



Massey Ranch Elementary School
Campus Improvement Plan
2018-2019

Massey Ranch Vision Statement:

Massey Ranch Elementary shall be an internationally minded environment where students, teachers, staff, parents, and community members collaboratively develop respectful, productive, lifelong learners.

Massey Ranch Mission Statement:

Massey Ranch Elementary shall provide a diverse learning community that ensures a safe, supportive, challenging environment to promote academic, social, and personal growth.

Massey Ranch Elementary Campus Goal:

Massey Ranch Elementary will strive for continued academic success where students are inspired to take action based on their newly acquired knowledge.

Massey Ranch Elementary Performance Goals:

- *For all students to be successful, lifelong learners through TEKS based instruction thereby making Massey Ranch Elementary an exemplary campus*
 - *Implement inquiry based instruction across the curriculum*
- *To foster a safe and nurturing educational environment for all students, staff, parents, and community members*

Massey Ranch

Parental Involvement Statement:

- *To foster an environment at Massey Ranch Elementary where staff, teachers, administration, students, and parents work collaboratively to promote the social, emotional, and academic growth of our children*
- *To provide lines of open communication between teachers and parents so they may together create high, yet reasonable expectations for our children's achievements*
- *To encourage parent involvement by providing a welcoming school climate or atmosphere that will maximize parent participation in the educational process*

This interaction between our parents and our school is essential to the growth and development of our children, school, and community as a whole.

PEARLAND INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN - Writing

Year: 2018-2019

Campus: Massey Ranch Elementary

Campus Goal:	Rationale/Evidence of Need:
TEACHING THE TEKS TO MASTER THE STAAR preparing all students in all student groups to master TEKS objectives at or above grade level.	Rationale/Evidence of Need: Writing scores for 4 th grade Hispanic students, African American students, White students, Asian Students, and students identified as economically disadvantaged will score 95% mastery level or above.

Objective:

Performance Objective 1: Implement Writing Portfolios, preparing at least 95% of all students and student groups to master TEKS objectives and demonstrate mastery of the STAAR test.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
1.1 Analyze 17-18 STAAR data and identify targeted areas to address	District Accountability Specialist; District and Campus Administration; Teachers; Writing Vertical Team	STAAR Spring Results	By October 2018	Analysis of data; CEIC/Vertical Team Agendas and minutes	STAAR 4 th grade Writing Test, 2019
1.2 Analyze 18-19 benchmarks, common assessment data and teacher collected data to develop small group instruction	District Accountability Specialist; District and Campus Administration; Teachers; Writing Vertical Team	Benchmark Tests; Student Profile Sheets, Aware data	August 2018- April 2019	Classroom observations; lesson plans; benchmark data charts and monthly meetings	STAAR 4 th grade Writing Test, 2019
1.3 Conduct in-school STAAR tutorials to improve writing skills as identified by STAAR simulation	Teachers; Interns; Substitutes; Tutoring Materials	State Comp Ed Funding for substitutes and materials, campus budget	September 2018– April 2019	Tutoring Lesson Plans; Classroom observations	STAAR 4 th grade Writing Test, 2019
1.4 Host a STAAR Reading, Math, & Writing Informational Night	Teachers, Administrators	Campus Budget	Spring 2019	Parent/student attendance and feedback from teachers	Vertical Team Review: 4 th Grade Writing STAAR 2019 results
1.5 Disaggregate benchmark data and common assessments by subgroups and track student progress	4 th grade Writing Teachers, Writing Vertical Team, Administrators	STAAR data, charts, and graphs	August 2018- April 2019	STAAR tutorials, student work samples, informal classroom observations	Student Data Sheets, Monitoring Meeting Notes
1.6 Continue to teach the District’s writing process and strategies, using writing plan by C&I	District Curriculum Specialists, Teachers (Dyslexia, Special Education, GT, Regular) and Administrators	District writing materials, Writing Portfolio and Six Traits Writing Strategies	August 2018 – May 2019	Writing process sessions, agendas, classroom observations, Writing Portfolio, Writing rubrics	STAAR 4 th grade Writing Test, 2019, Writing Benchmarks

PEARLAND INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN - Math

Year: 2018-2019

Campus: Massey Ranch Elementary

Campus Goal:

Rationale/Evidence of Need:

TEACHING THE TEKS TO MASTER THE STAAR preparing all students in all student groups to master TEKS objectives at or above grade level.

Math scores for 4th grade Hispanic students, African American students, White students, Asian Students, and students identified as economically disadvantaged will score 95% mastery level or above.

Objective:

Performance Objective 2: Implement Small Group Instruction preparing all students and student groups to master 95% of the STAAR test objectives whether on the state test for 3rd and 4th grade or on the locally developed alternative test for K-2.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
2.1 Analyze 17-18 STAAR data and develop interventions	District and Campus Administration; Teachers; Math Vertical Team	STAAR Spring Results	August 2018 – May 2019	Analyses of data; CEIC/Vertical Team Agendas and minutes	STAAR 3 rd and 4 th grade Math Test 2019
2.2 Analyze 18-19 benchmarks, common assessment data and teacher collected data to develop small group instruction	District and Campus Administration; Teachers; Math Vertical Team	Benchmark Tests; Aware Data	August 2018 – May 2019	Classroom observations; lesson plan review; benchmark data charts and team meetings	STAAR 3 rd and 4 th grade Math Test 2019
2.3 Provide training for new math teachers, curriculum leads, and data analysis	District Accountability Specialist; Special Ed. Campus Administration	Campus Budget; C&I Dept. Trainings	August 2018 – May 2019	Agendas; Classroom observations; lesson plan review; Vertical Annual Review	STAAR 3 rd and 4 th grade Math Test 2019
2.4 Continue to use and refine the campus/ district problem-solving model.	Math Vertical Team; Teachers; Administrators	District Problem Solving Model and Chart	August 2018 – May 2019	Classroom observations; Lesson Plan Review	Benchmark data, Classroom Observations, STAAR 3 rd and 4 th grade Math Test 2019
2.5 Host a STAAR Reading, Math, & Writing Informational Night	Teachers, Administrators	Campus Budget	Spring 2019	Parent/student attendance and feedback from teachers	Vertical Team Review: 4th Grade Writing STAAR 2019 results
2.6 Conduct in-school STAAR tutorials	3 rd /4 th Teachers; Interns; Substitutes; Tutoring Materials	State Comp Ed Funding & materials, campus budget	January 2019 – May 2019	Tutoring Lesson Plans; Classroom observations; Vertical Team Annual Review	Tutoring Lesson Plans; Classroom observations; Vertical Team Annual Review
2.7 Train teachers in implementing small group math instruction, word wall, and workstations.	District Specialist, Administrators, Workshop Presenters, Teachers	Curriculum department training materials, District Math Initiative	August 2018- May 2019	Lesson plans, classroom observations, T-TESS, faculty meetings	STAAR test & benchmarks

PEARLAND INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN - Reading

Year: 2018-2019

Campus: Massey Ranch Elementary

Campus Goal:	Rationale/Evidence of Need:
TEACHING THE TEKS TO MASTER THE STAAR preparing all students in all student groups to master TEKS objectives at or above grade level.	Reading scores for 3 rd & 4 th grade Hispanic students, African American students, White students, Asian Students, and students identified as economically disadvantaged will be 95% mastery level or above.

Objective:

Performance Objective 2: Apply the strategies associated with Guided Reading preparing all students and student groups to master 95% of the STAAR test objectives whether on the state test for 3rd and 4th grade or on the locally developed alternative test for K-2

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
3.1 Analyze 17 -18 STAAR data and develop interventions	District and Campus Administration; Teachers; Reading Vertical Team	STAAR Spring Results; Campus Budget	August 2018 – May 2019	Analysis of data; CEIC/Vertical Team Agendas and minutes	STAAR 3 rd and 4 th grade Reading Test, 2019
3.2 Analyze 18-19 benchmark, common assessment and teacher collected data to develop small group instruction	District and Campus Administration; Teachers; Reading Vertical Team	Benchmark Tests; ADM Data	August 2018 – May 2019	Classroom observations; lesson plan review; benchmark data charts and teacher/principal conferences	STAAR 3 rd and 4 th grade Reading Test, 2019
3.3 Provide training for all new teachers in Guided Reading, sm. group instruction, at- risk learners	District Reading Specialist; Campus Administration, Stetson training	Campus Budget, Sub Release days	August 2018 – May 2019	Classroom observations; lesson plan review	STAAR 3 rd and 4 th grade Reading Test, 2019
3.4 Provide targeted assistance for below level readers for grades 1-4	Dyslexia Teacher; tutoring; Mentor Teachers; Interns; ESL, LLI	ARI Funding; Leveled Books; Campus Budget; DRA Kits	August 2018 – May 2019	Classroom Observations	T-TESS
3.5 Implement word walls	Classroom Teachers; Reading Vertical Team	Campus Budget	August 2018 – May 2019	Classroom Observations	T-TESS
3.6 Conduct in-school intervention/STAAR tutorials	Teachers; Interns; Substitutes; Tutoring Materials	State Comp Ed Funding substitutes & materials	September 2018– April 2019	Tutoring Lesson Plans; Classroom observations; Vertical Team Annual Review	STAAR 3 rd and 4 th grade Reading Test, 2019
3.7 Continue to purchase and use leveled books in the book room	Reading Vertical Team	Campus Budget	August 2018 – May 2019	Inventory; Check out Sheets; Classroom Observations; Formal/Informal Rdg Records	Post DRA Scores; Teacher Records
3.8 Host an academic Literacy Night	Teachers; Administrators; PTA Volunteers Librarian	Campus Budget; PTA Budget	Fall 2018	Parent/student / teacher Attendance and Feedback	Vertical Team Annual Review

3.9 Teachers will be provided opportunities to attend workshops that provide training in analyzing and using STAAR data to target student weaknesses	Administrators	Ruby Payne Consultants Testing Coordinator	August 2018 – May 2019	Presentation of workshops at faculty meetings and Sub- committee meetings	STAAR 3rd and 4th grade Reading Test, 2019
3.10 Teachers will align reading with TEKS & STAAR objectives and strategies from grades K-4	Committee members, grade leaders, reading teachers	Reading sub- committee Grade level teachers	August 2018 – May 2019	Written objectives and strategies by grade levels	Benchmark scores, STAAR results Evaluated work samples
3.11 Assess the reading level of all K-2 students, and 3-4 at-risk students and Sp. Ed, and plan interventions based on results	K-4 Teachers Sp. Ed. Teachers	DRA/OS	Aug 2018 – Sept 2018	DRA/OS	DRA/OS
3.12 STAAR data will be disaggregated by sub groups, content areas, mastery levels	Principal & Assistant Principal, Teachers	STAAR data, graphs, and charts	August 2018 – May 2019	STAAR tutorials, student work samples, informal walk- through visits	STAAR 3rd and 4th grade Reading Test, 2019
3.13 Provide staff development to all teachers, address identified weak objectives in reading as indicated on Benchmark results	District Reading Specialists, Teachers, (Dyslexia, Sp. Ed, GT & Reg), Administrators	STAAR Benchmark results, Title V funds: Consultants	August 2018 – May 2019	Faculty Meeting, Agendas, Walk-through evaluations, T- TESS	STAAR 3rd and 4th grade Reading Test, 2019
3.14 Teachers will be provided opportunities to attend workshops that provide training in analyzing and using STAAR data to target student weaknesses	Administrators	Ruby Payne Consultants Testing Coordinator	August 2018 – May 2019	Presentation of workshops at faculty meetings and Sub- committee meetings	STAAR 3 rd and 4 th grade Reading Test, 2019
3.15 Provide motivation for reading	Teachers, Administrators & PTA	PTA funds	August 2018 – May 2019	List of students receiving Reading incentives Home reader list Literacy Night Activities	List of students receiving reading incentives Home reader list Literacy Night Activities

PEARLAND INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN - Science

Year: 2018-2019

Campus: Massey Ranch Elementary

Campus Goal:	Rationale/Evidence of Need:
TEACHING THE TEKS TO MASTER THE STAAR preparing all students in all student groups to master TEKS objectives at or above grade level.	Increased emphasis on the concepts, knowledge and skills related to science and the increased difficulty of the STAAR test increased the importance of attention to science instruction K-4.

Objective:

Performance Objective 4: Implement the district science scope and sequence preparing all students and all student groups to master 95% of the STAAR objectives on the locally developed test K-4.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
4.1 All students will use a variety of tools and methods to conduct scientific inquiries and field investigations, while they incorporate writing activities to document their inquiries and investigations.	All teachers	TEKS Manipulatives Measuring devices Computer lab	August 2018 – May 2019	Student work samples and displays	Students will demonstrate their increase in knowledge by their finished project/product
4.2 Conduct at least one hands-on experiment and 1 demonstration per grading period	Teachers	Science Equipment, Anchor lessons – C&I	August 2018 – May 2019	Lesson Plans; Classroom Observations	Observation and Discussion; Annual CIP Evaluation and Review
4.3 Continue to purchase and utilize science equipment	Vertical Team	Campus Budget	August 2018 – May 2019	Classroom observations; checkout sheets	Annual Vertical Team Review
4.4 Continue to explore scientific concepts through the grade level units of inquiry	All teachers	TEKS, IB Units of Inquiry	August 2018- May 2019	Student work samples, grade level planners	Lesson plans, classroom observations

PEARLAND INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN – Social Studies

Year: 2018-2019

Campus: Massey Ranch Elementary

Campus Goal:	Rationale/Evidence of Need:
TEACHING THE TEKS TO MASTER THE STAAR preparing all students in all student groups to master TEKS objectives at or above grade level.	Increased emphasis on the concepts, knowledge and skills related to social studies and the increased difficulty of the STAAR test increased the importance of attention to social studies instruction K-4.

Objective:
Performance Objective 4: Implement the district social studies scope and sequence preparing all students and all student groups to master 95% of the STAAR objectives on the locally developed test K-4.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
5.1 Increase use of open-ended questions	All classroom teachers	Textbooks, teacher made activities, as appropriate, at each grade level	August 2018 – May 2019	Lesson plans, Classroom observations	Formal classroom observations
5.2 Use materials that encourage multicultural awareness and respect for uniqueness and value differences	All teachers	TEKS, Weekly Reader, current events, textbooks, Black History Month, music curriculum	August 2018 – May 2019	Lesson plans, Classroom observations	Formal classroom observations
5.3 Align presentation of Social Studies curriculum	Teachers	Teachers C & I	August 2018 – May 2019	CBAs	Formal classroom observations, vertical teams review
3.11 Teachers will provide multi-cultural experiences through a variety of genre & resources	Classroom teachers, Administrators	-Adopted Reading and Social Studies texts -Novels -Weekly Reader	August 2018 – May 2019	Student observations	Formal classroom observations, vertical teams review
5.4 Students will use <u>writing</u> , oral language, and visual presentations to communicate knowledge of subject matter across the curriculum.	Teachers	Technology dept District curriculum Scope & sequence TEKS	August 2018 – May 2019	Writing portfolios work samples	Formal classroom observations, vertical teams review
5.5 Increase knowledge of Veteran’s Day	Teachers, Administrators	Campus Budget	November 2018	Campus displays, student work	Classroom observation

PEARLAND INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN – Gifted and Talented

Year: 2018-2019

Campus: Massey Ranch Elementary

Campus Goal:	Rationale/Evidence of Need:
EXPECTING SUCCESS FROM ALL STUDENTS insuring that students identified as Gifted and Talented experience at least a year’s academic growth.	100% of students identified as Gifted and Talented achieve Masters Grade Level and 90% will achieve Masters Grade Level on STAAR Writing, Reading, and Math tests

Objective:

Performance Objective 5: Improve instruction and support for students identified as Gifted and Talented

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
6.1 Analyze 17-18 STAAR data of GT students	GT Program Team; GT specialists, Identified teachers of the GT	STAAR Data	August 2018 – May 2019	Data analysis	Spring 2019 STAAR Results
6.2 Analyze 18-19 Benchmark data and teacher collected data	GT Program Team; Identified teachers of the GT	Benchmarks; ADM Data	August 2018 – May 2019	Data Analysis; Classroom Observations; Lesson Plans	Spring 2019 STAAR Results
6.3 Provide 6-hour update of GT training for classroom teachers	Administration; District & non district Advanced Academics Specialists	Campus Budget	October 2018 and February 2019	Teacher Feedback; Lesson Plans; Classroom Observation	GT Program Team Review and Feedback
6.4 Teachers will obtain their 30 hours of GT certification.	Teachers, administration, specialists	Campus Budget	Ongoing	Classroom observations, lesson plans	GT program review
6.5 Disseminate GT information & referral process to students, parents & community through newsletter format.	All teachers, District's Advanced Academics Specialists, Counselor, Administrators	Newsletters	August 2018- May 2019	District GT information meetings	Campus newsletter and student communication folders.
6.6 Continue district GT service model	Teachers, Administrators	Advanced Academics, Campus Budget	August 2018-May 2019	Feedback from students, teachers and parents, progress reports	Walk throughs, classroom observations

PEARLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN – Special Education

Year: 2018-2019 Campus: Massey Ranch Elementary

Campus Goal:	Rationale/Evidence of Need:
EXPECTING SUCCESS FROM ALL STUDENTS insuring that students receiving special education services experience at least a year’s academic growth.	100% of students receiving special education services will meet ARD/IEP expectation on STAAR and STAAR Alternative 2

Objective:
Performance Objective 5: Improve instruction and support for students receiving special education services

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
7.1 Analyze 17-18 STAAR data of SE students	SE Program Team; SE specialists, Identified teachers of SE	STAAR Data	August 2018 – May 2019	Data analysis	Spring 2019 STAAR & SE Results
7.2 Analyze 18-19 Benchmark data and teacher collected data	SE Program Team; Identified teachers of SE	Benchmarks; ADM Data	August 2018 – May 2019	Data Analysis; Classroom Observations; Lesson Plans	Spring 2019 STAAR
7.3 Provide training for differentiating instruction for teachers identified to teach the SE students	Administration; District & non district Advanced Academics Specialists	Campus Budget	August 2018, October 2018 and February 2019	Teacher Feedback; Lesson Plans; Classroom Observation	SE Program Team Review and Feedback
7.4 Provide staff with training on modifications and accommodations for SE students	Administrators, SE team members	IEP, modification sheet	August 2018– May 2019	Lesson plans, IEP, observations	Spring 2019 STAAR

PEARLAND INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN – At Risk

Year: 2018-2019

Campus: Massey Ranch Elementary

Campus Goal:	Rationale/Evidence of Need:
EXPECTING SUCCESS FROM ALL STUDENTS insuring that the ESL, Dyslexic, Low SES and Below Grade Level Students experience at least a year’s academic growth in reading, math, and writing.	Students identified as At Risk demonstrate lower scores on the STAAR tests, Reading Levels and general academic achievement than those not identified.

Objective:

Performance Objective 6: Improve instruction and support for At Risk Students.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
8.1 Develop a mentoring program pairing a teacher mentor with an At Risk Student	Administration; At Risk Program Team; Teachers; Counselor	Campus Budget	August 2018 – May 2019	Monthly Activity Calendar; Parent Contact Logs	At Risk Program Team Annual Review; DRA Scores; 2019 Spring STAAR Scores; Parent Feedback
8.2 Provide pull out reading and Math instruction for At Risk Students.	Administration; RtI Committee; Dyslexia teacher, Instructional Aide	Dyslexia teacher	August 2018 – May 2019	Tutoring Sign In Sheets; Teacher Feedback	Annual At Risk Program Team Review; 2019 Spring STAAR Scores
8.3 Conduct in-school STAAR Tutorials to improve reading, math and writing skills of the at-risk student	Teachers; Substitutes	State Comp Ed Funding for STAAR tutorials	October 2018- May 2019	Student Sign In; Lesson Plans for small groups;	At Risk Program Team Annual Review; 2019 Spring STAAR Scores

PEARLAND INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN - Technology

Year: 2018-2019

Campus: Massey Ranch Elementary

Campus Goal:	Rationale/Evidence of Need:
UTILIZING TECHNOLOGY TO IMPROVE COMMUNICATIONS AND INSTRUCTIONAL PRACTICES	Technology can be used to enhance communication and improve student performance.

Objective:

Performance Objective 7: Improve instruction and support through the incorporation of technology.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
9.1 Maintain a Technology Techie Teacher Team to improve planning and technical communications	Administration; Technology Vertical; ETS	Planning Time	August 2018 – May 2019	Technology Committee Agenda and meeting notes	Annual CIP Review
9.2 Ensure that teachers have adequate training to use technology	ETS; Administration	Hardware; Software; Training Materials	August 2018 – May 2019	Training calendars; Agenda	Annual CIP Review
9.3 Incorporate technology into lessons to enhance the learning experience	ETS, teachers, parents	Family Access, PC	August 2018 – May 2019	Teacher/ parent feedback, grades, parent conference log	Class work, grades, STAAR scores 2019
9.4 Communication with parents will be increased through improved, user-friendly web pages and skyward email to publicize school related assignments and information.	ETS, teachers, parents	Family Access, PC	August 2018 – May 2019	Classroom Observations; Lesson Plan Review	Annual CIP Review
9.7 Students will develop proficiencies in technology application in each grade level K-12.	Campus Technology Specialist Classroom teachers	Computer labs Classroom computers, Laptops & iPads	Ongoing	Monitor lab use	Student projects products, lesson plans

PEARLAND INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN – Attendance and School Climate

Year: 2018-2019

Campus: Massey Ranch Elementary

Campus Goal:	Rationale/Evidence of Need:
INCLUDING THE COMMUNITY IN CAMPUS ACTIVITIES	Community based support is critical to the sustained academic excellence and reputation of the school.

Objective:

Performance Objective 9: Increase student and teacher recognition and community support.

Strategies/Activities	Person(s) Accountable	Resources	Timeline	Formative Evaluation of Strategy/Activity	Summative Evaluation of Strategy/Activity
10.1 Student Recognition program (Daily shout-outs, Spirit Rally, etc.)	CEIC; Counselor, Teachers, Administration	Activity Fund; PTA Budget	Each grading period Daily	Student Reports; Parent Involvement; Teacher Report	Participation by teachers, parents and students; CIP Evaluation and Review, Campus Climate Survey
10.2 Monitor student attendance with a goal of 97% attendance, Award Perfect Attendance for each grading period	Attendance Clerk; Counselor	Activity Fund; PTA Budget	Each grading period	Six weeks Attendance Reports	Annual Attendance Report; CIP Evaluation and Review; Attendance Committee, Campus Climate Survey
10.3 Continue weekly “Peek of the Week” and Monthly newsletters to keep parents informed	Teachers; Principal; Asst. Principal, ETS	Reports from teacher and students	On-going	Discussion of event	Decreased office reports, Campus Climate Survey
10.4 Report unsafe and hazardous conditions.	Administrators Behavior Specialist	Reports from teacher and students	On-going	Discussion of event	Decreased office reports, Campus Climate Survey
10.5 Students will be encouraged to learn fire safety.	Classroom teachers	Fire safety curriculum	October 2018	Classroom observation Lesson plans	Classroom performance, Campus Climate Survey
10.6 Special activity/ programs for each grade level, art displays, presentations, field trips	Music, Art, Librarian Counselor, P.E., Spanish Teachers (all) Parents, PTA	MENC music retailers, Parents, Scholastic Book Fairs	August 2018 – May 2019	Student, teacher, parent response	Attendance & evaluate books and money raised, Campus Climate Survey

10.7 Recognize student perfect attendance with no tardies.	Attendance clerk	announcements	August 2018 – May 2019	Massey Attendance Team Member, End of year Awards Ceremonies, Attendance records	AEIS Attendance Report, Campus Climate Survey
10.8 Written/ verbal notification of compulsory attendance laws	Attendance clerk	Attendance records	August 2018 – May 2019	Attendance records	AEIS Attendance records, Campus Climate Survey
10.9 Encourage prompt arrival and decrease tardies	Administrators Teachers Attendance clerk	Report from attendance clerk	August 2018 – May 2019	Teacher records of tardies	End of year “Tardy” records, Campus Climate Survey
10.10 All “A & B” honor roll recognition	Attendance clerk	Community newspaper	Grading period	Report cards	Participation by teachers, parents and students; CIP Evaluation and Review, Campus Climate Survey
10.11 Promote good health in school to maintain high attendance rates	Nurse, all teachers, office staff, cafeteria staff, PE - Health	Health curriculum, community health presentations, healthy lunch program, newsletter, fitness gram	August 2018 – May 2019	Six week attendance records, Clinic records	End of year attendance End of year clinic reports Campus Climate Survey
10.12 Maintain and enforce standard set of expectations posted in the classrooms and common areas of the school	Teachers, Library Manager, Counselor, Administrators	PBIS posters and matrix	August 2018 – May 2019	Observations	Exemplary behavior demonstrated in classrooms, hallways, cafeteria, and assemblies