



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Bowman Middle School

Principal: Kristopher Vernon

Mission Statement: We aspire to create an inclusive and dynamic community that embraces diversity, lifelong learning and productive citizenship as our guiding principles thus embracing our campus motto: "Our success is driven by our diversity."



Approved by DBIC on November 14, 2016

Verification Page

Planning Timelines

- Analysis of Critical Actions, and STAAR 2015-2016 Gap Analyses: **August 2016**
- Needs analysis, goal setting and strategic planning: **July - September 2016**
- Campus teacher data analysis day: **August - September , 2016**
- SBIC Plan due for DBIC review: **October 12, 2016**

Meeting Dates

- Meeting 1: SBIC approves the improvement plan (by October 7, 2016): **Monday, October 03, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Monday, January 23, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Monday, May 29, 2017**

2016-2017 Campus Status

Check all that apply

Title III English Language Learner Campus

Non-Title I Campus

Title I School-wide Campus

Title I Information

Title I Components			
1 (CNA)	Comprehensive Needs Assessment	6 (PI)	Strategies to Increase Parental Involvement
2 (RS)	Reform Strategies	7 (Tran)	Transition (Elementary schools only)
3 (HQ)	Instruction by State Certified Staff	8 (A)	Teacher Decision-Making Regarding Assessments
4 (PD)	High-Quality Professional Development	9 (M)	Effective and Timely Assistance to Students
5 (R/R)	Strategies to Attract State Certified Teachers	10 (Coord)	Coordination and Integration
Program Funding			
Staffing	\$222,500	Total Funding for 3.5 Title I Support Teachers	
Parental Engagement	\$2,000	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	\$10,000	Additional Title I Funding (i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities)	

SBIC Committee

Committee Member's Name	Role	Year 1st Participated on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Isabel Pawling	Faculty Member	2015			
Carlos Barron	Faculty Member	2015			
Jennifer Kennedy	Faculty Member	2016	X	X	
Dawn Korpala	Faculty Member	2015	X		
Angela Larch	Faculty Member	2014	X	X	
Joy Williams	Faculty Member, Special Education	2015	X	X	
Kristopher Vernon	Principal	2009	X	X	
Treesia Brannon	District Professional	2015	X	X	
Adrian Rodriguez	Campus Professional, Non-teaching	2006	X	X	
Kerri Whitson	Support Staff Member	2016	X	X	
Suzy Christensen	Parent-Selected by PTA	2016			
Dawn Hall	Parent-Selected by Principal	2016	X		
<i>Committee member search still in progress</i>	Parent				
<i>Committee member search still in progress</i>	Parent				
<i>Committee member search still in progress</i>	Parent				
<i>Committee member search still in progress</i>	Parent				
Pat Miner	Community Member	2016			
George Elking	Community Member	2016	X	X	
<i>Committee member search still in progress</i>	Business Representative				
<i>Committee member search still in progress</i>	Business Representative				
Lindsey Radford	Faculty Member, <i>Ad Hoc</i>	2016	X		
Ann Scheurer	Faculty Member, <i>Ad Hoc</i>	2016		X	
Lora Nunley	Faculty Member, <i>Ad Hoc</i>	2015	X	X	
Jennifer Fernberg	Faculty Member, <i>Ad Hoc</i>	2016		X	
Nina Yates	Faculty Member, <i>Ad Hoc</i>	2016		X	

Information regarding the SBIC Committee (BQB Local) may be accessed here: <http://pol.tasb.org/Policy/Code/312?filter=BQB>

District-Wide Goals

1. Increase the percentage of students meeting STAAR Satisfactory performance rates.
2. Ensure that all students meet STAAR and MAP Growth Standards in all subject areas.
3. Increase Satisfactory and Advanced performance rates for Economically Disadvantaged student group – Closing Performance Gaps.
4. Increase the percentage of students meeting STAAR Advanced performance rates.
5. Increase high school graduation rates and ensure students are on track to graduate.
6. Ensure that all students graduate College and Career Ready or are on track to College and Career Readiness.
7. Ensure that all student groups (7 race/ethnicity and Sp.Ed, ELL, ED) meet the Accountability Safeguard measures (60% meet the Level II Satisfactory Standard on STAAR/EOC).

District-Wide Goals	Title I Components	Applicable Student Groups
<p>Health, Fitness and Attendance: The campus will utilize their coordinated health program and analyze their student fitness data to set goals and objectives to encourage the health, fitness and attendance of their students.</p>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<p>Violence Prevention and Bullying</p>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<p>Parental 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.</p>	<p>1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)</p>	<p>All</p>
<p>Highly Qualified Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.</p>	<p>1 (Comprehensive Needs Assessment) 3 (Instruction by State Certified Staff) 4 (High-Quality Professional Development) 5 (Strategies to Attract State Certified Teachers) 10 (Coordination and Integration)</p>	<p>All</p>
<p>Transition of Pre-KN Students: The transition from early childhood to elementary school is supported by the campus and district. (Title I Campuses only)</p>	<p>1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)</p>	<p>Title I only</p>

Improvement Plan Critical Actions

The areas for school-wide and/or targeted core-subject Critical Actions were identified using the following sources:

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P³A School Wide and Classroom Level);
- STAAR/EOC Gap Analysis;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

School Wide and/or Targeted Grade Level Critical Actions

1. Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives. PPPA CL #15
2. Participate in peer classroom visits in order to improve the instructional practices of the team. PPPA CL #5
3. Provide proven interventions to assist each student in mastering grade-level learning objectives. PPPA CL #13
4. Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. PPPA CL #17

Critical Action 1

Critical Action: Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives. PPPA CL #15

Project Lead:	Team Leads: Electives, Math, Science, SS, ELA							
Staff, Title I Staff:	All Teachers: Elective, Math, Science, SS, ELA							
Materials and Resources:	TEKS, PISD Curriculum Data Planner							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 1:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Help teachers distinguish between gifted students and those who have demonstrated early mastery of grade-level learning objectives. How do teachers determine which students have already mastered particular objectives? Is a system of pre-tests in place?</p> <ul style="list-style-type: none"> Identify teachers who self-select or are peer selected as strong in this area – November 2016 Meet with teachers identified on Google Form and plan for PDH session for Spring 2017 Offer PDH to teachers –December 2016 Create an intake for discovered the extent to which pre-tests are in place through content meetings and a Google Form – November 2016 	Weekly Team meetings, Various campus PDH sessions	Google Form, Excel Sheet, Meeting Notes, PDH Offerings Spring 2017 PDH	<p>Formative Notes:</p> <p>Summative Notes: We will need to take action on this step in 17 – 18.</p>
<p>Investigate the approaches teachers take in addressing students who demonstrate early mastery. Do they plan activities that extend students' thinking for any objective on which they demonstrate early mastery? This approach suggests a "deeper, not wider" approach. Students who demonstrate early mastery are sometimes provided unstructured time to study one of their interest areas. While not inherently bad, this open-ended learning opportunity does not ensure that students will be engaged in the type of activity that will seriously extend their thinking.</p>	Weekly Team meetings	Meeting Notes	<p>Formative: Teachers perused lesson plans and brainstormed higher-level questions that can be posed during lessons. Extension activities were created but some more extensively than others according to the lesson/objectives.</p> <p>Summative: Teachers agreed that this practice should be continued for the 17 – 18 school year. Some are reading more about differentiation. They observed that some students became more engaged and thought at a</p>

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<ul style="list-style-type: none"> Investigate by the end of Fall 2016 through content area team meetings and questioning 			higher level.
<p>Work with teacher teams to add a consideration of early-mastery students in their instructional planning. Have team members brainstorm the extended learning opportunities that will be provided for these students. New learning opportunities and activities should be carefully crafted to require deeper levels of thinking and investigation relative to the same standard for which they have demonstrated mastery. This means that options for students who need more challenging material must be 1) tightly aligned to the learning objectives of the written curriculum and 2) specifically assigned to students based on the learning objectives where they have demonstrated early mastery.</p> <ul style="list-style-type: none"> In grade level team meetings, for two month during Spring 2017, have teachers create pre-tests, learning extensions/options for accelerate students into learning units 	Weekly Team meetings	Meeting Notes	<p>Formative: Teachers planned together and created some extension activities.</p> <p>Summative: Teachers observed that more students were engaged at a deeper level. Pre-tests will be created in 17 -1 8.</p>

Critical Action 2

Critical Action: Participate in peer classroom visits in order to improve the instructional practices of the team. PPPA CL #5

Project Lead:	Team Leads: Electives, Math, Science, SS, ELA							
Staff, Title I Staff:	All Teachers: Elective, Math, Science, SS, ELA							
Materials and Resources:	Classroom Observation Schedule and Protocols							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 2:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Determine the extent to which teachers use team meeting time to review specific lessons they have taught. Consider factors such as the following:</p> <ul style="list-style-type: none"> Do teachers have a set format for reviewing lessons in team meetings? Do all teachers actively participate in the lesson review process? Does the lesson review include any type of student learning measure of effectiveness (i.e., assessment results)? Are teachers willing to share portions of the lesson that they feel did not work? Does the lesson review lead to specific and tangible adjustments that are recorded for future use? 	Complete through team meetings by November 2016	Team Meeting Notes	<p>Formative: Teachers review lessons and assessments to determine what adjustments are necessary. Teachers look at the assessments prior to the units/lessons being taught. They look at assessment results to determine future steps. Teachers share what did/did not work effectively.</p> <p>Summative: Teachers observed some gains in students' scores on assessments in the curriculum or teacher created.</p>
As confidence in this review process grows, have one teacher observe another's lesson so that he/she can offer additional insight during the review process. You might also consider videotaping the lesson so that the presenting teacher can observe the lesson even more objectively before reporting back to the group.	Complete 1 observation by March 2017	Lesson Observation Notes	Through the Title I Coaches, teachers are using swivels in their classrooms to watch their own teaching and grow through the opportunity.
Provide opportunities for teachers to visit other team members' classrooms. Make observation of peer instruction a regular part of the collaborative planning process for each grade-level or subject-area team. That is, observing a peer should not only be a professional growth	Provide one opportunity for learning walk each semester	Learning-Walk Schedule	There was a campus walkthrough date set on January 19 th . Over 30 teachers participated in the walk through day, using their planning period to observe the problem of practice of student engagements – which aligned with many teachers individual T-Tess goals. As teachers

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>opportunity for teachers who are experiencing difficulties in the classroom. Instead, have all teachers schedule visits to other team members' classrooms as part of the way you do business in your school.</p>			<p>walked in groups of 3-4 through 3-4 classrooms, they took notes. The next walkthrough date is set for March</p> <p>There was another campus walk through date in March in which teachers observed levels of questions.</p>
<p>Provide structured time for teachers to debrief following a visit. Model the type of debriefing that should occur. In particular, help teachers to talk openly about what did and didn't work during the observed lesson. Teachers tend to feel much more comfortable complimenting their peers than analyzing instruction. Help them work toward the latter.</p>	<p>Provide one opportunity after learning walks each semester</p>	<p>Learning Walk Debrief Notes</p>	<p>After the walkthrough date on January 19th, each small group that walked classrooms met together and debriefed their time in classrooms, using general language, so as not to single out teachers. The debriefs ended by establishing next steps for their own classrooms.</p> <p>March debriefs of classroom walkthroughs took place.</p>

Critical Action 3

Critical Action: Provide proven interventions to assist each student in mastering grade-level learning objectives. PPPA CL #13

Project Lead:	Team Leads Core Content							
Staff, Title I Staff:	All Core Teachers							
Materials and Resources:	TEKS, PISD Curriculum Data Planner, Data, ASAP and 212							
Targeted Area:	<input type="checkbox"/> School-wide	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 3:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Provide tutorials that target specific objectives.</p> <ul style="list-style-type: none"> Using data from MAP testing and Skills Tests to loop learning objectives back into lessons. Use ASAP and 212 Start ASAP with students by October 2016 Look at data for 212 by November 2016 Plan 212 and begin by December 2016-through May 2017 – evaluate data bi-monthly <p>Taught by Title I Funded Staff, Tier II Intervention taught by Title I Funded Staff</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	English, Science, Social Studies weekly tutorials	Sign-in, Meeting notes, student rosters and schedule, 212 Data	<p>Formative: Teachers formed ASAP groups and 212 groups based on MAP scores. Students’ specific needs were addressed during 212 and ASAP.</p> <p>Summative: Teachers want to make some am or pm tutorials more specific to certain objectives.</p>
<p>Ask teachers who are highly skilled in the knowledge and use of peer tutors to share their practices with other teachers. Structure the time for this knowledge sharing to occur. Following this sharing, ask teacher teams to meet to identify the characteristics of effective peer tutoring. In addition, ask teachers to determine how they will each increase their use of peer tutors to support student learning.</p> <ul style="list-style-type: none"> Offer as PDH hours for Spring 2017 <p>(Components 1, 2, 4, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	Spring 2017 PDH session	PDH Course Offerings Spring 2017, Sign-In sheet	<p>Formative: We will do in 17 – 18</p> <p>Teachers worked together during multiple PDH sessions.</p>

Critical Action 4

Critical Action: Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. PPPA CL #17

Project Lead:		Team Lead Core Content						
Staff, Title I Staff:		All Core Teachers						
Materials and Resources:		TEKS, PISD Curriculum Data Planner, Data						
Targeted Area:	<input type="checkbox"/> School-wide	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 4:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Provide tutorials that target specific objectives.</p> <ul style="list-style-type: none"> Using data from MAP testing and Skills Tests to loop learning objectives back into lessons. Start ASAP with students by October 2016 Look at data for 212 by November 2016 Plan 212 and begin by December 2016-through May 2017 – evaluate data bi-monthly <p>*Focus on Safeguard areas – Reading SPED-33%, ELLM-46%, Math – SPED 50%, Writing-Hisp 56%, SPED 18%, ED 59%, ELLM 39%, Science – AA 58%, SPED 32%, ELLM 48% Social Studies Hisp 53%, SPED 21%, ED 56%</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	English, Math, Science, Social Studies weekly tutorials	Weekly attendance rosters, Meeting Notes, 212 Data	<p>Formative Notes: Data was examined. ASAP groups were started.</p> <p>Summative Notes: ASAP and 212 were held and teachers focused on specific objectives.</p>
<p>Provide after school late bus</p> <ul style="list-style-type: none"> Implement Tutorials twice a week by October 2016 <p>*Focus on Safeguard areas – Reading SPED-33%, ELLM-46%, Math – SPED 50%, Writing-Hisp 56%, SPED 18%, ED 59%, ELLM 39%, Science – AA 58%, SPED 32%, ELLM 48% Social Studies Hisp 53%, SPED 21%, ED 56%</p> <p>Tutorials taught by Title I Funded Staff</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	Tutorials twice a week by October 2016	Weekly attendance rosters	<p>Formative: Late bus was offered Tuesdays and Thursdays with students attending tutorials.</p> <p>Summative: More tutorials need to focus on safeguard areas for 17 – 18.</p>

Health, Fitness and Attendance

Critical Action:

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. (SB 892; Education Code 11.253(d); BQ LEGAL)

Strategies for Accomplishing Health, Fitness and Attendance Critical Action:

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	COORDINATED SCHOOL HEALTH:			
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. (Required - Form Provided)	Principal	Campus Wellness Plan	Documentation: See athletic director for more information.
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	Documentation: See athletic director for more information.
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. (Required)	Principal	Coordinated School Health Curriculum	Documentation: See athletic director for more information.
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. (Required)	P.E. Teacher/ Staff	Coordinated School Health Curriculum	Documentation: See athletic director for more information.
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	Documentation: See athletic director for more information.
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	Documentation: See athletic director for more information.
4 th & 7 th	(NEW ACTION STEP) Ensure all data for 3 rd -8 th grade students is entered on timely basis, fitness report cards are printed (4th and 7th grade) and sent to parents or linked through	P.E. Teacher	Fitnessgram Student Report	Documentation: See athletic director and/or principal for more information.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	myPISD. (Required)			
PHYSICAL ACTIVITY REQUIREMENTS:				
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. (Required - Form Provided)	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Documentation: See principal for more information.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	Documentation: See athletic director for more information.
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. (Required - Form Provided)	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	Documentation: See principal for more information.
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	N/A
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	Some teachers used a variety regularly.
ATTENDANCE: Forms are available on inside.pisd				
K-8	Monitor attendance of students and follow up on prominent and chronic absences. (Required)	Principal	Pinnacle, Attendance Sheet	Documentation: See principal for more information.

Violence Prevention and Bullying

Critical Action:

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. (HB 283)

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	PREVENTION:			
	Identify high risk areas. (Required)	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Hallway between the gyms; Back hallway leading to fine arts area were identified.
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	One teacher was posted at the back hallway leading to fine arts and another between the gyms. Fewer behavior incidents occurred there.
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	Presented during August PD
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	Beginning of School Year: Counselors provide training on bullying. Staff completes online sexual harassment training.
	Review referral process. (Required)	Principal or designee	Campus referral plan	Reviewed at beginning of and at semester through grade-level meetings.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	Established at beginning of school year with reminders during grade-level meetings.
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	Reviewed at the beginning of each school year.
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	Presented August professional development. Revisited in grade-level meetings at semester and in March.

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	PREVENTION:			
	Clearly state student expectations/campus rules/citizenship. (Required)	Principal or designee	Code of Conduct/ Student-Parent Handbook	Administrators do a presentation at the beginning of the year for each grade level. PBIS is used to encourage respectful behavior. Expectations are reviewed in October, January, March, and more as needed.
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	Teachers have a rotation schedule for duty posts. Administrators assist in monitoring the halls.
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	Admin. team presents information at beginning of school year and after winter break.
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions: (Required)	All teachers	Bowman RESPECT poster in every classroom and implement Phase I PBIS as a staff	Reviewed once a nine weeks at grade-level meetings
	Employ discipline interventions: (Required)	Designated staff	Witness statements, incident reports, Discipline Management Plan, discipline referral forms that outline education piece and consequence(s)	Utilized daily by admin. team and behavior specialist
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Discipline Management Plan	Grade-level counselor and administrators work together as much as possible.
	Conference with parents/students. (Required)	Teachers or other staff	District Policy on Bullying	Conducted by counselor and administrator

Parent Involvement

Critical Action:

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.

Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and electronic information.</p> <p>Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds</p>	Parent Liaison/Computer Labs/Translators	<p>Have lists of who is not registered at Schedule Pickup on August and have a lab and sessions to get parents registered at the time – August 2016</p> <p>First day of school – call parents who have not registered and set appointments up with them- August 2016</p>	Number of parents who are enrolled in Parent Portal increased. Plan is to have a tutorial prior to schedule pickup for 17 – 18 school year
<p>Identify parents without computer/internet access to offer hard copies of school information.</p> <p>Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds</p>	Parent Liaison/CTA	Checkpoints in November, February and May students identified as not having a computer at home work with CTA for the “Computer at Home” program	We need to brainstorm more ways encourage/motivate parents to go online.
<p>Upgrade and maintain the campus website for easy access and increased communication with the community.</p> <p>Funding source: state & local</p>	CTA	We do first week of the Month updates and updates weekly when required by new district information	We need to increase the number of parents who view the website regularly.
<p>Communicate information through eNews.</p> <p>Funding source: state & local</p>	CTA/Computer	Updated monthly the first week of the month and as needed	eNews has been beneficial in disseminating information.
<p>Utilize social media to keep parents and community informed.</p> <p>Funding source: state & local</p>	CTA/Admin/PTA/Computers	Monthly Updates/Update Marquee and do callouts when needed every Monday morning	We need to tweet and post more regularly on Facebook.

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	Admin/PTA rep	Monthly Meetings take place the first week of every month	Several board members attend regularly.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: state & local	Parent Liaison/PTA members	Parent classes are hosted monthly planned by Parent Liaison	Parent Liaison offered several sessions this year.

State Certified Teachers and Highly Qualified Paraprofessionals

Critical Action:

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

Project Lead:	Plano ISD HR Employee Recruitment & Retention Department
Staff, Title I Staff:	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
Materials and Resources:	Operating Fund, HR Budget, Campus/Curriculum Budget

Strategies for Accomplishing State Certified Teachers and Highly Qualified Paraprofessionals Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. Title I Component 5 Funding source: State and Local	August 2016 to May 2017	The principal went to a job fair in Fort Worth. One of the applicants met there was hired.
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. Title I Component 5 Funding source: State and Local	Monthly Bilingual Stipends, July 2016 to June 2017	N/A
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. Title I Component 5 Funding source: State and Local	August 2016 to May 2017	N/A
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators. Title I Component 4 and 5 Funding source: State and Local	July 2016 to June 2017	We had teachers lead professional development on a variety of topics: Developing teacher leadership; math mindsets; ELL strategies; restorative classroom management; grit. Teachers also attend district-led PD.
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards. Title I Component 5 Funding source: State and Local	July 2016 to June 2017	N/A