



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Armstrong Middle School

Principal: **Melissa Blank**

Mission Statement: Armstrong Middle School will foster an educational community that builds critical thinkers, collaborative learners, and respectful, responsible citizens which will enable students to become productive, fulfilled members of society.



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 22, 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	\$192,500	Total Funding for 3 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	\$9,000	Additional Title I Funding (i.e. TPrutoring, 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
Leisa Williamson	Faculty Member	2012-13	10/3/16	1/23/17	5/22/17
Shirley Sadowski	Faculty Member	2007-08	10/3/16	1/23/17	5/22/17
Renee Davis	Faculty Member	2007-08	10/3/16	1/23/17	5/22/17
Derek Phillips	Faculty Member	2016-17	10/3/16	1/23/17	5/22/17
Kristina Tafur	Faculty Member	2010-11	10/3/16	1/23/17	5/22/17
Glenda Rouse	Faculty Member, Special Education	2016-17	10/3/16	1/23/17	5/22/17
Melissa Blank	Principal	2016-17	10/3/16	1/23/17	5/22/17
John Tedford	District Professional	2016-17	10/3/16	1/23/17	
Lucia Marinez	Campus Professional, Non-teaching	2013-14	10/3/16	1/23/17	5/22/17
Ann Beaver	Support Staff Member	2013-14	10/3/16	1/23/17	5/22/17
Heidi Wenaas	Parent-Selected by PTA	2016-17	10/3/16	1/23/17	
Katrina Tadeja	Parent-Selected by Principal	2015-16	10/3/16	1/23/17	5/22/17
Ginger Wilson	Parent	2014-15	10/3/16	1/23/17	
Joan Kaplan	Parent	2015-16		1/23/17	
Donyelle Burdette	Parent	2016-17		1/23/17	
Lynne Shafer	Parent	2016-17		1/23/17	1/23/17
Jennifer Jeffress	Community Member	2012-13	10/3/16	1/23/17	5/22/17
Miriam Magana	Community Member	2016-17		1/23/17	
Darin McCullough	Business Representative	2014-15			
<i>Committee member search still in progress</i>	Business Representative				

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. Instructors in CORE areas will participate in Collaborative Planning Sessions on a regular basis to improve the instructional practices, alignment to the District's written curriculum, and monitor student progress towards achievement goals.
2. Increase the number of ELLM (current and monitored) students who meet standard on the STAAR Reading, Writing, Science, and Social Studies exams.
3. Increase the number of Special Education students who meet standard on the STAAR Reading, Writing, and Math exams.
4. Increase the number of Hispanic students who meet standard on the STAAR Writing and Social Studies exams.
5. Increase the number of Economically Disadvantaged students who meet standard on the STAAR Writing and Social Studies exams.

Critical Action 1

Critical Action: Instructors in CORE areas will participate in Collaborative Planning Sessions on a regular basis to improve the instructional practices, alignment to the District’s written curriculum, and monitor student progress towards achievement goals.

Project Lead:	Principal – Melissa Blank							
Staff, Title I Staff:	Assistant Principals, All Department Heads, Title 1 Instructional Coaches							
Materials and Resources:	Master Schedule, Collaborative Planning template, district curriculum planner							
Targeted Area:	<input checked="" 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 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
Develop a master schedule that provides for teachers with common grade level/subject area to plan together daily, separately from individual conference periods.	March-August 2017-Finalized by August 19, 2016	Master Schedule	The Master schedule facilitated the common planning periods of all CORE subject areas. Teachers were able to submit a unified lesson plan each week for all common classes, including differentiation plans and common assessments. Plans were adjusted and revised throughout the process based on evidence of learning. Administrators participated in planning as well.
Implementation of Systemic Process to facilitate structure and standardization of planning practices to include planning, evidence of learning, data analysis, and achievement expectations.	August 2016-June 2017, Daily Planning Sessions	Planning documents, notes, agendas	A cyclical model was used throughout all departments that encompassed School Wide Strategies, Data Analysis, and Evidence of learning as part of the Planning Process. This occurred through daily common planning period where plans, implementation, assessments, adjustments were discussed and evaluated. The math department consistently uses the lesson plan template during their planning time five days per week.
Incorporate District Instructional Specialists and campus instructional coaches into collaborative planning sessions. (Components 1, 2, 4, 8, 9, 10) Funding source: Title I, SCE, State and Local	August 2016-June 2017, Weekly Planning meetings	Planning Notes	Title I Instructional Coaches for Science and Social Studies participate in collaborative planning time multiple times per week. From ELAR, Karen Stanton came to work with 7 th grade students, especially ESL in on-level ELAR classes on writing prior to STAAR. Craig McKinney met with 7 th and 8 th grade teachers on a consistent basis to help with lesson plans. In Math, Mary Ellen Sablick met with 6 th grade team approximately once per week and with other grades as needed.

Critical Action 2

Critical Action: Increase the number of ELLM (current and monitored) students who meet standard on the STAAR Reading, Writing, Science, and Social Studies exams.

Project Lead:	Principal - Melissa Blank							
Staff, Title I Staff:	Assistant Principal, Department Heads for ESL, ELAR, Social Studies, and Title I Instructor, Title I Instructional Coaches							
Materials and Resources:	AVID Training Materials, Edugence Data, STAAR Data, District ESL materials, Supplies (folders, sticky notes, highlighters, pens, pencils, paper, copies)							
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 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
Professional Learning Opportunities: PDH will focus on high-yield instructional strategies, analyzing student performance data to monitor instructional practice, student achievement, and to inform decision making (Components 1, 4) Funding source: Title I, SCE, State and Local	August 2016- June 2017, Monthly PLO Sessions	Agendas, Data and meeting notes,	Professional Learning Opportunities were held on August 31, October 5, November 2, February 1, March 1, and April 5. Additionally, teachers attended optional professional learning on campus for specialized sessions that allowed for more in depth learning of general sessions.
Intentional implementation of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies in all subject areas and analysis of student work as evidence of learning.	August 2016- June 2017, Weekly Lesson Plans	Weekly lesson plans, walk through data, and student work	Professional Learning Opportunities were held on August 31, October 5, November 2, February 1, March 1, and April 5. Student work was also examined during collaborative planning time, as lessons were developed.
Use of the “Seven Steps to Sheltered Instruction,” to include professional learning, purposeful lesson planning, and implementation in the classroom. (Components 1, 2, 3, 4) Funding source: Title I, SCE, State and Local	November 2016- June 2017 Weekly Lesson Plans	Agenda, Weekly lesson plans, walk through data	Professional Learning Opportunity held on November 2, 2016. Departments then implemented strategies through the planning process and were asked to share evidence at future PLOs.
Provide supplemental targeted tutorial opportunities that target at-risk students in the areas of Reading, Writing, Science, and Social Studies to include various models. (Components 1, 2, 4, 8, 9, 10) Funding source: Title I, SCE, State and Local	Daily Tier II and Tier III instruction As Needed	Tutorial/camp Schedules, rosters,	Targeted Tutorials were held in the areas of Reading and Science. Targeted “Bootcamps” were held over two days for Writing, Science, and Social Studies. Students were selected by teachers in collaboration with Title I Coaches. Writing camp – 25 students, Social Studies – 50 students, and Science – 90 students.

Critical Action 3

Critical Action: Increase the number of Special Education students who meet standard on the STAAR Reading, Writing, and Math exams.

Project Lead:	Principal- Melissa Blank							
Staff, Title I Staff:	Assistant Principal, Department Heads for English, Math, and Special, Title I Instructor							
Materials and Resources:	AVID Training Materials, Edugence Data, STAAR Data, District Universal Design Materials							
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 type="checkbox"/> Science	<input 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
Professional Learning Opportunities: PDH will focus on high-yield instructional strategies, analyzing student performance data to monitor instructional practice, student achievement, and to inform decision making (Components 1, 4) Funding source: Title I, SCE, State and Local	August 2016- June 2017, Monthly PLO Sessions	Agendas, Data and meeting notes,	Professional Learning Opportunities were held on August 31, October 5, November2, February 1, March 1, and April 5. Additionally, teachers attended optional professional learning on campus for specialized sessions that allowed for more in depth learning of general sessions.
Use of Universal Design model, including training for staff, lesson planning, and implementation in classroom instruction.	August 2016 – June 2017 As need Arises	Weekly lesson plans, walk through data, and student work	Special Education team led professional learning for staff. Additionally, case managers worked with general education teachers. SPED teachers also worked in collaborartion within their respective departments.
Collaboration between Instructional Specialists and Classroom teachers to support with planning of instruction and assessment of learning. (Components 1, 2, 3, 4) Funding source: Title I, SCE, State and Local	August 2016- June 2017, weekly planning meetings	Planning Notes	Special Education team led professional learning for staff. Additionally, case managers worked with general education teachers. SPED teachers also worked in collaborartion within their respective departments
Adjust class size ratio for targeted instruction to meet the needs of students and the range of accommodations and modifications.	August 2016, as need arises	Master schedule, student schedules, IEPs	The master schedule was created to reduce the class size ratio. Additionally, sections were added to meet the needs of the various studens, including Developmental, BASIC, and APPLIED,

Critical Action 4

Critical Action: Increase the number of Hispanic students who meet standard on the STAAR Writing and Social Studies exams

Project Lead:	Principal - Melissa Blank							
Staff, Title I Staff:	Assistant Principal, Department Heads for ELAR and Social Studies Title I Instructor, Title I Instructional Coaches							
Materials and Resources:	AVID Training Materials, Edugence Data, STAAR Data, District ESL materials, Supplies (folders, sticky notes, highlighters, pens, pencils, paper, copies)							
Targeted Area:	<input type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input 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
Professional Learning Opportunities: PDH will focus on high-yield instructional strategies, analyzing student performance data to monitor instructional practice, student achievement, and to inform decision making (Components 1, 4) Funding source: Title I, SCE, State and Local	August 2016- June 2017, Monthly PLO Sessions	Agendas, Data and meeting notes,	Professional Learning Opportunities were held on August 31, October 5, November2, February 1, March 1, and April 5. Additionally, teachers attended optional professional learning on campus for specialized sessions that allowed for more in depth learning of general sessions.
Intentional implementation of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies in all subject areas and analysis of student work as evidence of learning.	August 2016- June 2017, Weekly Lesson Plans	Weekly lesson plans, walk through data, and student work	Professional Learning Opportunities were held on August 31, October 5, November2, February 1, March 1, and April 5. Student work was also examined during collaborative planning time, as lessons were developed.
Provide supplemental targeted tutorial opportunities that target at-risk students in the areas of Reading, Writing, Science, and Social Studies to include various models. (Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local	Daily Tier II and Tier III instruction As Needed	Tutorial/camp Schedules, rosters,	Targeted Tutorials were held in the areas of Reading and Science. Targeted “Bootcamps” were held over two days for Writing, Science, and Social Studies. Students were selected by teachers in collaboration with Title I Coaches. Writing camp – 25 students, Social Studies – 50 students, and Science – 90 students.
Provide a supplemental reading class through the ELAR department with access to culturally relevant reading material and topics of study.	August 2016- June 2017 Daily Tier II and Tier III instruction as needed	Master Schedule, Student schedules, Lesson plans	Students were selected for reading class through the ELAR department by teachers and Title I Staff. Reading classes focused on a wide range of reading material.. Additionally, students were able to participate in a special workshop presented by Collin College, focusing on the Latino Experience in accessing Higher Education.

Critical Action 5

Critical Action: Increase the number of Economically Disadvantaged students who meet standard on the STAAR Writing and Social Studies exams.

Project Lead:	Principal - Melissa Blank							
Staff, Title I Staff:	Assistant Principal, Department Heads for ELAR and Social Studies, Title I Instructor, Title I Instructional Coach							
Materials and Resources:	AVID Training Materials, Edugence Data, STAAR Data, District ESL materials, Supplies (folders, sticky notes, highlighters, pens, pencils, paper, copies), Transportation, available technology devices, upgraded wifi							
Targeted Area:	<input type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 5:

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
Professional Learning Opportunities: PDH will focus on high-yield instructional strategies, analyzing student performance data to monitor instructional practice, student achievement, and to inform decision making. (Components 1, 4) Funding source: Title I, SCE, State and Local	August 2016- June 2017, monthly PLO Sessions	Agendas, Data and meeting notes,	Professional Learning Opportunities were held on August 31, October 5, November 2, February 1, March 1, and April 5. Additionally, teachers attended optional professional learning on campus for specialized sessions that allowed for more in depth learning of general sessions.
Intentional use of frequent writing opportunities, using a wide variety of models, while incorporating culturally relevant topics.	August 2016- June 2017 Weekly Lesson Plans	Lesson Plans, Student work samples,	Students participated in PTA Reflections, Letters About Literature, Mockingbird Poetry Contest, and select students produced a Literary Magazine.
Provide supplemental targeted tutorial opportunities that target at-risk students in the areas of Reading, Writing, Science, and Social Studies to include various models. (Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local	January 2016- May 2017 As need Arises	Tutorial/camp Schedules, rosters,	Targeted Tutorials were held in the areas of Reading and Science. Targeted "Bootcamps" were held over two days for Writing, Science, and Social Studies. Students were selected by teachers in collaboration with Title I Coaches. Writing camp – 25 students, Social Studies – 50 students, and Science – 90 students.
Provide background information and context for students through a variety of real life experiences, including field trips, video learning, video conferencing, and other innovative modes.	August 2016- June 2017 Once per semester, and as opportunity arises	Field Trip plans, Lesson plans, student reflections	Students were provided a wide range of experiences throughout the year including guest speakers, such as Harry LaRosillere-Mayor of Plano, Motivational Speaker - Gabe Salazar, and Collin College Embassadors. In addition students were able to participate in a leadership conference at Plano East, a campus visit to McMillen High school, the Ross Perot Museum, a Theatre production, and the Capital One Campus as part of the Commitment to Equity initiative.

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)	Melissa Blank	Campus Wellness Plan	Meeting Notes Highlights: Walking/Running club, Step classes after school, and Stress Busters.
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Jon Hazelwood	Campus Wellness Plan	Committee List
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)	Melissa Blank	Coordinated School Health Curriculum	Curriculum Guide
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. (Required)	Jon Hazelwood	Coordinated School Health Curriculum	Bulletin Board will be on a rotation schedule to include a variety of health topics throughout the year.
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Melissa Blank / Jon Hazelwood	Campus Wellness Plan	Website, Marquis, eNews updated weekly. In addition, phone messenger, Twitter, and Remind 101 were used.
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	Jon Hazelwood	Student Exemption Form	Scores for the fitnessgram will be utilized to plan for our fitness days
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	Jon Hazelwood	Fitnessgram Student Report	All data will be entered in the fitnessgram program within one week of completing each assessment. Reports will be sent home for 7th grade.

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)	Melissa Blank	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Counselors ensure that all students are enrolled in required physical education courses. Lesson plans are monitored by the principal on a weekly basis.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	Jon Hazelwood	Pedometers; heart rate monitors	Pedometers and heart rate monitors will be incorporated into fitness days throughout the school year.
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)	Melissa Blank	Yearly Plan Form Lesson Plans Visible During Class Time Observation	Lesson plans are reviewed weekly by the principals and used for reference when observing classes.
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Melissa Blank	Master Schedule, Staff Supervising Schedule	N/A
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Melissa Blank	Resources available upon request	N/A
ATTENDANCE: Forms are available on inside.pisd				
K-8	Monitor attendance of students and follow up on prominent and chronic absences. (Required)	Lucia Marinez/ Mary Hardin	Pinnacle, Attendance Sheet	Student attendance was monitored and interventions were implemented including: extended day, Friday Night Live, Attendance Behavior Improvement Plans, Parent conferences, I am Present training, iDefine lessons, and truancy court.

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)	Mary Hardin/Lucia Marinez	Staff feedback/survey	PBIS – Data Analysis and refinement process Duty schedule, Security audit survey, Crisis drills, Rapid eye documentation (High risk areas were easily identified for staff members)
	Monitor high risk areas. (Required)	Mary Hardin/ Lucia Marinez	Staff assignments/schedule	Committee members review procedures and progress. Members act as guest Administrators. Duty schedules, Campus security audit, Rapid eye (High risk areas had less occurrences due to monitoring)
	Follow Campus Rules/Expectations. (Required)	Melissa Blank/ Mary Hardin/ Lucia Marinez	Code of Conduct, District Handbook Campus Handbook	Positive Behavior Pep Rally, Positive Behavior Referrals. Principal’s 100, “Code Talkers” provided service announcements for students about expectations. Student handbook, District Code of Conduct (Staff knowledge of campus rules and expectations increased)
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Kristina Tafur	Handouts/PowerPoint	Staff sign-in sheets (Staff’s knowledge of violent/bullying type behavior increased)
	Review referral process. (Required)	Kristina Tafur	Campus referral plan	PBIS – Data Analysis and review of procedures/process. TEAMS reports, Teacher input (Staff’s awareness of violent/bullying type behavior increased)
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Mary Hardin/ Lucia Marinez	Discipline Management Plan	PBIS – “In Class” Pep Rally Apache PRIDE student created posters CMIT, Campus Management Team, Friday Night Live, Behavior Intervention Plans (Staff awareness on intervention strategies increased, leading to decreased number of violent/bullying type incidents)

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Implement campus referral plan. (Required)	Mary Hardin/ Lucia Marinez	Campus Referral Plan	PBIS – Data Analysis and review of procedures/process. TEAMS reports, Teacher input (Staff’s awareness of violent/bullying type behavior increased)
	Utilize Discipline Management strategies. (Required)	Mary Hardin/ Lucia Marinez	Discipline Management Plan	CMIT, Campus Management Team, Behavior Intervention Plans (The management of discipline plan became easier to handle due to heightened awareness)

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)	Mary Hardin/ Lucia Marinez	Code of Conduct/ Student-Parent Handbook	Student handbook, District Code of Conduct, E-news, posters and signs (Students became more aware of standards and school wide expectations)
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	Duty schedule, Rapid eye (Lower number of incidents at high risk areas due to supervision and access to cameras)
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	Teacher documentation (Student awareness of referral plan increased which led to lower number of referrals)
All Students	INTERVENTION:			
	Apply classroom interventions: (Required)	Counselors/ Administrators	All Staff members	Teacher documentation (Decreased number of interventions needed in classroom due to student awareness of expectations)
	Employ discipline interventions: (Required)	Mary Hardin/ Lucia Marinez	All Teachers	Teacher and administrative documentation (Decreased number of interventions needing to be employed)
	Use other intervention strategies as necessary/appropriate. (Required)	Mary Hardin/ Lucia Marinez	All Teachers and Counselors	Administrative and counselor documentation (Extra resources were added which gave students more awareness of specific type behavior)
	Conference with parents/students. (Required)	Mary Hardin/ Lucia Marinez	All Staff as needed	CMIT Notes, Campus Management Team Notes, Meeting Notes (Behavior changes were made due to parent/student/staff involvement which increased number of incidents)

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	Lucia Marinez and Office Staff-Registrar, Parent Liaison	August 2016, and as new students enroll through the year	TEAMS reports, parent portal reports (Number of parents registered via parent portal increased)
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	Lucia Marinez Office Staff-Registrar, Parent Liaison	August 2016, and as new students enroll through the year	Parent portal reports (Increased parent communication with staff members based on identification of these parents)
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	Lucia Marinez/ Mary Archer	Initial update August 2016, and as the need arises	School website (Parent communication increased)
Communicate information through eNews. Funding source: state & local	Lucia Marinez	Weekly eNews and special announcements as the need arises	Subscribers, email confirmations (Parent involvement and awareness increased due to communication)
Utilize social media to keep parents and community informed. Funding source: state & local	Lucia Marinez	As the need arises	Twitter, Remind 101 were used
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	Melissa Blank	Monthly meetings starting in August	Monthly meetings were held and the principal or principal representatives participated.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: state & local	Melissa Blank/ Kari Nodeland	Various programs at least Twice per semester	Sign-in sheets, flyers, posters, eNews, website, phone master, marquee (Parent awareness on different teenage topics increased)

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:
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	
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	
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	
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	