



Plano Independent School District Campus Improvement Plan

Hickey Elementary

4100 Coldwater Creek

Plano, TX 75074

2018-2019

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Vision and Mission Statements for District and Campus

Plano ISD Vision Statement

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

Plano ISD Mission Statement

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

District Goals

Plano ISD has two major ongoing district goals:

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

Campus Mission Statement

Mission Statement: Hickey Elementary will empower our community of learners by promoting collaboration, creativity, and meaningful academic, social, and emotional expectations that are essential for 21st century citizens and innovators .

Campus Information

Administration Team

Principal, Dina Rowe

Assistant Principal, Janet Langford

About Us

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 – 08/27/2018 02:45 am

Meeting 2: Progress monitoring and review of strategic plan - 02/04/2019 02:45 am

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/20/2019 02:45 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
Michele Allen	Faculty Member	2012 - 2013	X	X	
Harley DeVincent	Faculty Member	2017 - 2018	X	X	
Roxanne Barnes	Faculty Member	2018 - 2019	X	X	X
Melissa Berger	Faculty Member	2018 - 2019	X		
Kim Herbison	Faculty Member	2018 - 2019	X	X	X
Davie Hill	Faculty Member, Special Ed	2018 - 2019			
Dina Rowe	Principal	2012 - 2013	X	X	X
Mary Swinton	District Professional	2017 - 2018			
Susie Kang	Campus Professional, Non-teaching	2018 - 2019			
Miriam Rodriguez	Support Staff Member	2017 - 2018		X	X
Tarrah Lantz	Parent-Selected by PTA	2017 - 2018	X	X	
Janet Morrison	Parent-Selected by Principal	2018 - 2019	X	X	
Sujata Sawardekar	Parent	2017 - 2018			
Sophia James	Parent	2017 - 2018			
Jesse Mitchell	Parent	2018 - 2019		X	X
Greg McClendon	Parent	2018 - 2019			
Loreta Hickey	Community Member	2009 - 2010			
Allison Hicks	Community Member	2015 - 2016			
Robin Sherman	Business Representative	2016 - 2017			
Matt Hawkes	Business Representative	2018 - 2019			
Janet Langford	District Professional	2015 - 2016	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	\$173,712.93	State Compensatory Ed funds allocated for allowable supplemental resources and 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	<p>We have a diverse staff, with approximately equal percentages of White and Hispanic staff.</p> <p>We have a consistent student body with low attendance issues.(97.2%)</p>	<p>Our Hispanic/Bilingual students continue to underperform compared to White and Asian students</p> <p>Approximately 1/3 of our students are economically disadvantaged.</p>	<p>Continue to train staff on best practices for second language learners and economically disadvantaged students.</p>
Student Achievement	<p>Our fifth grade students met or exceeded the District average in Math for all groups except Bilingual</p>	<p>The percentage of our economically disadvantaged students and English Learners meeting the approaches, meets, and masters grade level standard is below the district average in reading and math.</p>	<p>Improve reading and math achievement for our economically disadvantaged students and English Learners.</p>
School Culture and Climate	<p>The majority of our staff, students and parents perceive the school environment as safe and orderly.</p> <p>Our campus emergency plan is updated regularly.</p>	<p>Our staff indicated they would like to have more feedback on how their input was used.</p>	<p>Develop a system of ongoing feedback with staff to demonstrate how their input was used.</p>
Staff Quality/ Professional Development	<p>Our staff is aware we have a PLC process in place at our school.</p>	<p>Our PLC collaborative teams need to have written goals in place and monitor progress toward goals.</p>	<p>Monitor goals and progress for each collaborative team.</p>
Curriculum, Instruction, Assessment	<p>Data teams are in place at our school (grade level teams, specialists)</p> <p>Teams and collaborative groups meet regularly to address common issues regarding curriculum, assessment,</p>	<p>Our data teams need to have written goals.</p> <p>School leaders need to collect and review minutes and notes from PLC collaborative team meetings and data</p>	<p>Establish written goals for data team.s</p> <p>Establish procedure for reviewing minutes from collaborative team meetings.</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	instruction, and achievement for all students.	meetings to ensure teams are focusing on student achievement	
Family and Community Involvement	<p>Our students and families describe our school as a safe and orderly place.</p> <p>Opinion data is collected informally from students, parents, and the community.</p>	<p>We need to utilize social media to allow anonymous reporting of potential incidences.</p> <p>We need to regularly generate opinion data from students, parents, and the community.</p>	<p>Develop a plan for anonymous reporting of potential incidences and communicate with stakeholders about the plan.</p> <p>Develop system of quick checks from students, parents, and community.</p>
School Context and Organization	<p>Our school's accomplishments have been adequately acknowledged and celebrated.</p> <p>Groups of teachers are targeted to provide input regarding specific decisions.</p>	<p>Teams and individual accomplishments need to be acknowledged and celebrated.</p> <p>Utilize electronic tools to collect teachers' opinions regarding specific decisions.</p>	<p>Develop systematic approach to brag boards, shout outs and recognition for individuals and teams.</p> <p>Send google forms for quick checks for teacher input regarding specific decisions.</p>
Technology	Teachers have adequate materials and resources, including technology, to teach effectively.	<p>We need to develop creative ways to give teachers more time.</p> <p>School leaders need to provide adequate training for the instructional technology teachers are expected to use.</p>	<p>Utilize creative plans for giving back time to teachers, such as additional subs, extended planning, a covering duties.</p> <p>Bring in support from the Digital Learning team to support technology growth among staff.</p>

Critical Action #1

Problem Statement	The collaborative teams are operating at varying levels of autonomy compared to the collaborative teams that transform PLC process (policies and practices.)
Root Cause and Strategy	We will address the need for clarity of the relationship between collaborative teams and a PLC as a function of a High Performing Schools.
Goal	To build a shared understanding around how planning conversations and behaviors strengthen collaborative teams in order to create an effective campus PLC.
Project Lead	Administration, Leadership Team
Staff, Title I Staff	Teachers, Support Staff
Materials and Resources	Marzano High Reliability resources

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Clearly define school vision, mission, goals, and values through teacher professional learning.				Professional development at staff meetings monthly.	MLP training logs, agendas, and materials.	Increase staff awareness of the school vision, mission, goals and values.	Some Progress Professional Learning staff has begun a year long collaboration with Hickey staff to craft a clear vision, mission, goals, and values shared commitment.	Significant Progress 86% of staff feel that within the constraints of school schedules, they have been provided with adequate time for collaboration with their teams 96% feel they are clear on their goals and their work as collaborative teams.	Significant Progress 86% of staff continue to feel that within the constraints of school schedules, they have been provided with adequate time for collaboration with their teams 96% continue to feel they are clear on their goals and their work as collaborative teams.	
Train and model the three foundational ideas of PLC:				Weekly collaborative team	Weekly planning meeting notes,	Increase understanding of	Some Progress	Significant Progress	Significant Progress	

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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 #)
focus on learning, build a collaborative culture, and focus on results. (Teacher professional learning, collaborative team planning, campus data analysis meetings.)				meetings with administration and specialists.	feedback from administration, walkthrough data	the PLC process and the role of collaborative teams to improve student achievement.	Monthly collaborative team meetings w/ admin and specialists; weekly grade level team planning w/ specialists; 15 extended planning sessions w/ admin and specialists throughout the school year; 5 data digs w/ teams, admin, specialists	96% of staff feel their team has grown in its understanding of and function as a collaborative team 93% feel the collaborative teams they participate on are meaningful 93% feel support structures are in place to help groups become collaborative	96% of staff continue to feel their team has grown in its understanding of and function as a collaborative team 93% of the staff continue to feel the collaborative teams they participate on are meaningful 93% of the staff continue to feel support structures are in place to help groups become collaborative	
Collaborative teams will embed the PLC process in their district provided extended planning opportunities (exit tickets, agendas with summative notes, schedule of extended team planning, lesson plan)				Monthly and weekly staff/team meetings.	Agendas, logs, feedback forms	Increase staff capacity for collaboration and planning to ultimately drive improvement in academic performance.	Significant Progress Bi-monthly extended planning sessions with intermittent support from EAS, assessment, admin and specialists	Significant Progress 93% feel that collaborative teams regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.	Significant Progress 93% continue to feel that collaborative teams regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.	

Critical Action #2

Problem Statement	<p>The percentage of student groups in Domain III performing at the Meets grade level standard and above and/or meeting or exceeding growth is below district levels:</p> <p>Academic Achievement in Reading and Math</p> <ul style="list-style-type: none"> All students <p>Academic Growth in Reading and Math</p> <ul style="list-style-type: none"> All students <p>Student Success Status</p> <ul style="list-style-type: none"> All students
Root Cause and Strategy	We will address the need for effective planning in reading and math by ensuring that there are adequate structures and systems in place utilized with fidelity according to the district's planning protocols. We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses.
Goal	Increase the percentage of economically disadvantaged students and Hispanic students performing at approaches, meets and masters grade level standard to decrease the gap between the campus and district to meet the district average performance.
Project Lead	Administration, Leadership Team
Staff, Title I Staff	Teachers, Support Staff
Materials and Resources	STAAR, PES, Gap Analysis

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				Monthly and weekly staff meetings, data team meetings,	Agendas, notes, feedback, quick data	Increase academic performance by implementing planning and	Significant Progress Full staff training in August; periodic	Significant Progress District personnel from EAS attend	Significant Progress District personnel from EAS attended	

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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 #)
district planning protocols (MLP training, agendas)				and collaborative team meetings.		instruction protocols with fidelity.	attendance at extended planning	extended planning sessions to assist in effective planning and training	extended planning sessions to assist in effective planning and training. Campus-wide work was done in conjunction with the Professional Learning Department to develop shared commitments around a new vision and mission statement for next school year.	
Grade level teams will use weekly and extended planning time to implement the planning protocols for unit instructional planning (schedule of weekly and extended planning, meeting notes, walk through data, documents/notes)				Monthly and weekly team meetings	Agendas, notes, feedback, quick data	Increase academic performance by implementing planning and instruction protocols with fidelity.	Some Progress Some teams have made significant progress and some moderate progress toward this action step.	Significant Progress All teams participate in 15 extended planning schedules throughout the school year. Lesson planning continues to move toward a standards-based approach as team unpack the TEKS and design lessons based on the UbD design.	Significant Progress All teams participate in 15 extended planning schedules throughout the school year. Lesson planning continues to move toward a standards-based approach as team unpack the TEKS and design lessons based on the UbD design. Additional planning sessions were used as needed to continue these discussions.	
District curriculum and instruction team members will provide staff training on the purpose and use of formative and summative assessments.				Monthly and weekly staff meetings, data team meetings, and collaborative team meetings.	Agendas, notes, feedback, quick data	Increase student achievement and academic growth by monitoring and adjusting instruction	Significant Progress EAS full staff training in August; periodic attendance at extended planning	Significant Progress Collaborative teams work with other teams to develop	Significant Progress Collaborative teams worked with other teams to develop assessments and	

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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 #)
								assessments and interpret results.	interpret results. Grade level teams, specialists, and personnel from Elementary Academic Services utilized extended planning times to complete the work.	
Teachers will monitor and collect data using the following questions to create common, formative assessments: What do we want students to know? How do we know? What is they don't learn it? What if they already know?				Daily, weekly as ongoing part of planning and instruction	Quick data results, anecdotal notes, formal and informal assessments results	Increase student achievement and academic growth by monitoring and adjusting instruction	Some Progress Team leaders drive planning using the four questions; referenced weekly in staff weekly update; four questions are discussed in team leader meetings and referred to in data digs	Some Progress The four questions continue to be emphasized in planning meetings and are referred to weekly in the Friday staff newsletter.	Significant Progress Team leaders drive planning using the four questions; referenced weekly in staff weekly update; four questions are discussed in team leader meetings and referred to in data digs. The four questions continue to be emphasized in planning meetings and are referred to weekly in the Friday staff newsletter. *What do we want students to know? *How do we know if they have learned? *What do we do if they haven't learned? *What do we do if they already know the information?	
Teachers will analyze assessment data and use it to plan for instruction.				Daily, weekly as ongoing part of instruction and assessment	Quick data results, anecdotal notes, formal and informal	Increase student achievement and academic growth by monitoring and	On Track to Make Progress In December assessment team	Significant Progress Data Digs five times throughout	Significant Progress Feedback from grade level teams	

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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 #)
					assessments results	adjusting instruction	met with instructional specialists to analyze data and will be returning in January for two meetings - one w/ team leaders and one w/ grade level teams; five data digs throughout the school year;	the year focusing on double dippers, reading concerns, high achievers, reading/math bubble students, students showing limited progress	indicated that the structure and format of data digs was useful in driving instruction. Subgroup focus included: *double dippers (Low SES, ELL) *high achievers *behavior concerns *students underperforming in math/reading *limited progress - long term T2 or T2.	

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	Bi-yearly or quarterly meetings	Inconsistent progress; goals still need to be developed.	New goals for wellness team to be developed for next school year.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Bi-yearly or quarterly meetings	Completed	Completed
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom.	Principal	Coordinated School Health Curriculum	Bi-yearly or quarterly meetings	In progress as part of science/health curriculum.	Completed as part of science/health curriculum.
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	Bi-yearly or quarterly meetings	Completed	Plans to be more interactive next school years.
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	Bi-yearly or quarterly meetings	Newsletters, eNews, School Messenger	Newsletters, eNews, School Messenger

FITNESS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Fall and Spring	In progress	Completed
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 or as determined by PE staff	In progress	Completed

PHYSICAL ACTIVITY REQUIREMENTS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Weekly	In progress	Completed
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Quarterly or as determined by PE staff	In progress	Completed
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	Yearly	In progress	Completed
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	Daily/Weekly	In progress	Completed
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	Daily/Weekly	In progress	Completed

ATTENDANCE

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Daily/Weekly	In progress	Completed

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	Weekly/monthly	In progress	Completed
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Daily/Weekly	In progress	Completed
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Daily	In progress	Completed

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	Once at beginning of school year	Completed	Completed: Counselor/admin /staff ongoing instruction with students
Review referral process.	Principal or designee	Campus referral plan	Once at beginning of school year	Completed	Completed. No changes anticipated at this time.

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	Yearly/Weekly	In progress	Completed
Implement campus referral plan.	Principal or designee	Campus Referral Plan	Monthly/weekly as needed	In progress	Completed
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Daily	In progress	Completed

STUDENT PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Daily	In progress	Completed
Monitor high risk areas.	All staff	Schedule (if necessary)	Daily	In progress	Completed

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	During intervention sessions with teacher/administration	In progress	Completed

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Teachers	Daily	In progress	Completed

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Employ discipline interventions.	Designated staff	Administration, counselor	Daily	In progress	Completed
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Administration, counselor	As needed	In progress	Completed
Conference with parents/students.	Teachers or other staff	Teachers, administration, counselor	As needed dependent on intervention	In progress	Completed

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	Administration, Secretary, Office Manager	CTA, Administration, Secretary, Office Manager	Beginning of year and as needed for new enrollees	In progress	Completed
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	Specilalists	Mobile Technology Lab/Home Visits	Beginning of year and as needed for new enrolless	In progress	Completed
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Librarian	Librarian, CTA	Beginning of year and as needed throughout year	In progress	Completed
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Administration	Administration	Beginning of year and as needed throughout year	In progress	Completed
Utilize social media to keep parents and community informed. Funding source: State and Local	Librarian	Librarian/Teachers	Beginning of year and as needed throughout year	In progress	Completed
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Administration, PTA Board/President	Administration, PTA Board/President	Monthly and as otherwise indicated	In progress	Completed

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Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Funding source: State and Local					
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	Administration	Administration	As opportunities arise	In progress	Completed

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	Momentous Institute, other SEL resource	Monthly/weekly with all grade level classes	In progress	Completed
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	Special Education team leader, SLP	Special Education TL, SLP	Beginning and end of year unless otherwise needed	In progress	Completed
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	Specialists	Parent Academies	Six times/year		
Elementary Campuses with full day Pre-K – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize	NA				

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
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, staff, district personel	Beginning of year and monthly at staff meetings and professional learning sessions	In progress	Completed