



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Robinson Middle School

Principal: **Billie Jean Lee**

Mission Statement: Students are the foundation at Robinson Middle School. We are dedicated to promoting confident, responsible learners who achieve their personal best.



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): **Wednesday, October 05, 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): **Monday, June 12, 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
Deborah Dabbs	Faculty Member	2014	Yes	Yes	
Nick Thomason	Faculty Member	2015			
Lisa Arriaga	Faculty Member	2016	Yes	Yes	
Becky Caddell	Faculty Member	2009	Yes		
Martine Whitten	Faculty Member	2015	Yes	Yes	Yes
Hoda Abdel-Ghani	Faculty Member, Special Education	2015	Yes	Yes	
Billie Jean Lee	Principal	2010	Yes	Yes	Yes
Libby DeLeon	Assistant Principal	2012	Yes	Yes	Yes
Skip Gragert	Assistant Principal	2016	Yes		Yes
Lori Saenz	District Professional	2015	Yes		Yes
Christie Camizzi	Campus Professional, Non-teaching	2015		Yes	Yes
Jamie Engle	Support Staff Member	2015	Yes	Yes	
Sherry Whitfield	Parent-Selected by PTA	2016		Yes	
Michael Hernandez	Parent-Selected by Principal	2016			
Martha Gonzalez	Parent	2016	Yes	Yes	Yes
Julie Holley	Parent	2016	Yes	Yes	
Julius Huff	Parent	2016	Yes		
Debra Reynolds	Parent	2016	Yes		
Dr. Bob Davis	Community Member	2016			
Angela Miner	Community Member	2016	Yes		
Charles Hebert	Business Representative	2016	Yes		
Bo Tisdale	Business Representative	2016	Yes		

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

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

3.

4.

5.

Critical Action 1

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

Project Lead:	Billie Jean Lee							
Staff, Title I Staff:	Assistant Principals, Department Chairs, All Teachers							
Materials and Resources:	TEKS, PISD Curriculum, Edugence, Leverage Leadership, High-Impact Instruction							
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>Visit other classrooms as part of collaborative process</p> <ol style="list-style-type: none"> Provide opportunities for teachers to visit other team members’ classrooms. Make observation of peer instruction a regular part of the collaborative planning process for each grade-level or subject-area team. That is, observing a peer should not only be a professional growth opportunity for teachers who are experiencing difficulties in the classroom. Instead, have all teachers schedule visits to other team members’ classrooms as part of the way you do business in the school. Ask each teacher to schedule a single period of observation time with another team member. If necessary, provide a substitute to allow time for the observations. Have team members coordinate their planning so that one day of substitute time could provide the opportunity for four or five teachers to observe. If you cannot provide a substitute, have various school leaders cover a class or two to provide this opportunity. Provide structured time for teachers to debrief following a visit. Model the type of debriefing that should occur. In particular, help teachers to talk openly about what did and didn’t work during the observed lesson. Teachers tend to feel much more comfortable complimenting their peers than analyzing instruction. Help them work toward the latter. Ultimately, work to develop an observation schedule that provides three to six opportunities per school year for this type of collaboration. Set specific goals for observations, and 	<p>Sept. 8, 2016 – Training on Peer Observations Peer Observations on Oct. 18-20, 2016; Additional PDH on Nov. 3, and Dec. 1, 2016; 3 Additional observation periods, one in fall and two in spring semester. Opportunity for reflections on staff meeting following each observation (Thursday afternoons)</p>	<p>(Observation Notes, Feedback Forms, Post-Conference Forms) August 16, 2016 – Staff was trained on three engagement strategies (Think-pair-share; Write-pair-share; Positive feedback). September 8 – Staff meeting to discuss protocol of peer visits. October 13 – Staff meeting to review protocol. October 18-20- Teachers will conduct a full-period learning walk utilizing a Learning Walks Observation Notes form. Teachers will conduct pre- and post-conferences. December 1, 2016 – Professional Development session</p>	<p>Formative Notes:</p> <p>Summative Notes: Teachers were able to participate in a series of three learning walks (peer visits) over the course of the 2016-17 school year. Learning walks were conducted on October 18-20, 2016; January 19, 24, and 26, 2017; and April 18-19, 2017. Substitutes were provided for teachers, but many opted to schedule their observations during their planning time, as they did not want to miss instructional time with their students. All teachers participated in both a pre-conference and post-conference with their teacher partner. Teachers were also given reflection time during staff meetings. During this, teachers completed a Google form containing guiding questions.</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>provide the structure to make them effective by determining what would best serve each team’s needs.</p>		<p>on learning objectives 2nd semester will focus on questioning strategies, and formative assessment</p>	
<p>Participate in focused learning team walks</p> <ol style="list-style-type: none"> 1. Develop a structure for learning team walks in your school. Typically, a learning team walk is conducted by a group of three to five educators—often including teacher as well as school and district leaders. The team identifies a particular focus for the walk and investigates the use of a particular practice or strategy through short observations in classrooms throughout the school. For example, suppose that your school or district asks all teachers to use gifted teaching strategies in every classroom. The team may conduct a walk across many classrooms in a particular school to identify uses of this strategy. 2. Have team members develop and use rubrics or observation documents to record their observations. The team may stay in a classroom from five to 15 minutes, or so. At the end of the walk (often a half-day schedule), team members use a brief period of time to review their observations and to make salient observations. Then the team meets with school leaders and teachers whose classrooms were visited to discuss their observations. 	<p>4 Times Per School Year – October, December, February, and April-during school day for one period with substitute coverage)</p>	<p>(Observation Notes, Feedback Forms, Post-Conference Forms) November 10, 2016 – Teachers will reflect on peer visits 2nd Semester – Move from partners to groups</p>	<p>Teachers were given a form prior to each round of visits. The form provided space for them to record their observations notes and enter “glows” and “grows” for teachers. The teachers used a method based on the Critical Friends Protocol to provide feedback to each other. Each learning walk focused on a targeted area: 1) engagement strategies; 2) learning targets; 3) questioning levels and strategies. Teachers worked with each other to schedule visits and arrange a time for the pre- and post-conference that was convenient to them.</p>
<p>Fully discuss instruction strategies following observations</p> <ol style="list-style-type: none"> 1. Provide structured time for teachers to meet following any peer observation to discuss the instructional strategies that were used and observed. 2. Model the type of sharing that you would like to see (e.g., an analytical discussion of what did and did not work in the lesson). Initially, many teachers may be somewhat uncomfortable with this new form of collaboration. However, their comfort levels will typically increase as they become more skilled at focusing on an objective analysis of what was and was not working in a lesson. 3. Initiate discussions about what may not have worked by asking questions (e.g., “What did you intend for students to 	<p>4 Times Per Year during regularly scheduled staff meetings(Thursday afternoons) in October, December, February, and April</p>	<p>(Google forms, post-observation notes) Following October 18-20 peer observations, teachers will conduct post-conferences. Teachers will reflect on observations in Professional Development on November 10.</p>	<p>Staff meetings focused on instructional sessions on each of the targeted areas that would be the focus for each learning walk. Teachers had a chance to apply what they learned in the classroom when they were observed.</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>do when they broke into small groups?”). Be an investigator, not an evaluator. These questions can be excellent lead-ins to more objective analysis of the lesson.</p>			
<p>Reflect on lessons as a team</p> <ol style="list-style-type: none"> 1. Determine the extent to which teachers use team meeting time to review specific lessons they have taught. Consider factors such as the following: Do teachers have a set format for reviewing lessons in team meetings? Do all teachers actively participate in the lesson review process? Does the lesson review include any type of student learning measure of effectiveness (i.e., assessment results)? Are teachers willing to share portions of the lesson that they feel did not work? Does the lesson review lead to specific and tangible adjustments that are recorded for future use? 2. As confidence in this review process grows, have one teacher observe another’s lesson so that he/she can offer additional insight during the review process. You might also consider videotaping the lesson so that the presenting teacher can observe the lesson more objectively before reporting back to the groups. 	<p>Spring Semester 2017 during regularly scheduled team planning times (once a week)</p>	<p>(Department meeting notes, self-assessments, peer review notes/feedback.)Grade-level administrators will meet with grade-level departments weekly.</p>	<p>The teacher reflection activities, along with a student survey, were instrumental in making these observations a success. Teachers had a chance to hear from students about what worked and what didn’t work in their classrooms. Many teachers have chosen to take what they learned from the feedback and utilize it in developing their TPG/SLO goal for 2017-18.</p>

Critical Action 2

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

Project Lead:		Billie Jean Lee						
Staff, Title I Staff:		Assistant Principals, Special Education Team Leader, Special Education Teachers, General Education Core Teachers						
Materials and Resources:		Edugence Data-STAAR Scores, MAP Scores, CogAT Scores						
Targeted Area:	<input 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 checked="" type="checkbox"/> Other: Special Education

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>Proactively develop intervention plans for students performing below grade level</p> <ol style="list-style-type: none"> 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. This action ensures that you are beginning to develop what is commonly referred to as a pyramid of interventions—layered support at the district, school, and classroom levels to ensure all student reach high standards of achievement. Develop, distribute, and implement the plan to provide this remediation beyond the classroom teacher for students entering a classroom below grade level. It is critical for all staff, parents, and students to be aware that a well-constructed and effective school-level intervention plan is in place and will be enacted for these students. Use student assessment data and teacher input to identify the students at each grade level in your school who are going to require additional instruction supports from the first day of the school year. Ensure that these students receive these services. 	<p>July 2016 – August 2016</p> <p>Administrators, Academic Specialist, Math and English Department Chairs, Intervention Teachers met as needed to identify students/plan intervention schedule</p>	<p>(Meeting agendas/notes/intervention rosters)August 2016 – Intervention students were identified by administrators and special education team leader. SpEd teachers meet weekly (Friday mornings) to discuss student concerns. Interventions take place during advisory.</p>	<p>Formative Notes:</p> <p>Summative Notes:</p> <p>Robinson has moved away from the “power” model for student intervention. Most reading and math intervention takes place during advisory in small groups. This model is utilized by both general education and special education students.</p> <p>Intervention teachers have Friday advisory class available to meet together to plan instruction and look at student data.</p> <p>Robinson made student intervention a focus by building a “Tier 3” math and “Tier 3” reading class into the master schedule. Students who are not responding to Tier 2 are assigned to an additional period of math. The class size is limited to 5 students to maximize one-on-one instruction.</p> <p>Robinson has seen the most growth in students who have more one-on-one support.</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>Provide proactive support for students performing below grade level</p> <ol style="list-style-type: none"> 1. Provide just in time support to ensure that students who are performing below grade level gain the specific prerequisite skills needed before they are introduced to new content That is, to move all students to higher levels of achievement, you must concentrate on both the level of instruction in every classroom and the required remediation to all students to successfully engage in that instruction. Students must be taught at grade level while simultaneously receiving the necessary review and reinforcement to master the grade-level prerequisites. For example, students entering a sixth-grade math classroom performing below grade level must receive intensive intervention if they are to be taught at grade level. And, if they are not taught at grade level, they will never be able to get back on track to grade-level performance. All of the learning gaps cannot be addressed immediately. 2. Ensure that each until of study (no longer than nine weeks) 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 learning content successfully. Use pre-assessments designed around these prerequisite skills so that teachers can know whether students in their classrooms have the necessary skills for the new content. 	<p>Students receive math intervention support during advisory 2-3 days per week; reading intervention takes place daily during the students’ Tier 2 reading classes; Tier 3 math is scheduled daily for students who need it.</p>	<p>(Teacher lesson plans; student grades; Edugence data) August 2016 – May 2017 Students in need of intervention are scheduled into groups during advisory time 1-2 times per week. Teachers received training (September 2016) on Edugence to help identify areas of intervention. Teachers utilize STAAR item analysis, MAP score and ongoing curricular assessments to plan interventions.</p>	<p>The Student Support Committee (SpEd Team Leader, Academic Specialist, Administrators, and Counselors) meets weekly to discuss student progress to ensure that all students have an appropriate plan. This is done in addition to CMIT/504 and ARD meetings.</p> <p>Grade –level teams meet on a weekly basis, with the grade-level administrator and counselor present, to discuss appropriate student intervention.</p>
<p>Provide academic support aligned with the district curriculum</p> <ol style="list-style-type: none"> 1. Examine any school-level interventions to make certain that they are tightly aligned with the academic objectives of the district’s written curriculum that are being addressed in the classrooms. It is imperative that all support is tightly aligned with the specific academic objectives students need to aster. (Of course, to do this, you must know exactly what it is that students need to know and be able to do and which students lack this knowledge or these skills.) 	<p>Math Intervention teachers meet weekly on Friday to discuss objectives/curriculum. Reading intervention teachers meet weekly during their common planning period.</p>	<p>(Student Edugence data; grades; intervention plans and data) Students have access to tutorials, with mandatory tutorials for students who are failing. These tutorials are aligned with the district’s written curriculum.</p>	<p>Intervention teachers continued to meet on a weekly basis to determine if support in appropriate for each student.</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
<ol style="list-style-type: none"> 2. Avoid the common error of providing general support such as afterschool tutoring that is not specifically aligned to the current learning objectives being addressed. 3. Make sure that every instruction minute within school-level interventions is aligned to the academic objectives of the district’s written curriculum and tightly coordinated across school organizational level (i.e., district, school, and classroom). 			
<p>Evaluate the effectiveness of student interventions</p> <ol style="list-style-type: none"> 1. Determine how you will evaluate the effectiveness of any school-level learning interventions that you provide. For any support programs, strategies, or materials—for students who are performing below-grade level or for students who need extended learning opportunities — clearly identify the processes that you will use to determine if the support led to improved outcomes. 2. Attempt to tie any evaluation to demonstrated student performance (e.g., increased mastery levels for students who received the intervention that were greater than the gains for students who did not). While any causal relationships (between the intervention and the improved outcome) will be difficult, if not impossible, to prove, you should construct the most rigorous evaluation process possible. 3. Abandon interventions that do not result in increased student performance. 	<p>June 2017 – Administrators, counselors, academic specialist, SpEd team leader and intervention teachers will meet in June (TBA) to review performance of intervention students, discuss changes for 2017-18.</p>	<p>(Edugence data, goals progress, other SpEd assessments) Student assessment data will be reviewed for students participating in math and reading advisory period interventions.</p>	<p>Intervention teachers and administrators will meet prior to the 2017-18 school year to review Edugence data and other assessments to determine effective of programming. They will also consult with district curriculum specialists for feedback.</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/School Nurse	Campus Wellness Plan	<p>Formative Notes: School Nurse will chair the committee. Committee was identified in September.</p> <p>Summative Notes: Nurse Camizzi presented a series of eight wellness lessons to students through advisory. A pre- and post-test was administered to determine effective. She also created a wellness blog that was shared with our parent community. Robinson hosted Living for Zachary, a program in which over 50 Robinson students were assessed for heart conditions.</p>
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	A parent from PTA has been named to the committee.
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	Health instruction is delivered through PE and athletic classes utilizing the Coordinated School Health curriculum.
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	A bulletin board was created by the school nurse near the breakfast area. The focus is the importance of a good breakfast.
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	Campus is considering hosting a Family Wellness Night for the campus. The school nurse sponsors several initiatives to better the health of students and staff including wellness newsletters, bathroom readers, staff bulletin board, step contest, and Biggest Loser competition. She also is writing curriculum for our advisory program based on "8 to Live By".

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	All PE students and athletes are administered the Fitnessgram Pre-test in September and October. Post Assessment takes place at the end of each semester for PE students and the end of the year for students in 6 th grade PE.
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 myPISD. (Required)	P.E. Teacher	Fitnessgram Student Report	Students are provided with an individual copy of their Fitnessgram results to share with parents. At this time, results are not linked to myPISD.
	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	
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	PE teacher goals center on an increased use of technology in PE classes so that students may use their devices to track steps and heart rate. Monitors are available for students without their own devices.
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	PE lesson plans are based on TEKS.
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	N/A
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	N/A
	ATTENDANCE: Forms are available on inside.pisd			

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
K-8	Monitor attendance of students and follow up on prominent and chronic absences. (Required)	Principal, Assistant Principals, Attendance Clerk	Pinnacle, Attendance Sheet	Attendance is monitored daily. Attendance concerns are discussed in weekly front office meeting. Attendance letters were run on 10/10/2016 for students with chronic attendance issues. Friday Night Live is scheduled for students who need to make up time. The Robinson tardy policy was implemented on the third week of school, assigning consequences for classroom tardies.

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	<p>Formative Notes: PBIS Committee discussed high risk areas. A duty schedule was developed by the assistant principal to address supervision in those areas.</p> <p>Summative Notes: The Robinson Staff participated in a book study on restorative practices during the fall semester. (Better Than Carrots and Sticks) Teachers will continue training in Restorative Practices throughout the 2017-18 school year, beginning with a book study on The Restorative Practices Handbook.</p>
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	Each staff member is assigned either a morning or afternoon duty location once a week at a high risk area. Staff members received schedule August 2016.
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	Sexual Harassment video is a required training through our Safety and Security Department. All staff is required to view and print certificate of completion within first semester. Counselors train staff on the campus bullying plan each year. Training will take place on October 13.
	Review referral process. (Required)	Principal or designee	Campus referral plan	Referral process is reviewed with new staff members each year at new teacher training. (August 11, 2016)
Staff	INTERVENTION:			

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	Staff received intervention training (PBIS Strategies) on August 15 and 16, 2016.
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	Robinson Staff began implementing PBIS on August 22, 2016.

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	PBIS Presentations through advisory. Introductory Lesson – September 6, 2016; Hallway Expectation Lesson (September 28, 2016; Platinum 200 introduced (October 6, 2016
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers, Administrators, Counselors	Referral Plan	Observe World Day of Bullying Prevention (October 3, 2016) Students sign Anti-Bullying Pledge (October 4, 2016) Red Ribbon Week Video – Be Amazing (October 26, 2016)
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions: (Required)	All teachers	PBIS Resources; PBIS Committee-Created Lessons, Detention Forms, Office Referrals, Student Statement Forms	Razorback Program began August 22, 2016 Platinum 200 began October 6, 2016

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Employ discipline interventions: (Required)	Designated staff	Razorbucks; Detention Forms, Referral Forms, Discipline Data	
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Razorbucks; Detention Forms, Referral Forms, Discipline Data	
	Conference with parents/students. (Required)	Teachers or other staff	Conference Notes Meeting Calendar	Conferences are scheduled on an as-needed basis by grade-level teams. Student concerns are discussed each week in grade-level meetings. (Monday, 8 th grade; Tuesday, 7 th grade; Wednesday, 6 th grade) Teachers schedule parent conferences for high-need students on Parent/Teacher Conference Day (October 10, 2016)

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	Administrators, Registrar, Counselors, PTA, Office Manager	Summer Mailer, July 2016 Schedule Walkabout, Open House August 2016 Parents receive information in conferences throughout the year. (summer mailer letter, campus informational pamphlet)	Formative Notes: Summative Notes: Parent feedback from SBIC is that communication is “just enough”. They do not recommend any changes to amount of e-news, School Messenger calls, etc. The committee discussed possible topics for PTA general meetings. They would like to see more information on how to talk/connect/communicate with their teenager.
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	Administrators, Counselors, Teachers	November 2016 – Student Survey	
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	Administrators, Counselors, Office Manager, CTA	October 2016 – May 2017 Monthly meeting with CTA; meeting notes	
Communicate information through eNews. Funding source: state & local	Administrators, Counselors, Office Manager	August 2016 – June 2017 Campus E-news goes out weekly, with special editions as needed	
Utilize social media to keep parents and community informed. Funding source: state & local	Administrators, PTA	August 2016 – June 2017 PTA maintains a Facebook page and Twitter account; Principal maintains a Twitter account for school	Committee noted that weekly seems to be the preferred frequency for e-news.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	Administrators, PTA	Principal meets with PTA monthly, usually on the first Friday of each month (PTA Agenda)	

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).</p> <p>Funding source: state & local</p>	<p>Administrators, Counselors, PTA Program Chair</p>	<p>September 2016 – May 2017</p> <p>PTA General Meeting/Back to School Coffee with Gary Wilson, Director of Student Services</p> <p>October 26 – Red Ribbon Week Assembly (Site Calendar)</p>	

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	All administrators participated in both the spring and the summer Plano ISD Teacher Job Fair. In addition, Mrs. Lee attended the UTA Job Fair in April. Administrators work closely with HR to identify strong candidates that support the hiring goals of the campus. This year, only one teacher resigned, taking a promotion in another district.
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	