



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Wilson Middle School

Principal: Selenda M. Sager

Mission Statement:

Build the relationship-Bridge the gap!



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): **Tuesday, October 11, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Tuesday, January 31, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Wednesday, May 31, 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	\$132,500	Total Funding for 1 Title I Support Math Teacher & 1 Title I Campus Instructional Coach	
Parental Engagement	\$2,000	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	\$6,000	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	October 11 Attendance	January 31 Attendance	May 31 Attendance
Susan McNamara	Faculty Member	2016-2017	Present	Present	Present
Laura Perry	Faculty Member	2014-2015	Present	Present	Present
Shannon Bruce	Faculty Member	2014-2015	Present	Present	Present
Elena Jones-Cain	Faculty Member	2009-2010	Present	Present	Present
Todd Harrell	Faculty Member	2011-2017	Present	Present	Absent
Keith Evetts	Faculty Member	2006-2007	Present	Present	Present
TaGwunda Smith	Faculty Member	2011-2012	Present	Present	Present
Yvonne Bone	Faculty Member, Special Education	2011-2012	Present	Present	Absent
Selenda Sager	Principal	2002-2003	Present	Present	Present
Jennifer Ramby	District Professional	2016-2017	Present	Present	Present
Aaron Villarreal	Campus Professional, Non-teaching	2014-2015	Absent	Absent	Present
Paul Bartle	Support Staff Member	2010-2011	Present	Present	Present
Bart Ridley	Parent-Selected by PTA	2016-2017	Present	Absent	Absent
Nick Carroccio	Parent-Selected by Principal	2015-2016	Absent	Absent	Absent
Kennitra Robertson	Parent	2016-2017	Present	Present	Present
Joe Parks	Parent	2016-2017	Present	Absent	Absent
Anthony Armstrong	Parent	2014-2015	Present	Absent	Absent
Teresa Clemens	Parent	2013-2014	Present	Absent	Absent
Valerie Weadock	Community Member	2016-2017	Present	Present	Present
Kristen Fislar	Community Member	2016-2017	Present	Absent	Absent
Matt Snider	Business Representative	2015-2016	Present	Absent	Absent
Mohammed Sazzad	Business Representative	2016-2017	Absent	Absent	Absent

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. Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. (PPPA SW BP 17)
2. Analyze student performance data to inform team discussions and decisions. (PPPA CL BP 9)

Critical Action 1

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

Project Lead:	Administrators, All Campus Department Chairs							
Staff, Title I Staff:	Counselors, Core teachers & co-teachers, BLAST and Title 1 math teachers, and Campus Instructional Coach							
Materials and Resources:	TEKS, Edugence, PISD Curriculum							
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>Proactively develop intervention plans for students performing below grade level</p> <ol style="list-style-type: none"> 1. Use student assessment data and teacher input to identify the students at each grade level on campus who are going to require additional instructional supports from the first day of the school year. Ensure that these students receive these services. <ol style="list-style-type: none"> a. Identified 7th/8th grade students are placed in BLAST, Title 1 co-taught math, and/or ELA block class (before school year begins) 2. Create and share a written intervention plan that clearly identifies the school-level support used to assist students who enter a class at a below-grade achievement level. Interventions include: <ol style="list-style-type: none"> a. 7th/8th grade remediation classes b. 6th-8th grade Fall Enrichment Tutorials c. 6th-8th grade Spring Targeted Tutorials d. Wilson’s Retake Guidelines e. 7th grade Writing Pull-Out f. Weekly subject tutorials 3. Distribute and implement the plan to provide remediation beyond the classroom teacher for students entering a classroom below grade-level. 	<ol style="list-style-type: none"> 1a. Before the school year starts 2a. Before the school year starts 2b. Oct - Nov 2c. Feb - March 2d. As the need arises 2e. Oct and March 2f. Mon: Science, Tues: ELA/History, Wed: Math, Fri AM: History. Additional teacher’s office hours during Genius Hour 	<ol style="list-style-type: none"> 1a. Counselors compile list of students who meet the designated criteria/profile 2a. August 2016 list of students 2b. October 2016 list of students 2c. February 2017 list of students 2d. Individual teacher tutorial sign-in log 2e. October 27, 2016 compiled list of students 2f. Individual teacher tutorial sign-in log 3a. Individual teacher lesson 	<p>September 29, 2016 - Mrs. Bone and Mrs. Johnstone attended Social Studies Department Meeting and presented strategies to modify for SPED students without taking away these students’ opportunity to practice higher-order thinking.</p> <p>Week of March 13th – Thursday’s Genius Hour enrichment book club for students performing on grade level but struggling with major assessments. Twelve students are reading Nathan Hale’s Hazardous Tales One Dead Spy graphic novel purchased through grant.</p> <p>Social Studies STAAR tutorials for students performing below grade level started the week of April 3rd. Students attended 5 sessions.</p> <p>Fall Tutorials: October 24-November 30 – Targeted students who fell in the 4th quintile for passing STAAR. These students approach standards last year. January 2017- oth grade ELA teachers met with Vines English teachers to align and share course curriculum.</p> <p>January- February – ELA 6-8 created a list of students who would benefit from a Reading course for the 2017-2018 school year. Teachers examined passed STAAR performance, MAP score trends/classroom</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
		plans	<p>performance/ and teacher reflection. Recommended students were shared through a Google Sheet with Wilson and Vines Counselors.</p> <p>Spring Tutorials: January 30 – March 13 – 8th grade Math and Reading. April 3rd for all other grade levels. Targeted students who fell in the 5th quintile for passing STAAR. These students did not meet the standards last year.</p> <p>End-of-year Reflections: MATH After 1st administration of Math 8 STAAR: *80% of the students reached “approaching” level, whereas the district had 83%. LAST YEAR, 70% of our students reached “level 2” passing, whereas the district had 85%. The GAP *Students a part of the BLAST program, after 1st administration, 77% reaching “approaching” level. LAST year, students enrolled in a secondary TITLE I class, 58% reached “level 2” passing.</p> <p>After 2nd administration of Math 8 STAAR: *Of the students who took the second administration, 53% of the students reached “approaching” level. *Of the BLAST students who took the second administration, 55% of the students reached “approaching” level</p> <p>Algebra 1 EOC- 100% passed</p> <p>SPRING TUTORIALS – MATH Sailing Through the Math Islands tutorials had consistent attendance. Of the students invited to the spring tutorials, 60% passed the 1st administration of the Math 8 STAAR.</p> <p>End-of-year Reflections: ELA After 1st administration of STAAR Reading 8</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
			<p>*83% met “approaching” level After 2nd administration of STAAR Reading 8 *15 students did not meet “approaching” 12 of the 15 were Current LEP “newcomers” and 2 were Current LEP * 33 students were enrolled in our English/reading block class 94% of these students met “approaching” *Spring target tutorials students who were not “ARDED” out 69% met “approaching”</p>
<p>Provide proactive support for students performing below grade level.</p> <ol style="list-style-type: none"> 1. To move all students to higher levels of achievement, teachers must concentrate on both the level of instruction in every classroom and the required remediation to allow students to successfully engage in that instruction. <ol style="list-style-type: none"> a. Students must be taught at grade-level while simultaneously receiving the necessary review and reinforcement to master the grade-level prerequisites. b. During grade-level meetings: once a student is identified as an academic concern, as a grade-level team, discuss strategies and interventions that will address student’s needs in the classroom. 2. Ensure that each unit of study in all core content areas has been carefully analyzed to determine what necessary prerequisite skills students must possess to be able to engage with the new content successfully. 3. Ensure that each unit of study in all core content areas has been carefully analyzed to determine what necessary prerequisite skills students must possess to be able to engage with the new content successfully. <ol style="list-style-type: none"> a. Use this time as an opportunity to enrich across curricula. 	<ol style="list-style-type: none"> 1a. weekly lesson planning 1b. bi-monthly or as need arises 2. weekly lesson planning 3. weekly lesson planning 3a. monthly 	<p>Lesson plans</p> <p>Department Meetings’ Agendas and Notes</p> <p>Grade-Level Meetings’ Agenda and Notes</p> <p>PISD Curriculum</p>	<p>11/17/2016 social Studies teachers were trained on Plano Effect Scores by Secondary Student Achievement Specialist John Tedford. This training helped Social Studies teachers identify students as academic concern through the results of their reading assessments.</p> <p>Social Studies Instructional Specialist Jana Fry attended two Social Studies Department Meetings (2/16/2017 and 3/16/2017) to facilitate the discussion of the district’s curriculum based on backwards design model, use of TEKS, EUs and EQs. Social Studies teachers are expected to analyze TEKS and unit design documents to identify necessary prerequisite skills students should have to successfully engage with the new material.</p> <p>11/17/2016-English teachers were trained on Plano Effect Scores by John Tedford. Grade levels utilized this information to identify students who needed enrichment or scaffolding.</p> <p>12/1/2016 ELA teams broke up into grade levels and utilized this information to identify students who needed enrichment or scaffolding. In addition, 7th and 8th grade teachers utilized the information to identify areas for improvement by completing an item analysis of test items to improve the methods in which TEKS are taught.</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
<p>Proactively develop intervention plans for students demonstrating early mastery of the curriculum.</p> <ol style="list-style-type: none"> 1. Group students heterogeneously to provide an opportunity to close the gap between high and low performing students, as well as enrich the high-performing students. 2. Differentiate lessons for students demonstrating early mastery 	<ol style="list-style-type: none"> 1. every 6-8 weeks 2. weekly lesson planning 	<p>Seating Charts</p> <p>Data used to group students (MAP, CogAT, or summative grade)</p> <p>Lesson Plans</p>	<p>2016-2017 Morales offered Whiz Quiz competition through Genius Hour.</p> <p>Spring 2017 – 18 eight graders attended preparatory sessions and participated in April 28th Mock Trial at Collin County Courthouse. The Mock Trial was offered by Morales and Scott.</p> <p>January 2017 – Social Studies teachers administered Geo Bee competition in all three grade levels.</p> <p>February 18th, 2017 Cain judged the Dallas Area Regional History Day Competition.</p> <p>Week of March 13th – Tuesday’s Genius Hour enrichment book club for students demonstrating early mastery of the curriculum. Twelve students are reading Nathan Philbrick’s The Mayflower and the Pilgrim’s New World. Club met every week through the end of the school year.</p>
<p>Provide enhanced learning opportunities for students demonstrating early mastery of the curriculum</p> <ol style="list-style-type: none"> 1. Provide enrichment activities during Genius Hour. 	<p>weekly</p>	<p>Attendance log</p> <p>Lesson Plan of Enrichment Activity</p>	<p>January 2nd 2017, February 9th – Colonial Games activities offered during genius hour (an enrichment activity for the 8th grade colonization unit).</p>
<p>Provide academic support aligned with the district curriculum</p> <p>Teachers are expected to take an active approach to signing up for district provided trainings for personal growth. Teachers are given an opportunity to share their acquired knowledge with colleagues.</p>	<p>as opportunity arises, department meetings, weekly lesson planning</p>	<p>MLP, teacher notes</p>	<p>MLP records submitted by all staff at the conclusion of the school year and documented under T-TESS Domain 4.</p>
<p>Evaluate the effectiveness of student interventions</p> <ol style="list-style-type: none"> 1. Administrators, counselors, teachers, students and parents continuously monitor student’s grades and performance by: <ol style="list-style-type: none"> a. Grades are recorded in a timely manner b. Teachers monitor effectiveness of lessons and adjust as needed c. Teachers provide feedback on assignments in a timely manner. 	<ol style="list-style-type: none"> 1a. grades updated weekly. 1b. weekly lesson planning 1c. as needed 	<p>Grade book</p> <p>Lesson Plans (with adjustment notes)</p>	<p>Bi-Weekly grade-level meetings monitoring of student grades and progress. T-TESS observations and coaching conferences.</p>

Critical Action 2

Critical Action: Analyze student performance data to inform team discussions and decisions. (PPPA CL BP 9)

Project Lead:		Administrators, All Campus Department Chairs						
Staff, Title I Staff:		Core teachers and Campus Instructional Coach						
Materials and Resources:		Edugence, PISD Curriculum, District/State Assessment						
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 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>Analyze student data from many sources</p> <ol style="list-style-type: none"> Educate teachers how to use Edugence to collect, organize, and utilize data in the classroom to differentiate instruction Use Edugence to pull data on students' MAP, STAAR, and CogAT results 	<ol style="list-style-type: none"> October 2016 bi-monthly at department meetings 	<p>MLP and personal notes</p> <p>Student Data from Edugence</p>	<p>A representative from Assessment and Accountability will attend a department meeting to assist in educating teachers how to use Edugence to pull data.</p> <p>October 13, 2016 - John Tedford from Assessment and Accountability reviewed Edugence with all core subject teachers. The department also worked on Gap Analysis at this department meeting.</p> <p>November 17, 2016 - John Tedford from Assessment and Accountability trained all core subject teachers on the Plano Effect Scores.</p>
<p>Use student performance data to identify best practices, and analyze student performance data to adjust instructional strategies.</p> <ol style="list-style-type: none"> Regarding assessment and accountability, it is an expectation that all team members are in attendance at each department meeting to further their knowledge on the use of data. If a teacher is unable to attend, it is the responsibility of said teacher to follow up and access information presented at that meeting (via department chair or fellow team member). Each department engages in data-based discussion on common benchmark assessments, writing assignments, and focused assessments to strategize for future instruction. The assessment 	<ol style="list-style-type: none"> bi-monthly during weekly lesson planning 3a. Oct - Nov 3b. Feb - March 3c. April (?) 3ci. Oct and March 	<p>Department Meetings' Attendance Log and Agendas</p> <p>Classroom Lesson Plans</p> <p>Tutorial Attendance/Data Logs and Lesson Plans</p>	<p>Identify individual teachers' strengths per grade-level to assign individual responsibilities for lesson planning and differentiating for the lesson or tutorial. Have teachers determine the many ways they may wish to analyze the data for identifying best practices.</p> <p>January 3rd through January 6th – 7th and 8th grade Social Studies teachers analyzed Fall Semester Exam data and gave feedback to the 7th and 8th grade students.</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
<p>results are broken down by classroom and, therefore, engage the teachers in discussion of the effect of their instructional methods on student achievement.</p> <ol style="list-style-type: none"> 3. Using this data, teachers are then able to... 4. Target students for Fall Enrichment Tutorials 5. Target students for Spring Targeted Tutorials 6. After 1st administration of STAAR, use data to group students into their Student Success Initiative (SSI) groups for Reading and Math 7. 7th grade ELA teachers use data to target students for Fall and Spring Targeted Writing Enrichment Pull-Out 			<p>ELA used Edugence data to target students for Fall Enrichment tutorials and 7th grade Writing Workshop:</p> <p>-October 27 -Fall Enrichment Writing Workshop 39 students selected who write well, but needed a boost to write even better.</p> <p>-ELA and History department provided enrichment tutorials enhancing reading strategies through historical text and activities after school from 10/25-11/29.</p> <p>-8th Grade ELA & Math Spring Targeted Tutorials 1/31-3/14 selected students who have not had success on STAAR, and did not obtain a score that they need to pass this year.</p> <p>January 9-13 7 & 8th grade ELA unpacked the results of our students' scores on the Fall Semester Exams. Instructional coach completed a teacher/campus/district analysis of our exams.</p> <p>March 7th Grade ELA used data to target students for a writing workshop to of targeted writing instruction prior to STAAR 7 Writing.</p> <p>April-May ELA Targeted students who did not meet STAAR Reading 8 "approaching" and these students met once a day to target instruction.</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
<p>Share student performance results as a team</p> <ol style="list-style-type: none"> 1. Restructure department meetings: <ol style="list-style-type: none"> a. to share and reflect students’ levels of mastery for specific learning targets per grade-level b. to discuss district department goals and updates c. to analyze student data/performance (from Edugence and classroom benchmarks) 2. At grade-level team meetings: <ol style="list-style-type: none"> a. When specific students are discussed for academic concerns, teachers are expected to consider and share the student’s learning style and educational history by accessing CogAT, MAP, and STAAR. b. Teachers can then develop individualized interventions based on the data. c. Follow-up 3. At new-teacher meetings: <ol style="list-style-type: none"> a. Campus Instructional Coach reinforces how to access and analyze student performance data b. Mentors follow-up 	<ol style="list-style-type: none"> 1. bi-monthly department meetings. 2. bi-monthly grade-level meetings 3. monthly new-teacher meetings 	<p>Department Meeting Agendas</p> <p>Grade-level Meeting Agendas</p> <p>New-teacher Meeting Agendas</p>	<p>January 12, 2017 – Social Studies Department Meeting - teachers shared and reflected on students’ performance data by class periods they teach.</p> <p>January 2017 – teachers identified and recommended student performing above grade level for PACE testing.</p> <p>January- Campus Instructional Specialist provided each math teacher with the data analysis from the semester exam. Teachers then took this data back to their team lesson planning.</p> <p>Throughout the year ELA department meetings were structured to share/reflect/discuss department goals/utilize Edugence data/evaluate and monitor instruction by using the data analysis from our campus instructional specialist to scaffold/intervene/differentiate classroom instruction.</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	Julie Easty was the Captain of the Wellness team. We held meeting throughout the course of the year to discuss our Wellness plan.
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	Jennifer Denton
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	We used Room 405 for several lessons as well as having some lessons through the advisory period and planning on having more through advisory next year.
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	Both bulletin boards by the boys and girls locker rooms were posted with health and fitness related information for students and parents to view.
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	We had several workout and fitnessgram stations through open house.
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	All P.E. students participated in fitnessgram and all of the results are submitted.
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	NA

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	Counseling department monitors each student's record to ensure they have met all State-PE requirements. PE teachers follow District curriculum to ensure students are achieving moderate to vigorous activity.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	Students are allowed and encouraged to use their own fitbits/sport watches, Etc.
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	District curriculum/lessons. Monitored through T-TESS and informal observations.
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	NA
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	NA
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	All campus truancy monitoring and intervention processes were followed throughout the school year.

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	The duty schedule covered areas of high risk and provided monitoring for those areas. Through PBIS training the staff, students and teacher took a survey regarding safe and unsafe areas.
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	The duty schedule covered areas of high risk and provided monitoring for those areas. The additional areas identified in the survey will be Hot Spots to monitor on next school year.
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	Campus Behavior Management Plan Positive Behavior Intervention and Support Plan Restorative Discipline Techniques
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	Counselors provided training at the beginning of the year and the district required all staff to view sexual harassment training through Safe Schools.
	Review referral process. (Required)	Principal or designee	Campus referral plan	Wilson Discipline referral, Team Demerit system and campus management plan. The PBIS team collected data on the number of discipline referrals submitted to the office to better plan for prevention, education and intervention on next year.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	During the teacher in service and staff meetings, teachers are given updates on current behavior trends and strategies for interventions. In addition, I Define lessons are used as a resource, as well as, Love and Logic. In addition the PBIS team shared results from the survey and discipline data with the staff to gather input on strategies for next school year.

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	Wilson Discipline Referral Form
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	Campus Discipline management and team demerits Collected "Good Going" Tickets and data from this intervention.

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	Students are informed at the beginning of the year of expectations during grade level assemblies. Character Education is taught through our Advisory period.
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary))	Counselors provided training at the beginning of the year and the district required all staff to sexual harassment training through Safe Schools.
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	Wilson Discipline Referral and Team Demerits
All Students	INTERVENTION:			
			(Please complete cells below)	
	Apply classroom interventions: (Required)	All teachers	All teachers Staff Interventions	Team Demerits
	Employ discipline interventions: (Required)	Designated staff	Administration	Wilson Discipline Referral, I Define lessons and Restorative Practices
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Administration Counselors	Wilson Discipline Referral, I Define lessons and Restorative Practices
	Conference with parents/students. (Required)	Teachers or other staff	Administrators Counselors Staff	Wilson Discipline Referral

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)
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds	Principal or Designee	Completed during the registration process, as the need arises	Formative Notes: Summative Notes: All parents either registered online at home or were provided technology access at the campus to complete the process.
Identify parents without computer/internet access to offer hard copies of school information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds	Principal or Designee	Completed during the registration process, as the need arises	This was completed during the registration process for each student.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	Principal/CTA	Updates will be made by our CTA throughout the school year, as needed.	The website has been continually updated and maintained on a regular basis throughout the school year.
Communicate information through eNews. Funding source: state & local	Principal/Librarian	Weekly communications to parents/community	The campus e-news and each grade-level's e-news were sent every Friday throughout the school year.
Utilize social media to keep parents and community informed. Funding source: state & local	Principal/Asst. Principal	Weekly communications made to parents/community	Ongoing posts to Twitter, Remind 101, the website and e-news were utilized. The campus has plans to launch a Facebook page in the future.
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	Scheduled meeting at least once per month	These meetings occurred minimally once per month prior to the monthly PTA Board Meetings.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: state & local	Principal or Designee/PTA President	Monthly PTA Board Meeting (first Tuesday of each month)	These meetings occurred, as scheduled. The PTA also supported 4 parent education sessions hosted by our Counseling Department, in addition to other outreach opportunities like our gift tote bags with math manipulatives and other information at the Spring Open House.

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	Formative Notes: Summative Notes: The Principal was invited to attend one recruiting trip, and HR kept the campus regularly updated on qualified candidates as positions came open.
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	NA
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	Wilson hosted several student teachers in the Fall Semester, and we are slated to host two more Fall 2017.
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	In addition to the Curriculum Professional Development days built into the calendar, teaching staff are pulled throughout the year for ongoing professional development.
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	All Wilson paraprofessionals meet the highly qualified standards.