



**Plano Independent School District
Campus Improvement Plan**

Barron Elementary School

3300 Avenue P

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

Barron Elementary: A place where our school community works together to build a safe environment that challenges diverse learners to reach their full potential for a lifetime.

Campus Information

Administration Team

Principal, Tricia Lancaster

Assistant Principal, Maria Gallastegui

About Us

A community school established in 1971

Campus Status

Non-Title I Campus

X Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 09/05/2018 03:00 pm

Meeting 2: Progress monitoring and review of strategic plan - 01/17/2019 03:00 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/02/2019 03:00 pm

State Goals and Objectives

The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.

Objective #2 - Students will be encouraged and challenged to meet their full educational potential.

Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.

Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

Goal #1 - **Recruit, support,** and **retain** Teachers and Principals.

Goal #2 - Build a **foundation** of **reading** and **mathematics**.

Goal #3 - Connect high school to **career** and **college**.

Goal #4 - **Improve** low-performing schools.

Information regarding the TEA Strategic Plan may be accessed here: http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Veronica Carreño	Faculty Member	2017	X	X	
Suzanne Martin	Faculty Member	2018	X	X	X
Hannah Philley	Faculty Member	2018	X	X	X
Julie Harben	Faculty Member	2018	X	X	X
Victoria Walker	Faculty Member	2018	X	X	X
Alethia Lamp	Faculty Member, Special Ed	2017	X	X	X
Tricia Lancaster	Principal	2017	X	X	X
Ashley Helms	District Professional	2017	X		X
Maria Gallastegui	Campus Professional, Non-teaching	2017	X	X	X
Delia Rosa	Support Staff Member	2017	X	X	X
Larry Pepper	Parent-Selected by PTA	2017		X	X
Maria De la Cruz	Parent-Selected by Principal	2017	X		
Robert Posner	Community Member	2017			
Janice Lauten	Community Member	2018			
Darren Ward	Business Representative	2017			X
Leticia Cervantes	Faculty Member	2018	X	X	X
Jackie Rivera	Faculty Member	2018		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	\$208330.71	State Compensatory Ed funds allocated for allowable supplemental resources and 3 staff.
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Title I Program Information

Title I - Schoolwide Components

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by state certified qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards.
5. Strategies to attract state certified high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I, Part A Program Funding

Staffing	\$224400.00	Total Funding for 224400.00 Title I Support Teachers (including tutoring, adult temp staff) and for 0.0 Paraprofessionals.
Professional and Consulting Services	\$0.0	Campus contracts a consultant to train staff on instructional strategies.
Supplies and Materials	\$5183.00	Instructional supplies (i.e. software) used to enrich student learning, training materials used to support on-going professional learning.
Other Operating	\$4250.00	Additional Title I Funding used to increase student and campus capacity (i.e. educational student field trip opportunities, registration for staff professional development, student snacks, student enrichment opportunities).
Parental Engagement	\$2750.00	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)

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>In comparison to other like campuses, Barron has a higher rate (18%) of Gifted and talented (GT) students</p> <p>GT students- Increase in % of students meeting STAAR meets level and masters level in math from 2017 = 50% to 2018 = 95% and master 2017 + 7% to 2018 = 64%</p> <p>Student to teacher ratio is 17:1</p>	<p>Decrease in enrollment - in the past 3 school years we have dropped by 19% in our overall enrollment</p> <p>Overall yearly attendance rate fell below 97%</p> <p>In comparison to other like campuses and the district, Barron has a high percent of students that qualify for special Education Services (17%). The TEA recommendation is 11% or lower.</p>	<p>Increase our overall daily attendance rate to allow daily instruction for more students</p> <p>Refine special education referral procedures</p> <p>Increase quality of tier 1 instruction in the classrooms to reduce number special education referrals</p>
Student Achievement	<p>STAAR - increase in overall passing rate for 4th grade STAAR writing</p> <p>STAAR - Increase in overall passing rate for 5th reading and math STAAR</p>	<p>STAAR Decrease in overall passing (approaching level) for 5th science- 2017=72% and 2018 = 64%. Meets level 2017 = 40% and 2018 =21%, Masters level 2017 = 8% and 2018 = 4%</p> <p>STAAR 3rd grade masters levels decreased in reading and math from 2017 to 2018</p> <p>2017 Master level math = 22% and 2018 = 13%</p> <p>2017 Master level reading = 27% and 2018 = 11%</p>	<p>Increase the number of students reaching approaching level on 5th science</p> <p>Increase number of students reaching masters level in 3rd reading and math</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	<p>MAP - Overall increase in student growth in both reading and math for Quintile 5 (lowest 20% as compared to the district)</p>	<p>STAAR - Overall approaching level of special education students and african american students in 3rd/4th/5th for reading and math</p> <p>STAAR - Overall STAAR scores (approach, meets, masters) fell below the district averages in reading, math, writing, and science</p> <p>MAP/PES- 2nd grade math overall performance - negative growth, more than 1 standard deviation below the expected growth</p> <p>MAP/ PES - Few students on quintile 1 on a variety of grades and content areas (top 20% as compared to the district)</p>	<p>Increase number of special education and African American students reaching STAAR approaching level in 3rd/4th/5th reading and math</p> <p>Increase MAP growth for 2nd grade math</p>
<p>School Culture and Climate</p>	<p>Increase the use of SEL strategies and community circles</p> <p>Results from the district safety survey show that staff felt the school was a safe place</p>	<p>HRS indicator 1.1 = lack of clear and specific rules and procedures</p> <p>HRS indicator 1.6 = lack of opinion data gathered from parents and community</p> <p>Staff survey = lack of school wide discipline plan/SEL procedures</p> <p>HRS indicator 1.2 = increase the use of social networking, technologies to involve students, parents and the community.</p>	<p>Campus Wide Discipline Plan</p> <p>Develop a system for gathering opinion data from parents and community</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?
Staff Quality/ Professional Development	<p>Lower turnover rate (7%) than other campuses</p> <p>HRS indicator 1.7 = schools accomplishments are acknowledged</p> <p>TARP = 31% of teaching staff hold a master's degree</p> <p>Average days absent by a staff member is 4 days</p>	<p>HRS indicator 1.7 = individual accomplishments are not adequately acknowledged</p> <p>The staff survey indicates the lack of new teacher support system</p>	<p>Provide new teachers with a support/mentor system to retain teachers</p> <p>System for staff recognition and acknowledgements</p>
Curriculum, Instruction, Assessment	<p>HRS indicator 1.4 = A PLC process is in place at Barron</p> <p>HRS indicator 1.4 = PLC analyses students' growth</p> <p>Staff (grades 3-5) utilizes All In Learning system to engage students and collect data</p>	<p>Walk through data = 57% of the lessons observed were whole group instruction</p> <p>Walk through data = 75% of lessons observed did not contain formative assessment</p> <p>HRS 1.8 = lack of adequate time to teach effectively</p> <p>HRS 1.4 = Lack of written academic goals for PLC team</p> <p>HRS 1.8 = leaders do not provide adequate training for technology that is expected to be used</p>	<p>A master schedule to provide effective use of instructional time</p> <p>PLC will provide written academic goals and systems for school leaders to review goals</p> <p>Technology training for staff for the expected technology needed to be used</p>
Family and Community Involvement	<p>HRS 1.2 = system in place for communication with parents/community regarding safety concerns/issues</p>	<p>HRS 1.6 = lack of system for data collection of opinions from students/parents/community</p> <p>HRS 1.2 = lack of leadership to engage parents/community on safety concerns and issues</p>	<p>Engagement of parents/community on safety concerns and issues</p> <p>Create a quick data collection system to gather opinion data from school, parents, and community</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?
School Context and Organization	HRS 1.3 = use of electronic tools used to gather teachers' opinion regarding specific decisions	HRS 1.3 = lack of understanding on decisions teachers have input on HRS 1.5 - Lack of data collection systems on staff opinion about optimal functioning of the school HRS 1.3 = groups of teachers are not targeted to provide input regarding specific decisions	Develop system to allow targeted groups of teachers the ability to provide input regarding specific decision Master schedule to provide more minutes of instructional time
Technology	1:1 Chromebooks in all classrooms Tech support, webinars and training offered by the district All In Learning system for formative assessment and data collection in grades 3-5	Staff input = parents lack of technology skills HRS 1.6 = teachers not utilizing social media to involve parents/community HRS 1.8 = leaders do not provide adequate training for instructional technology that teachers are expected to use	Additional teacher technology training on instructional technology Increase teachers' use of social media to involve parents/community

Critical Action #1

Problem Statement	
	<p>The percent of students meeting the STAAR approach, meets and masters grade level standard is below the district average in the following groups:</p> <p>Campus- 3rd grade reading approaches= 76% meets= 29% masters= 11% and District- approaches= 84% meets=56% masters= 37%</p> <p>Campus 3rd grade math approaches= 71% meets= 37% masters= 13% and District- approaches= 86% meets=63% masters= 39%</p> <p>Campus 3rd grade SPED reading approaches= 50% meets= 20% masters=20% and District- approaches= 56% meets= 35% masters= 21%</p> <p>Campus 3rd grade SPED math approaches= 50% meets= 30% masters= 10% and District- approaches=56% meets= 35% masters= 21%</p> <p>Campus 4th grade reading approaches= 72% meets= 39% masters=13% and District- approaches= 81% meets= 60% masters= 38%</p> <p>Campus 4th grade math approaches= 74% meets= 35% masters= 20% and District- approaches=83% meets= 59% masters=39%</p> <p>Campus 4th grade writing approaches= 71% meets= 45% masters= 9% and District- approaches= 73% meets= 54% masters=21%</p> <p>Campus 4th grade SPED reading approaches= 13% meets= 0% masters=0% and District- approaches= 46% meets= 27% masters= 14%</p> <p>Campus 4th grade SPED math approaches= 25% meets= 13% masters= 13% and District- approaches= 51% meets= 28% masters= 15%</p> <p>Campus 4th grade SPED writing approaches= 13% meets= 0% masters= 0% and District- approaches= 39% meets= 22% masters=6%</p> <p>Campus 5th grade math approaches= 83% meets=57% masters=28% and District- approaches=89% meets= 68% masters=43%</p> <p>Campus 5th grade reading approaches= 75% meets= 45% masters= 25% and District- approaches=86% meets= 67% masters= 39%</p> <p>Campus 5th grade science approaches= 64% meets= 21% masters=4% and District approaches= 81% meets= 51% masters= 25%</p>

	<p>Campus 5th grade SPED math approaches= 38% meets= 25% masters= 13% and District approaches= 58% meets= 28% masters=15%</p> <p>Campus 5th grade SPED reading approachers= 15% meets= 0% masters=0% and District approaches= 52% meets= 28% masters= 12%</p> <p>Campus 5th grade SPED science approaches= 8% meets= 0% masters=0% and District approaches= 44% meets= 19% masters= 9%</p> <p>School Success Status: STAAR Component Score (Overall Student Achievement Domain) African American (Target 36% - Met 29%)</p> <p>School Success Status: STAAR Component Score (Overall Student Achievement Domain) SPED (Target 23% - Met 15%)</p> <p>Academic Achievement Status: SPED ELA/Reading (Target 19% - Met 7%)</p> <p>Academic Achievement Status: SPED Math (Target 23% - Met 14%)</p>
Root Cause and Strategy	<p>(a) We will address the need to differentiate instruction to ensure the academic and social-emotional success of all students</p> <p>(b) We will address the need for effective planning by ensuring a master schedule and adequate structures and systems to implement planning and instruction with fidelity</p>
Goal	Increase the percentage of all students (all content areas, all demographic groups) at the Approaches, Meets, and Masters grade level standard to decrease the gap between the campus and district to meet the district average performance
Project Lead	Campus Administrators, District coordinators, and Campus Instructional Specialist
Staff, Title I Staff	Grade Level Team Teachers, ESL Teachers, Counselors, Paraprofessionals
Materials and Resources	District Curriculum, Edugence (PES scores, STAAR results, MAP data)

Barron Elementary School – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>Root Cause (a): Differentiate Instruction</p> <p>1. Use of Data meetings to increase understanding of data and how to use it to improve instruction- meetings will include teachers, specialists and administrators</p> <p>2. Each teacher will administer a minimum of 2 Formative Assessments in reading and math (writing for 4th and Science for 5th). Assessments will be common and team will discuss assessments and students' results during planning.</p> <p>3.Total Response Strategies- book study with school. Administration will lead the staff in a book study of research based instructional strategies to improve student engagement and student achievement</p> <p>4. The teachers will use a variety of strategies to help students who need extra support to master grade level skills or to provide enhanced learning opportunities for students demonstrating early mastery of the curriculum</p> <p>5.. Use of POWER STANDARD in grades Kinder-5th- each grade level identifies a TEKS to target, based on student performance from previous year, and develops targeted lessons and formative assessments.</p>	<p>Edugence, STAAR, TELPAS, TPRI, Tejas Lee.,MAP, AMC</p> <p>2. All In Learning system for grade 3-5 to gather data on formative and summative assessments.</p>	6200 – Professional and Consulting Services	2500.00	<p>1. Twice a year; Sept and Jan</p> <p>2. Every week from Sept to May.</p> <p>3. Incorporate strategies once a week, Sept through May</p> <p>4. One power standard (rdg, math, 4th writing, 5th science) per 6 weeks from Sept - May</p>	<p>1. Agenda, Materials, MLP sign in sheet, Edugence, RTI</p> <p>2.</p> <p>a. Lesson plans (1 assessment per week)</p> <p>b. Power Standard (1 assessment per week)</p> <p>c. Lesson plans with common assessments</p> <p>3. Lesson plans, edugence, RTI</p> <p>4. Edugence, plans</p> <p>6. The learning will help plan instruction.</p>	<p>Increase of academic performance for all students</p>	<p>On Track to Make Progress</p> <p>1. Data meetings are scheduled for September</p> <p>2. Teachers are starting to create assessments</p> <p>3. Books for book study have been ordered</p> <p>4. Data has been manipulated to identify power standards</p>	<p>1. and 5. The data meetings for the first semester took place and the STAAR data was analyzed and used to determine the power standards. The teams drew conclusions of the STAAR items missed.</p> <p>2. and 5. The teachers in 3-5 are using All in learning to administer formative assessments for the power standards and to guide instruction. The teachers K-2 are using formal and informal formative assessments to determine growth on the power standard and to guide instruction. Discussion of formative assessments is starting to take place during planning.</p> <p>3. Total Response Strategies book study has been taking place after school during staff meetings. The</p>	<p>1. The data meetings had a positive impact on student achievement. We had 4 data meetings during this academic year. It helped to focus on students' needs and trends.</p> <p>2. The formative assessments gave information to the teachers of students gaps and concepts not mastered. Teachers were able to reteach the concepts. Teachers redirected their instruction through the results of the formative assessment. Instruction was student centered.</p> <p>3. The book study gave the platform to learn/review strategies that engaged students, provided quick checks, and better the lesson plans.</p> <p>4. We will keep on working on what to do if students have not learned the materials or</p>	<p>9(M), 8(A), 4(PD), 2(RS)</p>
	4. Flocabulary	6318 – Supplies and Materials (Software)	1800.00							
	4. Lead4ward training	6411 – Other Operating (Staff Training - Registration, etc.)	2665.00							
	4. Math Practice Conference	6411 – Other Operating (Staff Training - Registration, etc.)	935.00							

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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>a. POWER STANDARD lessons and assessments are written into lesson plans</p> <p>b. Data is discussed at team plannings</p> <p>6. Teachers and administrator will attend conference to learn about processes</p>	4. Adult Temp	6117 – Professional Salaries (Adult Temp)	5500.00					administrators have been observing the use of these strategies during their walk through.	what to do if they already know it. The new instructional practices learnt during workshops will accelerate student achievement.	
	4. Tutoring	6118 – Professional Salaries (Extra Duty)	7500.00					4. During IE the students who need extra instruction are receiving the interventions.	5. During the data meetings the teams identified a TEKS in tested subjects (reading, math, writing or science), they would focus on. Teams taught that TEKS and kept data from students' progress using formal and informal assessments. Data results was discussed at team planning.	
	4. Reading and Writing	6399 – Supplies and Materials (Instructional Supplies)	2557.96							
	6. Lead4ward Conference - Process Standards	6411 – Other Operating (Staff Training - Registration, etc.)	2297.22						6. Teachers will attend a conference to learn about process standards to better our student achievement in math and science	

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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>Root Cause (b): Effective Planning</p> <p>1. Master schedule for campus Content aligned across grade levels to allow support staff to support without impacting other grades. Addition of Intervention and Enrichment time to master schedule- allows dedicated time for targeted instruction/interventions and enrichment for all student groups</p> <p>2. Extended Planning- teams will be given 3 half-days to work as a collaborative team to unpack the standards and plan the big picture calendar for each content. a. Teams will follow district process for unpacking and complete a unit calendar for each: reading, math, social studies, science and writing for each unit b. The calendars will be utilized at planning to guide the development of weekly plans</p> <p>3. Collaborative Planning- administration created master calendar to allow for collaborative planning with specialists and administration a. Tuesday, Wednesday and Friday are dedicated to teams- no outside meetings allowed b. Support staff attends planning to support the teachers, offer resources and provide follow up from PD and other meetings</p>	<p>Lead4ward field guide, district curriculum planner, TEKS vertical alignment, STAAR, MAP, IRI, Plano lit, ELD assessment, Tejas Lee, TPRI, AMC</p>			<p>1. August</p> <p>2. 3 Times a year; Sept, Jan, March</p> <p>3. Weekly; Sept - May</p> <p>4. Twice per year</p> <p>5. Sept - May</p>	<p>1. Master schedule, Lesson plans</p> <p>2. Agenda, Calendar with unpack TEKS in all subject areas, MLP</p> <p>3. Agenda , lesson plans</p> <p>4. Reflection, journal, lesson plans</p> <p>5. Lesson plans</p>	<p>Increase of academic performance of all students</p>	<p>On Track to Make Progress</p> <p>1. Mastered schedule has been designed</p> <p>2. Extended planning has been scheduled</p> <p>3. Collaborative planning is taking place</p> <p>4. Teachers will receive reflection form and T-TESS beginning conferences are scheduled</p> <p>5. Instructional specialist are preparing to start coaching selected staff</p>	<p>1. and 3. The new master schedule was permitted interventions and targeted instruction to take place. The PLCs conversations encircling students success have deepen due to the planning time provided by the master schedule.</p> <p>2. District personnel has aide with the unpacking of the TEKS during extended planning.</p> <p>4. Teachers video taped themselves and reflected on their instructional practices.</p> <p>5. The instructional specialist are coaching and working with the teachers to build capacity in the building.</p>	<p>1. Master schedule allow time for intervention and enrichment,</p> <p>2. Teams prepared lesson plans, chose power standards and determine common assessments during extended planning.</p> <p>3. Support staff attended planning and collaborated with team to ensure best strategies were used to fill out gaps or enrich content for students who showed mastery.</p> <p>4. Teacher self-reflected about their swivel recordings to better their craft, awareness of their students participation, levels of questioning, classroom set up, and teacher pacing the instructional material.</p> <p>5. Instructional staff worked with selected teachers on strategies to</p>	<p>9(M), 4(PD), 8(A), 2(RS), 3(SC)</p>

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>4. Teacher reflection- each teacher will video tape themselves, utilizing Swivel, and complete a reflection page to allow for self-reflection and improved teaching strategies Teachers will complete one video tape per semester and keep reflection forms for their EOY goals conference.</p> <p>5. Development of a Instructional Coaching Framework a. Selected Support staff will act in the “Coaching” role to support teachers, improve instructional practices and promote collaboration in our instructional program</p>									<p>accelerate learning of all students.</p>	

Critical Action #2

Problem Statement	Based on the High Reliability Schools Survey (HRS), our PLC teams are operating below expectations on the HRS critical component of Indicator 1
Root Cause and Strategy	(a) We will address the need for teacher teams and collaborative groups to address common issues regarding curriculum, assessment, instruction and the achievement of all students (b) We will address the need for teachers and staff to have formal ways to provide input regarding the optimal functioning of the school (c) We will address the need for students, parents, and the community to have formal ways to provide input regarding the optimal functioning of the school
Goal	Increase student achievement by implementing the PLC process and attain success with HRS Critical Commitment Level 1 (1.4, 1.5, 1.6)
Project Lead	Campus Administrators
Staff, Title I Staff	Teachers, Instructional Specialist, ESL teachers, Counselors, Paraprofessionals
Materials and Resources	District Curriculum, PISD, Edugence

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Root Cause (a) 1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction and the achievement of all students 1 Structure of planning- master schedule created to allow for non-interrupted collaborative planning periods for all teams on 3 days (Tuesday, Wednesday, Thursday) a. Allows support staff and administration to attend and	District planner, STAAR, Edugence, MAP, AMC, TPRI, Tejas Lee, IRI, Plano Lit, field guides, Vertical TEKS, district personnel			1. August 2. Twice a year, Sept and January 3. Five times a year: September - May 4. Once a month: Sept - May	1. master schedule 2. agenda, notes from meetings, lesson plans 3. agendas, notes 4. Agendas, notes, lesson plans	Increase of student achievement of all students	On Track to Make Progress 1. Master schedule was created in August to allowed for collaboration 2. Data meetings are scheduled for September for every grade level 3. Learning teams facilitators have been selected and locations of meetings identified	1. Master schedule has permitted us to collaborate and better plan Teachers are looking at summative assessment ahead of time to guide instruction. 2. At this time teams reviewed their goals and where they are at this point. Teams evaluated action	1. Teams safely collaborated and the administrators and support staff joined the teams during their planning. The collaborative planning provided a big picture between standards and student learning. Promoted unity , accountability and a safe environment	8(A), 9(M), 7 (Tran), 5 (R/R)

Barron Elementary School – 2018-2019 Campus Improvement Plan

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>collaborate with grade level teams</p> <p>2. Each team will create an academic goal</p> <p>a. Developed at data meetings with teams, administration and support staff</p> <p>b. Focus for the year and will be highlighted at plannings and in lesson plans</p> <p>c. Purpose- targeted instruction to improve student achievement</p> <p>3. Development and Implementation of Learning Teams</p> <p>a. Vertical teams that allow for collaborative conversations about learning and instruction</p> <p>b. Facilitated by Barron staff</p> <p>c. Topics developed as a group</p> <p>d. Topics/strategies shared with teams</p> <p>e. Create a common vocabulary for the campus for key instructional pieces</p> <p>f. Promotes a sharing of ideas outside of each grade level</p> <p>4. Development of “Rookie Roundtable” as a new teacher support system for teacher</p> <p>a. All new teachers and new teachers to Barron participate</p> <p>b. Assigned mentors outside of grade level</p> <p>c. “Just in Time” professional learning planned to assist new teachers with their first year</p> <p>d. Provides a collaborative time for new teachers to talk and create a cohort to enhance their learning</p>							<p>4. Two meetings have taken place. Relationship and trust has started to develop between mentor and mentee</p>	<p>steps and determined if any are needed to be added for achievement of the goal.</p> <p>3. Learning teams have been meeting establishing goals and action steps. Ideas have been shared with their grade level team mates.</p> <p>4. Meetings with new teachers are taking place this semester once a month. New teachers have benefited from these meetings.</p>	<p>where ideas and knowledge was shared.</p> <p>2. Teams created an academic goal. EOY conversations took place to determine if the goal was met and teams started formulating next year goal. Teachers craft was improved through team discussion about the goal and student achievement was also impacted positively by the targeted instruction.</p> <p>3. Learning teams met 4 times this year to establish common language and strategies through grade levels. Innovative ideas were shared and planning took place to implement these ideas during the next school year. The learning teams created a positive atmosphere where common goals were set.</p> <p>4. New teachers were offered training to help</p>	

Barron Elementary School – 2018-2019 Campus Improvement Plan

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 #)
									with the transition to Plano ISD. Resources available were shared. The professional development assisted them to better their craft. New teachers and their mentors collaborated to enhanced their learning in school systems and classroom management.	
<p>Root Cause (b) 1.5: We will address the need for teachers and staff to have formal ways to provide input regarding the optimal functioning of the school</p> <p>1. Administration emails out the the staff the topics on the leadership agendas, prior to the meeting, and teachers will provide input to their team leader to bring to the meeting</p> <p>2. Quick Data Grabs- administration will add a Google Form Survey to the weekly SMORE staff newsletter a. Results will be shared with staff once the survey is closed b. Results will be used to help plan for the school’s needs</p> <p>3. Use of exit tickets- staff will have the opportunity to provide feedback and input at meetings</p>	<p>Edugence, TPRI, Tejas Lee, MAP, AMC, STAAR, Telpas, IRI, Plano Lit</p>			<p>1. Once a month: September - May</p> <p>2. Two times per month: Sept - May</p> <p>3. Every meeting Sept - May</p> <p>4. Every week- Aug - May</p>	<p>1. master schedule</p> <p>2. agenda, notes from meetings, lesson plans, google forms, spread sheets</p> <p>3. agendas, notes</p> <p>4. Agendas, notes, lesson plans</p>	<p>Increase the teachers' input for the school optimal function that will increase students achievement</p>	<p>On Track to Make Progress</p> <p>1. Administration has sent agendas and topics for staff to discuss before meetings</p> <p>2. The first survey is gathering information that will be shared to plan school's needs</p> <p>3. During the first 7 days of school, these tickets were used and needs were determined</p> <p>4. Teams started to collaborate as soon as the school year started.</p>	<p>1. Agendas were sent for topics needed feed back.</p> <p>2. Data grab: staff surveys and parent surveys are being done and results are displayed.</p> <p>3. Collaboration is taking place during professional learning meetings and grade level meetings.</p>	<p>1. Smore quick data, google surveys, HRS surveys, emails, twitter and texts were used to collect teachers' opinions regarding specific decisions.</p> <p>2. The data was obtained during surveys, staff meetings, team planning, Kid Talk, CMIT, and PLCs. Results and opinion were shared regularly with staff.</p> <p>4. PLCs take place on Tuesday and Wednesday. We had monthly school wide</p>	<p>3 (SC), 9(M)</p>

Barron Elementary School – 2018-2019 Campus Improvement Plan

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>Collaborative Planning a. Administration will create the professional learning to allow for collaborative pieces b. This will allow staff to have ownership and provide input for the decision making process</p> <p>4.Collaborative Planning a. Administration will create the professional learning to allow for collaborative pieces b. This will allow staff to have ownership and provide input for the decision making process</p>									learning teams. Instructional staff meet with administration. Extended planning and data meetings took place 4 times a year.	
<p>Root Cause (c) 1.6: We will address the need for parents, students, and the community to have formal ways to provide input regarding the optimal functioning of the school</p> <p>1 Quick Data Grab (a) Use of Google Form surveys for parents at the check out desk- minimum of one per month (b) Results will be shared at PTA General meetings and/or on the TV monitor in the front office (c) Administration will meet with the Student Council group to gather their feedback on input on student needs and campus plans (at least 2 times per year) (d) The school will set systems in place to increase parents'</p>	<p>SBIC meeting</p> <hr/> <p>Reading night</p> <hr/> <p>One Team One Dream conference</p>	<p>61.6499 – Parent Engagement (Snacks)</p> <hr/> <p>61.6499 – Parent Engagement (Snacks)</p> <hr/> <p>61.6399 – Parent Engagement (Supplies)</p>	<p>750.00</p> <hr/> <p>750.00</p> <hr/> <p>580.00</p>	<p>a. One survey every 4 weeks b. Once per month c. twice per year d. At least twice a semester</p>	<p>agendas, google forms, spread sheets, sign in sheets</p>	<p>Increase on students' achievement in all areas</p>	<p>On Track to Make Progress 1. Questions for parents have been determined</p>	<p>Some Progress Parent liaison, PTA president and teacher will attend Parent Engagement conference.</p>	<p>1. Quick data: parent surveys have provided feedback to the school staff and the community. Survey are changed every 4 to 6 weeks and results are displayed on the tv on the front of the school.</p> <p>A lunch with the parents provided the administration with information about our parents' needs (parent forum)</p>	<p>1(CNA), 2 (RS), 6 (PI), 10(Coord)</p>

Barron Elementary School – 2018-2019 Campus Improvement Plan

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 #)
participation in their students' learning	Math and Science Night	61.6499 – Parent Engagement (Snacks)	176.92						Parents' classes, mobile computer bus, after school activities, ... have encouraged parents' participation.	
	Kinder Round Up Kits	61.6399 – Parent Engagement (Supplies)	1187.02							
	Kinder Camp	61.6499 – Parent Engagement (Snacks)	85.94							

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	2 times a year: fall and spring	Administrators and PE teachers met to discuss details and goals for Color Run. Barron will participate in Healthy Zones. Out of the PE teachers will attend training	Color Run was successful so it will be repeated next year.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Beginning of the year	Emily McCoy	Goals were reviewed and the program was evaluated.
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	Discussed weekly	Discussed weekly during fitness	Health components were discussed.
K-8	Create a Coordinated School Health bulletin board inside the school	P.E. Teacher/ Staff	Coordinated School Health Curriculum	4 times a year from Sept - May	Display posters	Posters were displayed in the gym. Students

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
	building for students, staff and parents to view.					were rewarded for eating healthy.
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	2 times a year	Family events during the year	Parents were informed through flyers, phone messenger, marquee

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	Every month from September - May	Analyze fitnessgram students' data to improve aerobic conditioning, muscle endurance, or flexibility.	Results from the fitness gram were printed and evaluated.
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	Once a year	Fitness reports will be printed for 4th grade students and send home	4th grade students received the fitnessgram results.

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	August	PE class will be divided into warm-up and activities-games PE sees students 3 times a week and fitness sees students twice a week.	Classes were not divided regularly since the PE coach was in maternity leave.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	August-September	Done through the use of various games/activities and on "Fitness Friday". Students will wear pedometers once a week.	Students enjoyed the used of pedometers once a week.
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	August - September daily	PE class follows the district curriculum that includes "warm-up" and "activities-games".	Curriculum lessons were engaging and provided teachers with activities that maintained students active.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	daily August - September	Unstructured playing times takes place during recess	Unstructured play occurred during recess.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	Daily August - September	Teachers will give brain breaks during the day and extra breaks when needed.	Teachers utilize different websites to maintain their students moving while learning.

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	August - September daily	- Competition between grade levels for perfect attendance	Social worker, teachers, principal and assistant principal monitored absences and tardies.

Violence Prevention and Bullying

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

STAFF PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	August through May	Identification of high risk areas and dissemination to staff	Counselors, teachers, and assistant principal monitored high-risk areas to avoid problems.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	August - May	Monitoring of these areas	Monitor areas; reviewed cameras
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	August - May	Classroom rules and expectations are displayed and positive behavior plan in place	Campus behavior plan reviewed regularly, Clear expectations for all students. Restorative practices.

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	Safeschools videos, PD at the beginning of the year.	Staff, student training. Mandated videos.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Review referral process.	Principal or designee	Campus referral plan	Aug to Sept		Plan reviewed during the year as needed.

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	Aug -May	Circle time in every classroom and small group lessons targeted skills.	Mentor program, community circles, morning greeting, small group and individual lessons.
Implement campus referral plan.	Principal or designee	Campus Referral Plan	Aug - May	Campus Wide discipline plan	Campus Discipline plan. Common language and expectations.
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Aug - May		Positive behavior techniques. Token economy. Community circles and restorative practices.

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	Aug - May	Positive campus wide discipline plan	Citizens celebrated on Mondays' assemblies once a month. Citizens' photographs displayed on the hallway. Positive referrals, signing the wall, Plano Rotary Citizen Banquet, and grade level assemblies to recognize citizenship.
Monitor high risk areas.	All staff	Schedule (if necessary)	Aug- May	Positive campus wide discipline plan	Campus Behavior Plan

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	Aug - May	Counselor - small group targeted interventions Mentors, citizen of the month breakfasts	Kid talk; CMIT, 501

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	All teachers	Aug - May	School wide discipline plan, positive behavior strategies, circle time, cool down spots, base classroom for students to cool down and teach social skills	Reviewed effectiveness of interventions. Counselors, principal and assistant principal book study.
Employ discipline interventions.	Designated staff	Counselors, administrators, social worker, special education teachers	Aug - May	Small or individual intervention groups, restorative circles	Restorative practices
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Administrative staff or counselors	Aug - May	Lunch buddies, mentoring, parent education	Reviewed of times offered for parent education.
Conference with parents/students.	Teachers or other staff	Teachers, administrative staff, counselors	Aug - May	Counselor groups, restorative circles, frequent check-ins, parent phone calls and meetings	Staff positive phone calls need to increase.

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, Assistant Principal, Counselors, teachers, parent liaison	paraprofessionals, volunteers, district personnel	August - May	Parent registered during information fair, parent conferences	Increase the parent education of technology and social media.
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	Counselor	Counselor / district personnel / paraprofessionals	October - December	Computer classes for parents using the District Mobile Technology Bus	Used of Remind and ClassDojo
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Principal / CTA	CTA	August - May	CTA maintains website and PTA uses phone messages, marquee or flyers	CTA maintains website and PTA uses phone messages, marquee or flyers
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Principal / CTA	CTA, office manager	Monthly August - MAY	Flyers are send home	Flyers, marquee, phone messenger utilized to communicate information
Utilize social media to keep parents and community informed. Funding source: State and Local	Principal	CTA, counselor, teachers	August - May	Use of remind and Twitter	Remind and ClassDojo

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
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	Office manager, administrative staff, teachers	Once a month Aug - May	Flyers, marquee, phone	Met with PTA regularly. Principal, assistant principal and office manager attended board meetings.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	Principal / PTA president	staff, principal, PTA board	Aug - May	Programs for parents	Parent education meetings offered at different times and days.

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	Counselors	Counselors	Aug - May		Guided lessons were delivered regularly.
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	Principal	Counselor, special education team leader, speech pathologist	April and May	Counselors and special education teachers visit preschools	Counselors visited Pre-K, counselors took CMIT, 504 and student information to Middle School.
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	Principal	Counselor, special education team leader, administrative staff, kinder teachers, instructional support	April (round up); Kinder Camp in May, visits to preschools	Incoming kindergartners receive materials and parents receive training. Kinder Camp - students and their parents tour the school and meet kinder teachers	Kinder night will be offered to ease parents concerns
Elementary Campuses with full day Pre-K – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize					Kinder Camp allowed prekinder

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					students to familiarize with kinder staff.

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	Principal, assistant principal, counselors, instructional support, teachers	Aug - May	Professional development offered based on campus needs	Central office reviewed paraprofessionals qualifications.

Barron SBIC Meeting



September 5, 2018

Please Sign-in

Name	Signature
Hannah Philley	Hannah Philley
Julia Harben	Julia Harben
Victoria Walker	Victoria Walker
Leticia Cervantes	Leticia Cervantes
Maria Gallastegui	M. Gallastegui
Tricia Lancaster	Tricia Lancaster
Delia Rosa	Delia Rosa
Ashley Helm	Ashley Helm
Suzanne Martin	Suzanne Martin
Veronica Carreno	Veronica Carreno
Maria De la Cruz	Maria De la Cruz
Alethia Lamp	Alethia Lamp

Barron SBIC Meeting Agenda
September 5, 2018



Welcome and Introductions

SBIC purpose, duties, and responsibilities

School Accountability Reports 2018-2019

HRS Survey

Review of 2018-2019 Campus Improvement Plan

Future Meetings:

Monday, January 17th

Monday, May 2nd

Thank you!!!

Barron SBIC Meeting



January 17, 2019

Please Sign-in

Name	Signature
Julia Harben	Julia Harben
Hannah Phillips	Hannah Phillips
Veronica Carrero	Veronica Carrero
Leticia Cerut	Leticia Cerut
Victoria Walker	Victoria Walker
Alvira Lopez	Alvira Lopez
Delix Rosa	Delix Rosa
Tricia Lancaster	Tricia Lancaster
Larry Popper	Larry Popper
Maria Gallastegui	M. Gallastegui
Suzanne Martin	Suzanne Martin

Barron SBIC Meeting Agenda

January 17, 2019



Welcome

Review SBIC purpose, duties, and responsibilities

School Accountability, Domain 3

HRS Surveys Results

Next Meeting:

Thursday, May 2nd

Thank you!!!

Barron SBIC Meeting



May 2nd, 2019

Please Sign-in

Name	Signature
Julia Harben	Julia Harben
Darren Ward	Darren Ward
Thicia Lancaster	Thicia Lancaster
Leticia Cervantes	Leticia Cervantes
Victoria Walker	Vicki Walker
Jackie Rivera	Jackie Rivera
Larry Peper	Larry Peper
Hannah Phillely	Hannah Phillely
Abethna Lamp	Abethna Lamp
Suzanne Martin	Suzanne Martin
Mirla Angel	Mirla Angel
Josh Visk	Josh Visk
m. Gallastegui ←	Maria Gallastegui

Barron SBIC Meeting Agenda

May 2, 2019



Welcome

Review SBIC purpose

HRS survey

Celebrations

Thank you!!!