



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Schimelpfenig Middle School

Principal: Dr. Brant Perry

Mission Statement: To inspire, educate, and prepare students for the future.

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): **Thursday, October 20, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Thursday, January 26, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Thursday, June 08, 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	Enter funding \$	i.e. Teacher	
Parental Engagement	Enter funding \$	i.e. Parent programs, RAMP up for Kindergarten Program	
Student and Campus Capacity Building	Enter 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
Jeannie Freeman	Faculty Member	2015-16	Present		Present
Lauren Knebel	Faculty Member	2015-16	Present		Present
Rebecca Bilodeau	Faculty Member	2014-15	Present		Present
Robyn Fackler	Faculty Member	2014-15	Present		Present
Latasha Goodwin	Faculty Member	2016-17	Absent		Present
Helen Reas	Faculty Member, Special Education	2016-17	Present		Present
Dr. Brant Perry	Principal	2016-17	Present		Absent
Jill Stoker	District Professional	2014-15	Absent		Absent
Mark Letterer	Campus Professional, Non-teaching	2012-13	Present		Present
Chelsea Vaughn	Support Staff Member	2016-17	Present		Absent
Courtney Bruhn	Parent-Selected by PTA	2015-16	Present		Present
Jennifer Guffey	Parent-Selected by Principal	2015-16	Absent		Absent
Tammy Hooker	Parent	2016-17	Present		Absent
Robyn Rose	Parent	2014-14	Present		Absent
Kimberly Dawson	Parent	2015-16	Present		Absent
Nisha Springer	Parent	2016-17	Present		Absent
Linda Patrick	Community Member	2015-16	Absent		Absent
Bryan Bird	Community Member	2016-17	Absent		Absent
Ignacio Gonzales	Business Representative	2015-16	Absent		Absent
Barry Newberg	Business Representative	2014-15	Absent		Absent
Anjali Wagle	Student, AD Hoc	2016-17	Present		Absent
Diego Salcedo	Student, AD Hoc	2016-17	Present		Absent

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. Collaborate in teams focused on curriculum, instruction, and assessment. (PPPA CL 4)

2. Analyze student performance data to inform team discussions and decisions. (PPPA CL 9)

3. Participate in peer classroom visits in order to improve the instructional practices of the team. (PPPA CL 5)

4.

5.

Critical Action 1

Critical Action: Collaborate in teams focused on curriculum, instruction, and assessment. (PPPA CL 4)

Project Lead:	La Tasha Goodwin							
Staff, Title I Staff:	Department Chairs, Team Leaders, Administration, Curriculum Coordinators, Assistant Curriculum Coordinators							
Materials and Resources:	Online Curriculum Database							
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
<ul style="list-style-type: none"> Understand learning targets, goals, and objectives of the district curriculum to the extent where it can be communicated in common language to parents and students upon request; (Vertical Awareness). 	Nine week grading periods	<ul style="list-style-type: none"> Lesson plans Curriculum Planner Documents Department planning meeting notes District Department Meeting/Trainings 	<p>Formative Notes: Teachers utilized a variety of communication mediums to engage in consistent dialogue with colleagues, parents, and students. Students were held accountable for being aware of the learning targets, curriculum goals, and objectives. Parents and students were also able to revisit content material through Google classroom or other teacher initiated communication tools. Administrators, teachers, counselors, and support staff were able to collaborate about weekly content learning targets, goals, and objectives during team and department meetings on a consistent basis.</p> <p>Summative Notes: Staff successfully engaged with their grade level colleagues in assessing learning needs, goals, and objectives. Department and team meetings need to continue to proactively and intentionally promote:</p> <ol style="list-style-type: none"> active dialogue that spotlight new ways to communicate with parents and students, information that supports the reinforcement of content knowledge and application, provides opportunities to brainstorm, collaborate and engage in professional development activities that can promote teacher knowledge on additional instructional strategies and communication

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
			4) Tools that enhance learning/teaching and that promote student content growth.
<ul style="list-style-type: none"> Effectively utilize instructional programs and materials, state standards, and district curriculum to improve student learning outcome(s). 	<p>Nine week grading periods</p>	<ul style="list-style-type: none"> Lesson plans Curriculum Documents Department planning meeting notes 	<p>Formative Notes: Fall goal setting dialogue supported teachers' self-identification and reflection regarding ways to improve instructional practice and student learning outcomes. The leadership team received Plano Power Walk Through training in order to be able to assess classroom instruction, instructional practices and student learning/activities. Each of the 15 members was expected to complete 30 PWT's. 40% completed at least 30 or were within 5 of the completion expectation. The three administrators completed 100% of the required 200 PWT's. Parents, students, teachers, grade level counselors and administrators utilized progress reports, nine week grade reports, parent and teacher feedback to target support interventions (NJHS tutorials, academic leveling, adjusted schedule accommodations, student/staff mentoring) that would in targeting areas for student growth.</p> <p>Summative Notes: Data analysis of PWT data will continue in the 2017-2018 school year. All leadership team members need to meet/exceed the required PWT's in order to enhance the data sample for reflective data analysis. The data collected then needs to be shared with teachers in a collaborative effort to brainstorm/make recommendations in ways to improve students' content knowledge and learning outcomes. Continued professional development is needed on how to evaluate campus interventions, utilize Edugence, and other data sources in planning instructional interventions for our diverse student population.</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"> Utilize Edugence data in a collaborative setting to facilitate applicable planning goals for instruction and student learning that connects with creating a growth learning environment for all students. 	<p>Fall Semester/Spring Semester nine week periods</p>	<ul style="list-style-type: none"> Faculty Meeting Training Team Meeting Notes Department Meeting Notes Nine Weeks Grades Edugence Data State Data Map Data Lesson Plans 	<p>Formative Notes: Full staff training took place on Edugence and data analysis resources. Staff was able to access Edugence individually, as a team, and department in order to promote dialogue with colleagues.</p> <p>Summative Notes: Campus administrative support is needed to promote intentional planning of how Edugence data should be used in team/department discussions about student learning outcomes during the progress period/nine week period. Campus wide collaboration, reflection and analysis of Edugence data is needed in assessing the effectiveness of current and future of academic support programming that occurs before, during, and after school.</p>
<ul style="list-style-type: none"> Evaluate the master schedule for the 2017-2018 school year to make adjustments that will facilitate and increase opportunities for collaborative planning and dialogue amongst grade levels and departments that will benefit the academic, social, and emotional growth for all students. 	<ul style="list-style-type: none"> Monthly spring admin meetings 	<ul style="list-style-type: none"> Administrative Meeting Notes Leadership Meeting Input Campus Formal/Informal Assessment Data 	<p>Formative Notes: During the Fall/Spring semesters leadership team meetings and campus administration shared the changes that would take place regarding the master schedule design for the 2017-2018 based on academic performance data, student social/emotional needs, and the staff supports available.</p> <p>Summative Notes: Leadership team members were invited to meet with the master scheduling administration team and provide feedback/suggestions. As changes were made members were invited back to brainstorm/share observations and recommendations. The collaborative effort in creating the master schedule helped us as a campus support the goal of meeting student needs at a high level of efficiency. As a result of this targeted collaboration that was focused on assessing our campus needs and minimizing multiple preps. Pure grade level lunches and academic teaming were put into place for the 2017-2018 school year.</p>

Critical Action 2

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

Project Lead:	Dr. Brant Perry							
Staff, Title I Staff:	Department Chairs, Team Leaders, Administration, Accountability and Assessment Departments							
Materials and Resources:	Edugence							
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
<ul style="list-style-type: none"> Analyze student performance data to adjust instructional strategies. 	Every nine weeks	<ul style="list-style-type: none"> Team Meeting Notes Department Meetings Notes Planning Period Notes Edugence 	<p>Formative Notes: All staff received Edugence training in the Fall with the goal of becoming more familiar with the data system and how it influences instructional strategies and student learning/growth. Department chairs and leadership team leaders continued to encourage their colleagues' utilization of Edugence as they discussed various ways to enhance and target instruction as they worked with students on growth areas.</p> <p>Summative Notes: In continuing this for the 2017-2018 school year, staff will need to continue to develop an independent and departmental focus on the relevant use of Edugence data. Some teachers are more fluent in their understanding and utilization of the data.</p>
<ul style="list-style-type: none"> Each teacher studies the state performance data for the students they serve. 	Fall Semester	<ul style="list-style-type: none"> Team Meeting Notes Department Meetings Notes Planning Period Notes Edugence 	<p>Formative Notes: Varying levels of comfort exist amongst the departments in utilizing performance data. Teachers articulated an appreciation of knowing how to access the data and continued independent study regarding their individual students. Department and team collaboration during meetings added additional supports that teachers needed as they worked toward continued growth and understanding in using Edugence.</p> <p>Summative Notes: In continuing this for the 2017-2018 school year, staff will need to continue to develop an independent and departmental focus on the relevant</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
			use of Edugence data. Some teachers are more fluent in their understanding and utilization of the data.
<ul style="list-style-type: none"> Study data to determine exactly what instructional adjustments might need to be made and for which students. 	Every nine weeks	<ul style="list-style-type: none"> Team Meeting Notes Department Meetings Notes Planning Period Notes Edugence Data Lesson Plans 	<p>Formative Notes: Teachers were able to discuss and brainstorm within their departments about district curriculum expectations, learning targets, and student content needs as they planned instructional interventions weekly.</p> <p>Summative Notes: Continued professional development regarding Edugence data and student data profile analysis will support growth for all teachers in this area.</p>
<ul style="list-style-type: none"> Make determined instructional adjustments such as intentional or calibrated grouping, curriculum pacing variations, and mini-lessons. 	Every nine weeks	<ul style="list-style-type: none"> Lesson plans Curriculum Planner Documents 	<p>Formative Notes: Teachers collaborated beyond the department meetings in working with their grade level partner(s). Curriculum documents also provide a variety of applicable instructional techniques teachers can utilize as they work with learners that are on varied content instructional levels. Department chairs serve as an additional support as needed in working with teachers as they design instructional experiences for the day/week.</p> <p>Summative Notes: Classroom observations of other colleagues and consistent ongoing dialogue within departments and teams will provide additional support/modeling as teachers brainstorm lesson plan instructional interventions/design for the diverse group of learners.</p>
<ul style="list-style-type: none"> Teachers share student performance results with their team. 	Every nine weeks	<ul style="list-style-type: none"> Team Meeting Notes Lesson Planning Notes Department Planning 	<p>Formative Notes: Team leaders/department chairs designed meeting agendas so that teachers were able to share various strategies that were successful or not yielding results with students on content specific learning targets. Collaboration occurred in improving classroom learning experiences as teachers considered colleague recommendations, student content needs, learning styles, and whole class content strengths based on informal and formal data sources.</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
		Notes <ul style="list-style-type: none"> • Edugence Data 	<p>Summative Notes: Teachers who have a greater grasp of assessing and revamping instructional practices demonstrated a better ability to discuss performance data and curriculum ties with colleagues in both department and team meetings. Continued discussions and reflections regarding Edugence data and application to the instruction and learning experiences will continue in order to help all teachers demonstrate a high level of articulation.</p>
<ul style="list-style-type: none"> • Plan a common lesson sequence for a particular objective to be delivered in each classroom 	Every nine weeks	<ul style="list-style-type: none"> • Curriculum Planner Document • Lesson Plans • 	<p>Formative Notes: As teachers worked with the grade level colleagues there were able to successfully plan a common lesson sequence that was connected to a particular objective. Upon completion of that lesson they were able to reflect on the instructional practice, student learning experiences, and the informal/formal learning assessment and data.</p> <p>Summative Notes: Teachers found this to be valuable in planning weekly. Reflective dialogue did occur that resulted in teachers being able to assess strengths and growth areas for learners in planning future units of study.</p>
<ul style="list-style-type: none"> • Become objective analysts exploring what might account for any variation in student performance observed in classroom results. 	Every nine weeks	<ul style="list-style-type: none"> • Staff training on Edugence Analysis • Lesson plans • Planning notes 	<p>Formative Notes: Grade level teaching colleagues revisited informal and formal classroom data and Edugence data in assessing student performance. In planning for the following weeks, teachers were able to identify patterns based on the data that provided insight as to what helped students be successful or supported a need for reteaching for areas of weakness.</p> <p>Summative Notes: In continuing this type of reflection for the next year, teacher feedback noted that they are more comfortable doing this on a weekly basis. The collaboration helps in brainstorming additional instructional supports that will close the gaps in content; globally and individually for diverse student populations. Studying individual student data profiles is key in making targeted improvements as we continue this in the 2017-2018 school year across all depts.</p>

Critical Action 3

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

Project Lead:	Mark Letterer							
Staff, Title I Staff:	Department Chairs, Team Leaders, Administration, Staff							
Materials and Resources:	PWT Application, Sub Codes							
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 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
<ul style="list-style-type: none"> Teachers conduct five Power Walk-Throughs per semester with Team Leader and/or Department Administrator. 	Fall Semester	<ul style="list-style-type: none"> PWT Data Team Planning Notes Department Planning Notes 	<p>Formative Notes: The Social Studies department chair was trained in the PWT Platform. The monthly leadership meetings served as check-in points for questions and updates on progress. Enrichment and extension activities were developed by grade levels and shared at monthly departmental meetings. Some of these practices included extended opportunities for demonstrating understanding of historical events and their impact and the use of independent research.</p> <p>Summative Notes: Teacher feedback noted the enjoyment of being able to see other colleagues and observe different teaching styles. This process needs to be continued through next school year and be carried over into other content areas.</p>
<ul style="list-style-type: none"> Provide release time during semester, per teacher, to allow time for peer classroom and vertical observations. 	Fall Semester	<ul style="list-style-type: none"> Team Planning Notes Department Planning Notes Leadership Meeting Notes Administrative Planning Notes 	<p>Formative Notes: Through collaboration with the department chair and administration teachers were able to schedule rotating time in the Social Studies department to observe another colleague through the PWT's.</p> <p>Summative Notes: Time continues to be a factor in making this relevant and available to teachers. However, we successfully were able to accommodate this year and seek to continue this practice for the 2017-2018 campus wide across other departments.</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"> Provide time for peer classroom observation reflection. 	<p>Fall Semester</p>	<ul style="list-style-type: none"> Teacher Reflection Notes Team Planning Notes Department Planning Notes Leadership Notes 	<p>Formative Notes: Teachers shared reflective contributions during team meetings/department meetings and informally with other colleagues in team meetings. Teachers were able to document their reflections as desired without stipulations to format.</p> <p>Summative Notes: In carrying this over into the 2017-2018 school year, consideration of an online format where reflections can be shared amongst staff may be considered. This would allow others teachers/staff to preview feedback regarding the process and what they observed as we plan for student growth needs campus wide.</p>
<ul style="list-style-type: none"> Discuss vertical observations and reflections during monthly department meetings and with ES and HS vertical meetings. 	<p>Fall Semester</p>	<ul style="list-style-type: none"> Teacher Reflection Notes Department Meeting Notes Elementary/High School Meeting Notes 	<p>Formative Notes: Social Studies teachers continued to work on team building toward the purpose of building trust in order to make the peer observation process more of a comfortable reality for the following year. Our department chair of social studies and PACE each conducted at least one peer observation for each teacher on their team. Opportunities for discussion were made available at staff meetings, grade-level meetings, and departmental meetings.</p> <p>Summative Notes: Teachers found this experience valuable and applicable to teaching practices within the department. This will be continued in the 2017-2018 school year and applied in additional content areas.</p>
<ul style="list-style-type: none"> Note instructional practices that enrich & extend higher level learners. 	<p>Fall Semester</p>	<ul style="list-style-type: none"> Team/Dept. Meeting Notes Teacher Reflection Notes District Dept. Training Sessions/Notes Faculty Meeting Notes 	<p>Formative Notes: Social Studies teachers continued to work on team building toward the purpose of building trust in order to make the peer observation process more of a comfortable reality for the following year. Our department chair of social studies and PACE each conducted at least one peer observation for each teacher on their team. Opportunities for discussion were made available at staff meetings, grade-level meetings, and departmental meetings.</p> <p>Summative Notes: Teachers found this experience valuable and applicable to teaching practices within the</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
			department. This will be continued in the 2017-2018 and applied in additional content areas
<ul style="list-style-type: none"> History Department through P3A diagnostic will participate in district- peer classroom visits based on specific targeted teaching strategies. Teachers will be grouped in pairs and after visits will implement their strategy into their lesson planning. 	Fall Semester	<ul style="list-style-type: none"> Teacher Reflection Notes Department Meeting Notes Lesson Plans 	<p>Formative Notes: The Social Studies department utilized the PDA diagnostic data in identifying targeted teaching strategies to focus on for the 2016-2017 school year. Teachers utilized the strategies of focus in classroom lesson and experiences.</p> <p>Summative Notes: Teachers found this experience valuable and applicable to teaching practices within the department. This will be continued in the 2017-2018 school year and applied in additional content areas</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	Our campus wellness team met and planned the PDH wellness activity in May (high, medium, low intensity). The activities included yoga, golf Frisbee and cross fit.
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	A parent volunteer helped plan wellness activities for our campus and attended our Wellness Team Meetings.
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	Campus interior/exterior locations were used accommodate planned activities.
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	Bulletin board was located in the PE hallway; it advertised certain days for staff to work out together and showcased various student activities.
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	N/A-This is an area of needed growth for our campus in relation to the wellness team. This year we focused on building wellness with staff.
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	Data collected via Fitnessgram and coaches determined which students required more cardiovascular exercise.
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	Data was entered and fitness report cards were distributed in the Spring to all 7 th grade students through their PE class.

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	Ongoing throughout the 2016-2017 school year.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	Ongoing throughout the 2016-2017 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)	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	Ongoing throughout the 2016-2017 school year.
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	Ongoing throughout the 2016-2017 school year.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	Ongoing throughout the 2016-2017 school year.
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	Monitored and addressed through monthly collaboration with the grade level counselor and grade level administrator by using attendance reports and following communication/district attendance procedures.

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	Ongoing throughout the 2016-2017 school year. Monitored through small group grade level discussions by teachers, counselors and administrators. Parent/student contact was made via phone, email, conferences and a plan of action was outlined with follow-up timelines.
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	Ongoing throughout the 2016-2017 school year. Monitored through small group grade level discussions by teachers, counselors and administrators. Parent/student contact was made via phone, email, conferences and a plan of action was outlined with follow-up timelines.
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	Ongoing throughout the 2016-2017 school year. Monitored through small group grade level discussions by teachers, counselors and administrators. Parent/student contact was made via phone, email, conferences and a plan of action was outlined with follow-up timelines.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	The counseling department facilitated these trainings per the district protocol for the 2016-2017 school year.
	Review referral process. (Required)	Principal or designee	Campus referral plan	The reviewed by the campus administrative team 2016-2017.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	The present and reviewed by the campus administrative team 2016-2017.

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	Implemented for the year of 2016-2017 school year by the campus administrative team.
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	Established and communicated by administration and grade level teams for the 2016-2017 school year.

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	Ongoing throughout the 2016-2017 school year through small group and/or grade level discussions.
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	Ongoing throughout the 2016-2017 school year through small group and/or grade level discussions.
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	Presented and reviewed by the campus administrative team.
All Students	INTERVENTION:			
	Apply classroom interventions: (Required)	Teachers	As needed	Planned, presented, and reviewed by grade level teams as needed throughout the 2016-2017 school year.
	Employ discipline interventions: (Required)	Teachers and/or Administrative, Counseling Staff	As needed	Planned, presented and reviewed by teachers, grade level teams, counselors, and administrators as needed throughout the 2016-2017 school year.
	Use other intervention strategies as necessary/appropriate. (Required)	Teachers and/or Administrative, Counseling Staff	As needed	Planned, presented and reviewed by teachers, grade level teams, counselors, and administrators as needed throughout the 2016-2017 school year.
	Conference with parents/students. (Required)	Teachers and/or Administrative, Counseling Staff	As needed	Planned, presented and reviewed by teachers, grade level teams, counselors, and administrators as needed throughout the 2016-2017 school year.

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	Administration and Counseling	August 2016, and as the need arises	Access to computers in the school library for schedule pick-up. During new student registration, registrar provides parents with all necessary information on the enrollment 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	Administration and Counseling	August 2016, and as the need arises	Access to all school information is provided during open house, schedule pick-up, and meet the teacher. School information is on hand in front office and counseling office. Identifying families in need is done through staff observation and on-going dialogue with administration and counseling departments.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	Administration and Counseling	Initial update August 2016, weekly as the need arises	Utilized the entire year to communicate new information such as new student organization/activities, campus updates, and district information to the Schimelpfenig community.
Communicate information through eNews. Funding source: state & local	Administration and Counseling	Weekly eNews, as the need arises	Weekly/daily (as needed) updates were sent regarding campus and district information to the Schimelpfenig community.
Utilize social media to keep parents and community informed. Funding source: state & local	Administration and Counseling	As the need arises	The school website, Remind, Facebook and Twitter were utilized to provide campus and district updates. Twitter @SMS_Panthers Remind 101 (Parent Text Updates) https://www.remind.com/join/3b778 Facebook: https://www.facebook.com/pages/Schimelpfenig-Middle/1489235161339991

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	Administration and Counseling	Monthly PTA meetings	PTA meet once a month at Schimelpfenig. Dates were published our on PTA Schimelpfenig website and reminders were provided via social media outlets (Facebook and Twitter). https://smspta.membershiptoolkit.com/Home
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: state & local	Administration and Counseling	Various programs and dates throughout the year.	For the 2016-2017 school year the PTA sponsored a guest speaker Katie Greer Social Media Safety for parents and student in the Fall (Sept). Hosted on 1/18 two Coffee with the Principal: PISD Safety & Security (Jan) and with Principal Janis Williams from Clark HS (May).

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	Completed by the administrative team and department leaders during the 2016-2017 school year.
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	Completed by the administrative team and department leaders during the 2016-2017 school year.
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	Supported/networked by the campus administrators in collaboration with district support personnel for the 2016-2017 school year.
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	Supported by campus administrators and w/collaboration with teachers/department chairs during goal setting and on a request or need basis for the 2016-2017 school year.
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	Completed and confirmed by the campus administrators in collaboration with district support personnel for the 2016-2017 school year.