs in some grade levels.</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 #)
Staff will attend Lead4ward Training.	Lead4ward Training	6119 - Professional Salaries (Half/Full-Time)	00.00	August 22 and September 12, 2018	Presentation Handouts, the use of Lead4ward materials in team planning sessions.	Teachers	<p>On Track to Make Progress</p> <p>July 2018-Staff attended Lead4Ward training</p> <p>August 22, 2018- Professional development session to discuss Lead4Ward resources</p> <p>September 12, 2018-Professional development staff training session to desegregate Centennial specific STAAR data from previous year.</p>	<p>On Track to Make Progress</p> <p>Most teams are using the Lead4ward resources during their planning and extended planning periods as reflected in team planning walk throughs.</p>	<p>Significant Progress</p> <p>Most teams continue to use the Lead4ward resources during their planning and extended planning periods as reflected in team planning walk-throughs and informal observations.</p>	
Collaborate with other high achieving campuses to determine effective strategies/resources to meet the needs of similar demographics.	Collaborative Teams	6117 – Professional Salaries (Adult Temp)	00.00	Once per semester	Meeting agendas, Google drive	Increase academic performance	<p>On Track to Make Progress</p> <p>August 6- District Writing Training with Barksdale Elementary to collaborate on our planning of writing instructional strategies.</p>	<p>On Track to Make Progress</p> <p>November 7th- RTI training was provided with a collaborating school - Hightower Elementary where we received training from the district on RTI and worked collaboratively by grade level with Hightower as to how we would use it.</p>	<p>On Track to Make Progress</p> <p>Writing instruction continues to focus on best practices and strategies in order to achieve the best writing instruction. Through formal and informal assessment, writing skills have had a marked improvement this year.</p>	

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								<p>Writing instruction continues to focus on best practices and strategies in order to achieve the best writing instruction.</p> <p>ESL teacher collaborates with Beverly Elementary ESL teacher about effective strategies to increase ESL students proficiency levels in writing.</p>		
Master schedule reflects intervention and extension time with additional support from academic specialists.	Master Schedule	6119 - Professional Salaries (Half/Full-Time)	00.00	Master Schedule created August, 2018	Master Schedule and I/E lesson plans	Teachers target instruction during I/E times to meet the needs of all students. Academic specialists join grade levels in order to provide instruction for small groups. These groups are flexible and are based on assessment data.	<p>On Track to Make Progress</p> <p>August 2019- Master schedule is being implemented with fidelity and includes intervention and extension times. Support is provided to each team from academic specialists.</p>	<p>On Track to Make Progress</p> <p>I/E times continue in grades 1-5 with support from academic specialists in addition to a hired temp who supports small groups in grades 3-5. Groups have been monitored and adjusted based on the latest midyear test results data.</p> <p>Kinder I/E groups will start in February.</p>	<p>Significant Progress</p> <p>All grade levels with the support from academic specialists have I/E groups occurring daily.</p> <p>Support from a hired temp continued to support targeted small groups in grades 3-5 until the end of April.</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 #)
Data teams meet to discuss implementation of RTI and implementation of effective teaching strategies.	Edugence, Kid Talk forms and CMIT meetings	6118 – Professional Salaries (Extra Duty)	00.00	Monthly August 2018-May 2019	Edugence RTI goals and progress; Kid Talk notes; CMIT meeting minutes	Teachers focus on students most fundamental skill and show student progress or lack thereof. Data is used to determine grade level areas effectiveness	On Track to Make Progress Kid Talk- 8/23, 9/20,10/18,11/29, 12/20 CMIT- 8/30,9/27,10/18,11/15,12/13	On Track to Make Progress Kid Talk- 1/24,2/21, 3/21, 4/18 CMIT- 1/31, 2/28, 3/28,4/25	Significant Progress Kid Talk and CMIT (5/9 - last meeting) are completed for the year. Collaborative data teams meet and look at mock STAAR data, actual STAAR data (5th math/reading) and MAP data to determine strengths and opportunities to continue to grow students academically.	
Utilize adult temp employees to target instruction in reading, writing and math for ESL students.	Adult Temp and targeted instructional materials.	6117 – Professional Salaries (Adult Temp)	5000.00	January-May 20 hours per week	Title 3 funds; instructional materials	Identified immigrant students will receive additional targeted instruction, resulting in student achievement growth.	On Track to Make Progress November- Adult temp secured. December 2018- Teams work with the ESL teacher to identify students and create a schedule for adult temp	On Track to Make Progress January-small groups are meeting with adult temp 20 hours per week.	Significant Progress February, March and April - small groups met with adult temp 20 hours per week.	
Implement writing data walls in each grade level to monitor progress towards key writing TEKS and incorporate students into the ownership of their writing progress.	Rachel Singer - LDA	6119 - Professional Salaries (Half/Full-Time)	00.00	March - May, 2019	Posters in grade level / classrooms charting student writing progress	Key results from the Writing Vertical Collaborative Team provided each grade level with "musts" that students should be able to do by the end of year. A visual was	Some Progress Rachel Singer, 4th grade team leader, attended the Leadership Development Academy this year and decided to focus on a campus priority of writing	Some Progress March 8 - student data walls / student badges posted in each classroom. March 29 - first round of progress monitoring.	Significant Progress April 18 - 2nd round of progress monitoring completed. Staff survey completed at the completion of 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 #)
						developed to chart student progress on those goals for each grade level/classroom.	instruction. She developed the writing data walls and monitored the implementation of them in each grade level / classroom. The project kicked off in January once reviewed by the leadership team.	Students who have met goal move up.	project showed that the implementation of the writing data walls created a positive visual for students and teachers throughout the building to see the improvement of key writing TEKS for every student.	

Critical Action #2

Problem Statement	The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that transform PLC process (policies and practices).
Root Cause and Strategy	We will address the need for teacher teams and collaborative groups to effectively address curriculum, assessment, instruction, and the achievement of all students by ensuring that PLC process is implemented consistently using the districts' PLC protocols with fidelity.
Goal	Increase student achievement by implementing the PLC process and attain success with HRS Critical Commitment Level 1.
Project Lead	Campus Administrators, collaborative team leaders
Staff, Title I Staff	All teachers
Materials and Resources	High Reliability Schools Framework, TEKS, PISD curriculum

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Provide training on collaborative teams & the PLC process.	Book, "Collaborative Teams that Work"	6119 - Professional Salaries (Half/Full-Time)	00.00	Weekly: Grade Level Team Planning Monthly: Team Leader, Staff Meetings Annual: Back to School Staff Meeting, Team Leader Retreat	Meeting notes, MLP sign in sheets	Increase leadership effectiveness, improve academic performance , improve school climate and collaboration.	On Track to Make Progress July 27 - Team Leader Retreat addressing HRS (4 critical questions, collective commitment). August 9-Staff Development on Effective Collaborative Teams Team Leader meetings have been held incorporating the PLC process and included these topics:	On Track to Make Progress Team Leader Meetings continue to address HRS and the PLC process Topics included: November 14 - Build a shared understanding December 5 - Parent survey reflection January 9 - Culture and Climate.	Significant Progress Team Leader Meetings continue to address HRS and the PLC process. Topics included: February 6 - Norms and Planning Protocol #2 review and highlighting CFAs (common formative assessments in lesson plans. March 6 - Norms, review of CFAs	

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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 5 - Norms and do what is best for all students October 3 - Morning meeting.		April 3 - Norms and HRS (High Reliability Schools) model reviewed May 1 - Norms and HRS Level 2 survey review of Effective Teaching in Every Classroom.	
Identify specific collaborative structures collaborative teams will use (norms, autonomy scale, etc)	Norms, Autonomy scale, etc.	6119 - Professional Salaries (Half/Full-Time)	00.00	Weekly: Grade Level Collaborative Team Meetings Monthly: Team Leader Meetings, Vertical Collaborative Teams, Kid Talk	Norms, Meeting agendas, meeting summary notes, autonomy scales. Teams will meet and use norms, autonomy scale which will be reflected in the meeting summary / outcome.	Improve academic performance, Improve school climate	On Track to Make Progress Collaborative Teams developed with norms in August and they completed their proficiency scale. Teams submitted their goals in September / October and have had a specific weekly schedule for instructional and team planning.	On Track to Make Progress Norms for KidTalk have been established to streamline the effectiveness of the meetings. All collaborative teams have established norms and review them at every meeting. The proficiency scale was used to determine strengths and opportunities.	Significant Progress Norms for all collaborative teams have been established and are reviewed at each meeting to streamline the effectiveness of the meetings.	
Develop and implement schedule to observe collaborative team meetings and provide feedback to teams.	Schedule of observation, Feedback form based on autonomy scale.	6119 - Professional Salaries (Half/Full-Time)	00.00	Weekly collaborative team meetings (August 2018-May 2019).	Monthly walkthroughs observing and providing feedback to teams.	Improve academic performance. Improve school climate.	On Track to Make Progress Collaborative Teams have been observed 13 times in team planning walkthroughs and given specific feedback through the walk through form and face to face discussions.	On Track to Make Progress Collaborative grade level teams continue to plan and are observed at least monthly. 7 additional team planning walkthroughs have occurred. Feedback allows	Significant Progress During the course of the school year there have been 23 formal walkthroughs of grade level collaborative teams and feedback has been	

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								the teams to improve their focus on the PLC process.	provided back to the teams.	
Establish vertical collaborative teams (reading, writing, math, science) to ensure vertical alignment of instructional strategies.	Vertical Team assignments, Meeting Schedule,	6119 - Professional Salaries (Half/Full-Time)	00.00	Monthly vertical team meetings (September 2018-May 2019)	Meeting agenda and notes and developed resources in the vertical collaborative team shared files.	Improve academic performance. Improve school climate.	On Track to Make Progress Collaborative Teams have had 3 meetings (9/26, 10/24, 11/28). The priority of each team is to align instructional strategies.	On Track to Make Progress January 30 vertical collaborative team meetings specific items were addressed to align instructional strategies K-5. Writing-writing rubrics for students and teachers with consistent language Math-math charts, I/E, Number Talks, CUBES strategy Science-Vocabulary alignment and reaching all students. Guided Reading-fluid guided reading groups (K-5), incorporating writing in reading	Significant Progress Two additional meetings have occurred for vertical collaborative teams. February 27 - teams met to discuss use of tools that have been created vertically and how they are being used in their grade level. March 27 - Teams continued to discuss focus of their team priorities and some teams brought examples of student work to show the effectiveness of the tools. April 15 - Vertical Collaborative Team Survey was given to all staff with 100% completion to collect feedback from staff and help guide direction of	

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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 #)
									vertical teams for next year.	
Conduct peer to peer walkthroughs to allow teachers to observe other teachers and gain instructional strategies and provide feedback to their peers.	Peer to peer walkthrough form, QR code, feedback form.	6119 - Professional Salaries (Half/Full-Time)	00.00	Peer to peer walkthroughs to start with a scheduled substitute on November 27.	Walkthrough feedback forms.	Teachers will gain confidence in sharing and learning from each other to improve their teaching craft.	On Track to Make Progress November 27 and December 12-22 teachers had the opportunity to go out and observe their peers, gather data and provide feedback to their peers.	On Track to Make Progress On January 16 and 22, 23 teachers observed other teachers in the building, gathered data and provided feedback using the walkthrough form / QR code.	Significant Progress January 30 and February 22 - Teachers observed other teachers in the building, gathered data and provided feedback using the walkthrough form / QR code. A total of 73 peer to peer walkthroughs occurred during the school year. This data provides information on instructional practices, grouping format, level of student work and objectives posted. Data is used to measure effectiveness of teaching and can be compared to student results.	

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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 #)
Conduct team planning walkthroughs to observe the collaborative grade level teams effectiveness in their planning process and PLC process.	Team planning walkthrough, admin scheduled to meet with teams	6119 - Professional Salaries (Half/Full-Time)	00.00	Monthly walkthroughs per grade level.	Feedback forms from Team Planning walkthroughs.	Teachers will ensure that they are using the collaborative planning process to work effectively with their team.	On Track to Make Progress There have been 13 team planning walkthroughs as of the end of October.	On Track to Make Progress 7 additional team planning walkthroughs have occurred since December.	Significant Progress 23 team planning walkthroughs occurred this school year. The data provides us with information on how planning is conducted and key components that are used. Data will give us insight on future planning strategies.	
Extended planning time will be provided for teams to implement the planning protocols for unit instructional planning.	Extended planning taking place monthly	6119 - Professional Salaries (Half/Full-Time)	00.00	Monthly - a total of 10 extended planning sessions will have been held by the end of the school year.	Schedule of extended team planning meetings, team planning walkthroughs, detailed weekly lesson plans.	Increase academic performance by implementing planning and instruction protocols with fidelity.	On Track to Make Progress August 28, September 11 and 25, October 30 and November 13. The extended planning time has been utilized effectively by allowing teams to have an extra planning period with their normal planning period to develop thorough, targeted lesson plans.	On Track to Make Progress December 11, January 15 and 29. The extended planning time continues to be used effectively in order to implement the planning protocols for unit instructional planning.	Significant Progress February 26, March 19 and April 30. The extended planning time continues to be used effectively in order to implement the planning protocols for unit instructional planning.	
Utilize quick data for feedback from stakeholders.	Google forms	6119 - Professional Salaries (Half/Full-Time)	00.00	September, October-Campus survey October, November-Grade level surveys	Parent surveys, survey results	Quick data will be used to determine areas of strength and areas of improvement.	On Track to Make Progress Building wide survey data helped to identify strengths and areas of opportunity for growth.	On Track to Make Progress November- grade levels use parent surveys to seek feedback on communication, homework and parent teacher	Significant Progress Watch D.O.G.S. survey-to date 127 dads participated in the Watch D.O.G.S. Program this year and filled out the feedback	

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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>September Safety and Security Survey-85 responses General Feedback:Centennial is a safe and secure facility.</p> <p>October Student Achievement Survey - 81 responses. General feedback: Nearly all parents felt that the staff at Centennial are committed to their child's success and student accomplishments are recognized.</p>	<p>conferences. The data from the grade level surveys was received by teams and administration. Responses from parent survey by grade level are as follows: Kinder-37 1st-54 2nd-26 3rd-18 4th-22 5th-36 General feedback: Fall conferences were very informative. Communication is timely and effective.</p> <p>Watch D.O.G.S. survey-to date 99 dads have participated in the Watch D.O.G.S. Program and filled out the feedback survey. Survey results indicate extremely positive experience, excellent training and effective materials (agenda, map and guidelines).</p>	<p>survey. Survey results indicate extremely positive experience, excellent training and effective materials (agenda, map and guidelines). Some minor suggestions will be incorporated to fine tune program / materials next year.</p>	

Health, Fitness and Attendance

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

COORDINATED SCHOOL HEALTH

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.	Principal	Campus Wellness Plan	September, November, February and April	PE Teacher designated as the Campus Wellness Captain and has held one meeting on November 6. Goals were established for students and staff as well as social and emotional awareness for students. The Color Run was held on October 26. Biggest Loser was held for the first semester and 14 people participated. Staff workouts have been	Biggest Loser included 17 participants in the spring with a total of 162 lbs lost and staff workouts have continue once or twice a week. Centennial has been promoted to level 3 of the Healthy Zone School program.

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Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
					occurring once or twice a week.	
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	September 25th Lesley Guinn	Lesley will attend all meetings as part of the Campus Wellness Team.	2 Campus Wellness Team meetings occurred on November 6 and February 26.
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	Information taught in PE class throughout the school year.	The next meeting is in February.	Coordinated School Health Curriculum was delivered throughout the school year.
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	September 2018 Located in the gym	This is updated monthly.	School health bulletin board was updated monthly.
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	September 2018 GMC, SMORE	Weekly wellness information is shared. Monthly S'more is created and shared.	Parents and community members are notified of family wellness nights/health fairs through all communication mediums.

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 October 2018 Post-Test April 2019	Completed pretest.	Completed Post test
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	May 24, 2019 (final report card)		Fitness report cards are printed and delivered to 4th grade teachers to send in final report cards.

PHYSICAL ACTIVITY REQUIREMENTS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Daily as noted by Master schedule	Students receive required PE minutes for moderate to vigorous physical activity during PE.	Students receive required PE minutes for moderate to vigorous physical activity during PE.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	October 2018	February, 2019	Students assessed using these tools to determine MVPA in grades 3-5.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
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	Ongoing	The PE staff uses sequential and developmentally appropriate curriculum which is provided by the district and meets specific activity requirements.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	Master schedule reflects daily recess minutes	Each grade level is allocated 30 minutes of recess time.	Each grade level is allocated 30 minutes of recess time to ensure students are receiving daily unstructured play.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	Daily	K-5 teachers use a variety of brain breaks throughout the day to keep students moving and engaged.	Informal observations demonstrated that K-5 teachers use a variety of brain breaks throughout the day to keep students moving and engaged.

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	Weekly attendance reports sent to Assistant Principal Weekly	<p>Daily: Attendance is monitored daily using child safe and Pinnacle. Checks and balances are in place to ensure that an absence is connected to a reason (excused or unexcused).</p> <p>Weekly: Attendance reports are assessed and follow up is made with recurring absences by making parent contact and following steps to rectify attendance problems.</p>	<p>Daily: Attendance is monitored daily using child safe and Pinnacle. Checks and balances are in place to ensure that an absence is connected to a reason (excused or unexcused).</p> <p>Weekly: Attendance reports are assessed and follow up is made with recurring absences by making parent contact and following steps to rectify attendance problems.</p>

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
					<p>Monthly: Chronic absences are addressed through official correspondence (letters and/or emails) including parenting classes and strategies to get students to school on time and every day.</p>	<p>Monthly: Chronic absences are addressed through official correspondence (letters and/or emails) including parenting classes and strategies to get students to school on time and every day.</p> <p>Yearly: Attendance patterns are evaluated for the year. Based on this data a determination is made if there needs to be further parent education to make clear to parents attendance expectations and ramifications.</p>

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Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term

Violence Prevention and Bullying

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

STAFF PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	Monthly Staff and Team leader meetings to address concerns. Weekly team meetings address concerns.	Kid Talk occurs monthly to provide an opportunity to discuss student concerns. Staff meeting and team leader meetings have also been held monthly.	Kid Talk meetings addressing student concerns ultimately provide necessary interventions, testing or referrals to meet the needs of every student.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Morning Duty schedule reflects daily duties of all staff to monitor these areas	A duty schedule is adhered to by staff and monitored by administration to assure all areas are covered.	A duty schedule is adhered to by staff and monitored by administration to assure all areas are covered resulting safe high risk areas.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	August 2018	Staff reviewed Centennial Handbook and submitted signature page by 9/4/2018	A required number of drills occur during the year ensuring staff are up to date on emergency procedures. Centennial Staff Handbook is accessible to all staff through the Centennial HUB.
Morning Community Circles	Counselor, Principal	All staff/Centennial Google Drive/Morning Meeting Book	Master schedule reflects Daily Community Circles in each classroom.	Daily community circles are occurring in every classroom to monitor student concerns and connect social/emotional health to learning.	Daily community circles occur in every classroom to monitor student concerns and connect social/emotional health to learning. Meetings are monitored by staff who rotate around grade levels to ensure fidelity with these important meetings.

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

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	August 2018	Staff completed training via Safe Schools videos in August 2018	All staff completed required training even if they were hired after the beginning of the school year.
Review referral process.	Principal or designee	Campus referral plan	August 2018	Counselor led mandatory staff training on 8/3/18.	Staff reminded of referral process in staff meetings.

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	Monthly Kid Talk meetings and CMIT meetings to provide behavior strategies and support.	Kid Talk and CMIT meetings have been held monthly and necessary action has been taken with student concerns.	Resources (people and curriculum) are made available during Kid Talk and CMIT meetings to help guide next steps with specific

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Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					student concerns. Kid Talk and CMIT holds teachers accountable for addressing the needs of all learners.
Implement campus referral plan.	Principal or designee	Campus Referral Plan	As needed, staff will follow established protocols including but not limited to restorative practices	Plan was reviewed at team leader retreat and then with grade level collaborative teams prior to school starting.	Referral process was implemented as discussed prior to the start of school. Additions/revisions were made to the plan as needed.
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	As needed, principals will follow all established protocol including but not limited to restorative practices	The discipline management system has been placed on the Centennial HUB to make it easily accessible to teachers. It is being followed by all staff with occasional reminders and refreshers.	The discipline management system continues to be implemented by staff members throughout the building when necessary.

STUDENT PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	August 2018/ as the need arises	Teams reviewed behavior expectations with parents at Back to School parent Night and/or in grade level handbooks	At staff meetings and through weekly communications (Centennial C's) behavior expectations are revisited.
Monitor high risk areas.	All staff	Schedule (if necessary)	August 2018 duty schedule		
Comet Compliments	All Staff	"Comet Compliments", Morning Announcements, Treasure box items	August 2018-May 2019	Almost daily Comet Compliments are read on the announcements and those students come to the principal's office and get a prize and sign the "Comet Compliment" book. Early in the year students were writing compliments for other students and now it is mostly staff to students.	Almost every student in the building received a Comet Compliment which were read on the announcements every day. As of May 21, 512 comet complements had been read on the announcements.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Commended Comets	Grade level and specials teachers	Magazine covers, photo frames	August 2018-May 2019	Selected students have been posted throughout the building with the magazine covers in the photo frames.	Selected students have been posted throughout the building with the magazine covers in the photo framed every nine weeks.
Shining Star Student recognition	Grade level classroom teachers, Principal	Photos, letters, certificates, school assembly	Quarterly school assemblies	One student per class was recognized the first and second 9 weeks of school. They were acknowledged at the quarterly assembly. Their grade level picture is in the main display case as you enter the building.	One student per class was recognized the third and fourth 9 weeks of school. They were acknowledged at the quarterly assembly. Their grade level picture was in the main display case as you enter the building for a nine week period.

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan			
School Wide PBIS posters educating students about school wide expectations	All staff	posters	August 2018	Posters were posted and explained to	Posters were posted and explained to

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				students and a letter sent home to parent about PBIS.	students and a letter sent home to parent about PBIS
Restorative Practices Skills Training	Counselor	All Teachers, Morning Meeting Lessons/Prompts	Daily Morning Meetings	Morning meetings are held in each classroom every day following announcements.	Ideas and suggestions for morning meetings are continually shared via Centennial Hub and by email as teachers find resources they like. Staff has discussed ways to continue to grow in this area for next year as well.
Anti Bullying/Conflict Resolution Lessons	Counselor	Kelso's Choices, Anti Bullying Curriculum	3 times/year	10/1/18 - 10/12/18 - Kelso's Choice lesson 1 by counselor 10/29/18 - 11/8/18 - Conflict resolution lesson by counselor 2/11/19 - 2/22/19 - Lessons on how to make/keep/choose	10/1/18 - 10/12/18 - Kelso's Choice lesson 1 by counselor 10/29/18 - 11/8/18 - Conflict resolution lesson by counselor 2/11/19 - 2/22/19 - Lessons on how to make/keep/choose

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				friends by counselor	friends by counselor
Personal Safety Lessons	Counselor/Librarian	Personal Safety Curriculum(s)	3 times/year	9/17/18 - 9/28/18 -- WHO violence prevention lessons by counselor 11/1/18 - 11/30/18 -- Internet safety lessons by librarian 4/15/19 - 5/3/10 --Internet safety lessons by counselor	/17/18 - 9/28/18 -- WHO violence prevention lessons by counselor 11/1/18 - 11/30/18 -- Internet safety lessons by librarian 4/15/19 - 5/3/10 --Internet safety lessons by counselor

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	All Staff/ CMIT and 504 Teams	Monthly Meetings	Interventions are discussed at monthly Kid Talk,	Interventions are discussed at monthly Kid Talk,

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				CMIT and staff meetings.	CMIT and staff meetings.
Employ discipline interventions.	Designated staff	Classroom Teachers/Behavior Support Team	Monthly Meetings	Interventions are discussed at monthly Kid Talk, CMIT and staff meetings.	Interventions are discussed at monthly Kid Talk, CMIT and staff meetings.
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	CMIT/504/Kid Talk Team	Monthly Meetings	Interventions are discussed at monthly Kid Talk, CMIT and staff meetings.	Interventions are discussed at monthly Kid Talk, CMIT and staff meetings.
Conference with parents/students.	Teachers or other staff	Classroom Teachers	Fall conferences (K-2), as need arises	EOY conferences (K -2), as need arises	EOY conferences (K -2), as 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	Principal / Office Secretary	Office Staff/Classroom Teachers/District Registration Site	June-August 2018-2019 Monthly and weekly emails/newsletters sent electronically to parents	Parents registered via Parent Portal during registration. Weekly communication was sent prior to the start of school via e-news and Facebook.	Parents who did not register via parent portal were given follow up to ensure that they were able to get on to the parent portal.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Principal	CTA/District technology team	As need arises	Documentation of resources available given to parents, maintained by CTA	Documentation of resources available given to parents, maintained by CTA
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Principal	CTA	Monthly updates posted on various mediums	School website provides updated information on campus events, district news, etc.	School website provides updated information on campus events, district news, etc.
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Principal	CTA, office staff	Monthly e-news communication	Monthly emails will be sent via e-news	Week and monthly communication submitted

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					through email. If a parent requests hard copy, it is provided.
Utilize social media to keep parents and community informed. Funding source: State and Local	Principal	Classroom Teachers, CTA/Social Media Accounts	Weekly updates to various communication mediums	Parents and community are informed about classroom/school events through campus Facebook. Grade levels send weekly emails regarding grade-level specific happenings.	Weekly email communications are sent to parents from every classroom teacher. Facebook posts are made almost weekly sharing a variety of school related events / activities.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Principal	PTA President and Representatives	Monthly Meetings	PTA president and representatives meet monthly with principal to discuss school events.	PTA president and representatives continue to meet monthly with principal to discuss student needs and events/activities.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	Principal/Counselor	Presenters, space for presentation	2 presentations (minimum) for the 2018-2019 school year.	Topics to be determined by community need.	10/25/18 - Taxparency 11/14/18 - CogAT Interpretation 4/16/19 - How to Prepare your

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Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					Child For Kindergarten 4/23/19 - 4th Grade STAAR Parent Camp Monthly reminder through Principals More of parent education classes offered through the district.

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, Guidance curriculum	Monthly guidance lessons August 2018-May 2019	Monthly guidance lessons have been provided to all grade levels.	Monthly guidance lessons were provided to all grades through early May, 2019.
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, Special Education Staff	Counselor, Special Education Staff, Kindergarten Team	Yearly (CMIT/504 incoming students) and in the spring in preparation for transition in the fall.	Counselor meets with early childhood school yearly to discuss incoming CMIT/504 students. Special education staff meets early childhood and informally observes incoming students.	Elementary staff worked with middle school to allow for a smooth transition to Renner MS. 5th graders made a school visit, staff from Renner came to Centennial, and students had ample time to select their music choice for next year. Special education staff worked with Pre-K and MS to ensure appropriate placement of students and

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					preparedness of school for the incoming / transitioning students.
<p>Elementary Title I Campuses – Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in pre-kindergarten activities and are encouraged to work with their children at home. Participants will go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep. Title I Components: 7 Funding source: State and Local</p>	N/A	N/A	N/A		
<p>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</p>	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 Title I Component 4 and 5 Funding source: State and Local	Professional Learning Department, Curriculum Department, and Campus Administrators	All Staff, District Personnel	Monthly Staff meetings	Professional learning has occurred in monthly meetings for all staff. As noted in critical actions, all staff participated in training provided by the district that tied to our campus goals.	All staff met the appropriate number of professional education hours to continue to be state certified and highly qualified.