



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Frankford Middle School

Principal: Shurandia Holden

Mission Statement: Frankford Middle School is committed to providing all students with a successful nurturing environment that promotes academic excellence and respect for all.



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, September 28, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Thursday, January 19, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Wednesday, May 24, 2017**

2016-2017 Campus Status

Check all that apply

Title III English Language Learner Campus

Non-Title I Campus

Title I School-wide Campus

Title I Information

Title I Components			
1 (CNA)	Comprehensive Needs Assessment	6 (PI)	Strategies to Increase Parental Involvement
2 (RS)	Reform Strategies	7 (Tran)	Transition (Elementary schools only)
3 (HQ)	Instruction by State Certified Staff	8 (A)	Teacher Decision-Making Regarding Assessments
4 (PD)	High-Quality Professional Development	9 (M)	Effective and Timely Assistance to Students
5 (R/R)	Strategies to Attract State Certified Teachers	10 (Coord)	Coordination and Integration
Program Funding			
Staffing	\$132,000	Total Funding for 2 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	\$7,500	Additional Title I Funding (i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities)	

SBIC Committee

Committee Member's Name	Role	Year 1st Participated on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Marette Watson	Faculty Member	2013	x	x	x
Nicole Northcutt	Faculty Member	2015	x	x	
Patricia Wilkins	Faculty Member	2016	x	x	x
Thomas Rooklidge	Faculty Member	2015	x	x	x
Sharlene Barton	Faculty Member	2012	x	x	
Andrea Wigginton	Faculty Member	2012	x	x	x
Karyn Wynne	Faculty Member	2012	x	x	x
Stacie Winsor	Faculty Member	2015	x	x	x
Ashley Harris	Faculty Member	2014	x	x	x
Crystal Roach	Faculty Member	2016	x		
Melanie Steenbergen	Faculty Member, Special Education	2012	x	x	
Shurandia Holden	Principal	2012	x	x	x
Joe Parks	District Professional	2012		x	
Kenny Johnson	Campus Professional, Non-teaching	2015	x	x	x
Ebony Ragland	Support Staff Member	2016	x	x	
Jenny Olmsted	Parent-Selected by PTA	2015	x	x	
Vanessa Lewis	Parent-Selected by Principal	2016	x	x	
Jadyn Sion	Parent	2016			
Elizabeth Satz	Parent	2016	x	x	x
Donna Baur	Parent	2016	x	x	
Me'Chael Martin	Parent	2016			
Phyllis Northington	Community Member	2015	x	x	
Elaine Do	Community Member	2016			
Yvonne Chambers	Business Representative	2016			
Tanya Schwoch	Business Representative	2016			

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. Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of curriculum. PPPA SW 17, CNA
2. Support the development and use of more frequent common assessments in conjunction with those provided by the district. PPPA SW 14
3. Analyze student performance data to inform team discussions and decisions. PPPA SW 13
4. Use instructional coaches to strengthen teacher’s instructional skills. CNA, PPPA SW 8

Critical Action 1

Critical Action: 1. Supplement classroom interventions with targeted support for students who perform below grade level and students who demonstrate early mastery. PPPA SW 17

Project Lead:	Campus principal							
Staff, Title I Staff:	Grade Level Team members, Title 1 Team, Adult temps paid by Title 1 Funds, Special Ed., ESL							
Materials and Resources:	Curriculum Planner, TEKS, Resources for enrichment							
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: ESL

Strategies for Accomplishing Critical Action 1: Proactively develop intervention plans for students performing below grade level or who did not score satisfactory on State Assessments.

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> <p>Through the CNA process the campus will identify student needs (including At-Risk students). Certified teachers will create and share written intervention plan that clearly identifies the school-level support used to assist students who enter a class at a below-grade achievement level. Teams will look at student assessment data and teacher input to identify the students at each grade level in your school who are going to require additional instructional supports from the first day of the school year.</p> <ul style="list-style-type: none"> Targeted Tutorials, Title I core content tutorials, Title I push in and pull out classes, Reading classes for 7/8, *Plus period *Math Blast in 7th and 8th grade *TIER III power math classes *Study Island-Social Studies 7th & 8th *Targeted Tutorials in Social Studies *Home visits to at risk students *AVID Tutors 2X Week 	<ul style="list-style-type: none"> Weekly Team Meetings Daily push-in and pull-out classes of Title 1 teacher Home visits 1st Semester Study Island began in February 	<ul style="list-style-type: none"> Team Meeting agendas & notes Lesson Plans RTI: Review the Process Trainings and as Support Teachers Schedule MAP data Teacher assessment 	<p>Formative Notes:</p> <ul style="list-style-type: none"> Analyzed MAP testing data, State and Local assessments to identify students Tutorial sign in sheet designating the skill targeted or concept Teachers reviewed Semester exam data to adjust strategies and curriculum Students discussed goals for MAP testing <p>Summative Notes:</p> <ul style="list-style-type: none"> We implemented Study Island for Social Studies in February Completed 36 Home visits Implemented Blast for 7th & 8th Math Hired Adult temps to work with Math & Science ELL & at-risk students 2nd semester (Rinaldi & Salmon)

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>*Reading Classes for selected students *FNA—NJHS tutors provided</p> <p>(Components 1, 2, 3, 8, 9, 10) Funding source: Title I - \$120,000, SCE \$60,000, Local \$30,000</p>			<ul style="list-style-type: none"> Added Academic Night to calendar for at-risk students and families Assessed F/W/S Map data to track growth and identify areas of need for all content areas <ul style="list-style-type: none"> --Grade level teams saw a positive impact in student achievement- especially 8th graders. --Teachers saw overall improvement in MAP scores
<p>Provide proactive support for students performing below grade level</p> <p>Certified classroom and support teachers will provide time to ensure that students who are performing below grade level gain the specific prerequisite skills needed before they are introduced to new content, and include parents in the process. .</p> <p>Based on data teams will coordinate and implement tutorials. Students from across classrooms who need this instruction take part in the tutorials.</p> <ul style="list-style-type: none"> *Offer tutorials that specifically target a skill *Utilize the plus period to teach/reinforce prerequisite skills *Scaffold student needs in the lesson plans- complete per audit *Document in Edugence additional TIER II and TIER III interventions <p>(Components 2, 3, 6, 8, 9) Funding source: Title I - \$120,000, SCE \$60,000, Local \$30,000</p>	<ul style="list-style-type: none"> Grades/Progress Report reviews every 4.5 weeks Grade Level Administrators print and analyze student failure report with Leadership team, and Departments every 9 weeks Weekly tutorials Lesson plans Document RTI as needed Step by step with Leadership team using RTI in Edugence 9/29/16 	<ul style="list-style-type: none"> Tutorial Logs Failure report each 9 weeks Notes to parents with progress reports for students who are failing <p>Agenda, Handouts</p>	<p>Formative notes:</p> <ul style="list-style-type: none"> MAP testing data, State and Local assessments Team meetings used to analyze data and assess needs Title 1 Teacher worked with students of all grade levels to ensure best teaching practices Document RTI in Edugence during team meetings/discussions Targeted tutorials <p>Summative notes:</p> <ul style="list-style-type: none"> Most staff Used Plus period more effectively for Character building and tutorials Focus on specific skills during tutorials—not just make up work Provided more specific skills tutorials for Algebra and Honors students

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>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. Teachers will attend professional development opportunities offered through the year.</p> <p>(Components 4, 8, 9) Funding source: Title I - \$120,000, SCE \$60,000, Local \$30,000</p>	<ul style="list-style-type: none"> Weekly planning meetings 	<ul style="list-style-type: none"> Assessments Lesson Plans 	<p>Formative notes:</p> <ul style="list-style-type: none"> Lesson Plans will be reviewed and turned in to Admin/Dept. Head <p>Summative notes:</p> <ul style="list-style-type: none"> Pre-Assessments are informal based on qualitative information <p>---Much more consistency with lesson plans turned in.</p>
<p>Proactively develop intervention plans for students demonstrating early mastery of the curriculum</p> <p>Through professional development certified teachers will develop extensions with support that will allow students to broaden the depth of their knowledge. Extensions will not just be more assignments to complete.</p> <p>(Components 2, 3, 4, 8, 9) Funding source: Title I, State and Local</p>	<ul style="list-style-type: none"> Kagan Strategies trainings for all staff 	<ul style="list-style-type: none"> MLP Sign-In Logs, Weekly using curriculum, T-Tess Student Achievement 	<p>Formative Notes:</p> <ul style="list-style-type: none"> Informal Assessments and Lesson Plans will be reviewed <p>Summative Notes:</p> <ul style="list-style-type: none"> GT Training /PDH on campus for staff by Mr. Rooklidge Genius Hour for students in 6th PACE began in Feb. <p>--Will continue to improve in this area.</p>

Critical Action 2

Critical Action: Support the development and use of more frequent common assessments in conjunction with those provided by the district. PPPA SW 14

Project Lead:	Department Chairs							
Staff, Title I Staff:	Teachers, Title I staff							
Materials and Resources:	Master schedule, Sub codes, Semester Exams and scale scores, MAP scores, teacher created exams							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input checked="" type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 2:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Support the development of common assessments</p> <p>Per the CNA (including at-risk students) certified teachers will participate in weekly teams planning meetings to create and review assessments to allow teachers to monitor student comprehension of the standards.</p> <p>Individually conference with students regarding MAP assessments and goals prior to testing.</p> <p>(Components 1, 2, 3, 4, 8, 9, 10) Funding source: Title I - \$120,000, SCE \$60,000, Local \$30,000</p>	<ul style="list-style-type: none"> Review assessment data during planning meetings. (weekly) Review item analysis from semester exams to look for individual student progress. (January) Analyze individual student growth in MAP 	<ul style="list-style-type: none"> Comprehension Checks Quizzes, Skills Tests, Teacher written exams. Modified or adapted exams Results of student exams to see how students are progressing. Assessment data during planning meetings 	<p>Formative Notes:</p> <ul style="list-style-type: none"> Teams will evaluate lesson plans and assessments to ensure commonality and document meeting notes and reflections Implemented weekly comp checks to monitor student progress and to check for mastery Allow major evaluations for full credit corrections Math conducts 9 weeks replacement exam Title 1 Coaches pulled comparison data from Semester Exams <p>Summative Notes:</p> <ul style="list-style-type: none"> Used Weekly planning meetings to discuss assessments and grades Used department meetings to discuss semester exams Discussed STAAR results with 8th grade teachers during planning meeting for SSI Departments reviewed data and

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>assessments (January)</p>		<p>created targeting tutoring groups</p> <ul style="list-style-type: none"> • All ELA, Math 7 Science met with students to set goals • Began using ZIP grading to help with analyzing data • 7th Grade Goal setting implemented through Science classes • Mrs. Northcutt did presentation on Map Goal setting <p>--Less number of students failing each 9 weeks and attending summer school --Provided more opportunities for students to show mastery of material</p>

Critical Action 3

Critical Action: Analyze student performance data to inform team discussions and decisions. PPPA SW 13

Project Lead:	Shurandia Holden, Andrea Wigginton, Kenny Johnson							
Staff, Title I Staff:	All staff, Instructional coaches, Title 1 teacher							
Materials and Resources:	State Assessment data, MAP, P weeks Grades, Semester exams, Gap Analysis							
Targeted Area:	<input type="checkbox"/> School-wide	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 3:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Consider standardized and performance-based student achievement measures (current, prior and subsequent student performance)</p> <ul style="list-style-type: none"> Study the extent to which performance data is currently used to inform leadership decisions. What performance data is available for decision making; <ul style="list-style-type: none"> -MAP -Semester Exams -Teacher made quizzes and tests -CAP projects -STAAR -TELPAS -EOC (Algebra) -Cogat -GAP Analysis -9 weeks Failure reports -Spanish AP exams Build capacity in the area of data analysis through staff 	<ul style="list-style-type: none"> Review each nine weeks Monthly staff meetings As the need arises 	<ul style="list-style-type: none"> Meeting Notes State and Local Assessments MAP Semester Exams Teacher made quizzes and tests CAP projects STAAR TELPAS EOC (Algebra) CogAT GAP Analysis 9 weeks Failure reports Spanish AP exams 	<p>Formative Notes:</p> <ul style="list-style-type: none"> Administrative team meet with Assessment Team 9/28/16 John Tedford met with 7th English Dept. on 10/12/16 to analyze data. Campus coaches pulled and analyzed Map & STAAR data for all grade levels Instructional Coaches pulled and analyzed Semester exams per teacher <p>Summative Notes:</p> <ul style="list-style-type: none"> Admin met with 8th grade Reading and Math

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
development in the PES and Edugence			Departments to discuss Semester Exams, STAAR results <ul style="list-style-type: none"> Each grade level teacher was trained on using Edugence and entering RTI information Weekly (as needed) analysis of teacher maid exams --
Determine the extent of learning problems <ul style="list-style-type: none"> Ensure that teachers understand the extent of learning disabilities and/or deficiencies Study student’s performance in prior grades. Determine whether the student’s learning deficiency is limited to one class, or all curriculums. 	<ul style="list-style-type: none"> Weekly planning meetings Bi-weekly team meetings Department Meetings Administrative meetings 	<ul style="list-style-type: none"> Meeting Notes Planning notes and agendas 	Formative notes: <ul style="list-style-type: none"> Provide teachers with IEPS, trainings on using testing history, etc. to effectively communicate with parents and to work effectively with students Summative notes: <ul style="list-style-type: none"> Administrators attend parent/teacher conferences Academic Services meetings with (counselors, Sped, ESL, Academic specialist) to discuss ongoing student concerns (by monthly) --Need to be more consistent in attending meetings and scheduling ---Provide more training/PDH to support staff
Identify the root cause of learning problems <ul style="list-style-type: none"> Decipher if all leaders on campus are proficient at determining the source or root cause of the identified learning deficiency. 	<ul style="list-style-type: none"> Leadership Meeting (monthly) 	<ul style="list-style-type: none"> Leadership Meeting notes 	Formative notes: <ul style="list-style-type: none"> Counselors share failure reports with teams Summative notes: <ul style="list-style-type: none"> Team meetings and parent conferences used to discuss

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"> Leadership discussion: Is the concern curricular or instructional? 			academic progress ---Plan more Leadership meetings ---Determine focus for Leadership Team ---Plan PDH for Leadership
<p>Review student performance with teachers</p> <ul style="list-style-type: none"> Cultivate a school culture where Teachers are willing to openly and collectively examine student performance data Discuss performance by performance groups Reflect on the data Discuss ways to incorporate student self-evaluations 	<ul style="list-style-type: none"> Team Meetings Planning Meetings Staff Meetings Review each 9 weeks Department Meetings 	<ul style="list-style-type: none"> Staff Meeting Notes PDH training notes and MLP Teacher trainings with English Department and Coaches 	Formative notes: <ul style="list-style-type: none"> Team, Department and Subject meetings Summative notes: <ul style="list-style-type: none"> Weekly discussions regarding exam outcomes Semester exam discussions by departments STAAR analysis for SSI and yearly planning ---Provide more sub days for peer observations
<p>Establish expectations for teacher teams' data analysis</p> <ul style="list-style-type: none"> Lead collaborative team meetings where teachers will openly discuss student performance data and strategies that are in use to meet student needs. 	<ul style="list-style-type: none"> Weekly tem meetings Planning meetings Department Meetings 	<ul style="list-style-type: none"> Team Planning agendas and notes Edugence/RTI data 	Formative notes: <ul style="list-style-type: none"> Weekly Team meetings Summative notes: <ul style="list-style-type: none"> Send agenda early so teachers are prepared with strategies and suggestions to help students as student performance is discussed --Provide more staff trainings on reading/analyzing data and how next steps

Critical Action 4

Critical Action: Use instructional coaches to strengthen teacher’s instructional skills. I, SW BP 8

Project Lead:	Principal							
Staff, Title I Staff:	Instructional Coaches, Teachers							
Materials and Resources:	TEKS, Coaching Training, PISD Curriculum, Walk Through data, Swivel Robots							
Targeted Area:	<input type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Other: ELL, SPED

Strategies for Accomplishing Critical Action 4:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Use instructional coaches to serve all teachers.</p> <ul style="list-style-type: none"> Study the role of instructional coaches to know how to effectively incorporate the role into instruction and planning. Use instructional coaches to work collaboratively with teachers and teams. 	<ul style="list-style-type: none"> May: District Meeting to discuss new roles and campus assignments August: Follow up meeting with District to discuss concerns and solutions August: Met with Coaches: September: Met with Coaches 	<ul style="list-style-type: none"> Meeting notes Coach log Allow teachers to provide testimonials Meeting notes 	<p>Formative Notes:</p> <ul style="list-style-type: none"> Campus PD-Book Study Science/History ESL/SPED strategies, video lesson Model lessons for teachers Pulled data for staff Classroom observations Lesson Planning Analyze map data For SSI & STAAR <p>Summative Notes:</p> <ul style="list-style-type: none"> Continue to work with coaches on overcoming the stigma of working with a coach Staff feedback <p>--March 17th Coaches meeting was very helpful and provided consistency for the role</p>
<p>Focus instructional coaches’ support on curriculum, instruction and assessment.</p> <ul style="list-style-type: none"> Set expectations so that teachers understand the role of instructional 	<ul style="list-style-type: none"> Staff Meeting: Weekly Team Meetings 	<ul style="list-style-type: none"> Agenda Coach log 	<p>Formative notes:</p> <ul style="list-style-type: none"> Used Jim Knight forms Do interest survey for next year Complete Dept. performance

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>coaches.</p> <ul style="list-style-type: none"> • Ensure teachers have access to instructional coaches. • Leadership team discussion of primary activities we want instructional coaches to initiate: <ul style="list-style-type: none"> - Planning, modeling lessons -Facilitate common assessment construction -Lead collaborative discussions about curricular objectives -Analyze student performance data with individual teachers and teams 	<ul style="list-style-type: none"> • Leadership Meeting • Weekly planning meetings 		<p>survey</p> <ul style="list-style-type: none"> • PBIS implementation—Class coverage • Provide sub codes <p>Summative notes:</p> <ul style="list-style-type: none"> • Team Planning meetings to discuss instruction <p>---As the year continued, students reported that the instructional coach was instrumental in helping improve their instruction</p>
<p>Provide guidance for instructional coaches' knowledge sharing</p> <ul style="list-style-type: none"> • Work with a team of teachers to build a common lesson for an upcoming learning objective. • Work with team of teachers to build a common assessment to administer for a particular unit of study. • Provide PDH for History & Social studies teachers to build capacity in working with ELL students and modifying and accommodating work for SPED or 504 students. 	<ul style="list-style-type: none"> • Weekly Planning Meetings • Department Meetings • As the need arises 	<ul style="list-style-type: none"> • Meeting notes • Lesson plans • Videos 	<p>Formative:</p> <ul style="list-style-type: none"> • Analyze comp checks and assessments <p>Summative notes:</p> <ul style="list-style-type: none"> • 1 on 1 teacher coaching and team coaching <p>---The PDH and book studies provide by the coaches was timely and provided easy strategies to implement</p> <p>---Brainbreaks provide to staff were engaging and easy to use</p> <p>---Articles sent to staff were helpful and thought provoking</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	Formative Notes: Montrail Davis: Provided weekly wellness plans and tips Summative Notes: <ul style="list-style-type: none"> Shanda Tyler sent out Health byte to staff weekly 1st semester Walking 10, 0000 steps 2nd semester Fitness with Coach Davis Girls on the Run implemented in the fall ---Will need to be more proactive in getting information
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	Jenny Olmstead
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	Formative notes: <ul style="list-style-type: none"> Health is taught to students by Shanda Tyler Summative notes: <ul style="list-style-type: none"> Next year, each coach will teach his/her class health -----Having each teacher do his/her own health lessons will improve accountability
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	Formative notes: <ul style="list-style-type: none"> Board in gym and cafeteria Summative notes: <ul style="list-style-type: none"> Update board in the gym and in the cafeteria ---Will make sure boards are updated more often
K-8	Notify parents/community members of Family	Campus Wellness	Campus Wellness	Formative;

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Captain/Principal	Plan	<ul style="list-style-type: none"> • Email sent to parents through PTA detailing wellness events, runs, etc. throughout the district Summative: <ul style="list-style-type: none"> • Need to work with FANS to send out weekly-Healthy choice lunch menu ----Announce the health lunch choices
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	All students completed post tests and printouts will be sent home.
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	Formative: <ul style="list-style-type: none"> • Students will complete Fitness gram Summative: <ul style="list-style-type: none"> • Reports cards sent home 9 weeks and progress reports sent home 4.5 weeks
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	Formative notes: <ul style="list-style-type: none"> • There is not vigorous physical activity 50% of class time Summative notes: <ul style="list-style-type: none"> • Assign PE team Leader to coordinate lesson plans for team • Lesson Plans will be turned in ----Attend PE planning meetings ---Expect lessons to be followed to insure instruction and engagement
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	Formative: <ul style="list-style-type: none"> • Did not do this on campus this year due to timing and not enough monitors and pedometers Summative:

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				<ul style="list-style-type: none"> Students used Fitbits, iPhones, iWatches etc. when timing walks and monitoring heart rates. ---Purchase need timing 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	Formative: <ul style="list-style-type: none"> Staff is not consistently using sequenced and developmentally appropriate curriculum with all classes Summative: <ul style="list-style-type: none"> Will meet during planning time to discuss lessons and activities ---Check lesson plans
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	Do not have recess on campus
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	Formative: <ul style="list-style-type: none"> Campus coaches has sent out brain break activities to entire staff to incorporate into lessons Summative: <ul style="list-style-type: none"> Check lessons and monitor during walk-throughs to make sure brain breaks are being used ---Require them to be added to lessons
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	Formative: <ul style="list-style-type: none"> Worked with attendance clerk and nurse with students who return from injury Summative: <ul style="list-style-type: none"> Followed up on attendance with attendance clerk Assigned FNA to recover time and assignments Parent contact

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	Formative Notes: <ul style="list-style-type: none"> Teacher input PBIS completed assessment at beginning of the year to determine areas to focus on Summative Notes: <ul style="list-style-type: none"> Identified through PBIS team Assigned staff to areas ---Less discipline issues reported in these areas when staff was present
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	Formative: <ul style="list-style-type: none"> During each passing period, before school, after school assigned staff to monitor Summative: <ul style="list-style-type: none"> Less reporting of behavior issues in high risk areas ---After assigning staff to monitor high risk areas fewer students gathered in those areas and less issues were reported
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, Campus Handbook Local /state policies	Formative: <ul style="list-style-type: none"> Detailed Campus handbook—Review specifics at the beginning of the year. Summative: <ul style="list-style-type: none"> Continue Campus-wide PBIS and implement classroom expectations developed through PBI ---Clarify some of the expectations and steps in Staff handbook
Staff	EDUCATION:			

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	Formative: <ul style="list-style-type: none"> Completed at beginning of the year Summative: <ul style="list-style-type: none"> Need more lessons on bullying, speakers on the topic for parents staff and students ---Provide more guidance lessons, speakers, parent training ---Tip box and website were used to report anonymously
	Review referral process. (Required)	Principal or designee	Campus referral plan	Formative: <ul style="list-style-type: none"> Reviewed and revised each year Summative: <ul style="list-style-type: none"> Reviewed through PBIS as changed as needed
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	Formative: <ul style="list-style-type: none"> Begin PBIS implementation for common areas 2016-2017 PBIS Team met to develop plans Summative notes: <ul style="list-style-type: none"> Implement PBIS in classrooms 2017-2018 Include PBIS as part of PDH in August ---Will implement consistent intervention strategies and expectations in classroom through PBIS.
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	Formative: <ul style="list-style-type: none"> Discussed and implemented at beginning of the year Summative: <ul style="list-style-type: none"> Referrals are sent electronically Develop procedures for Admin to check daily/more consistently ---Continue using Google Form

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	Formative notes: <ul style="list-style-type: none"> Need a more structured plan per grade/team that all teachers follow for consistency

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	Summative notes: <ul style="list-style-type: none"> Need a more specific plan for classroom management so teachers feel supported --As part of PBIS every classroom will have poster posted
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	PBIS: Staff assigned to specific areas for supervision
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	Formative: <ul style="list-style-type: none"> PDH at the beginning of the year to explain process Summative: <ul style="list-style-type: none"> Next year have tips and reminders during staff meetings January share data for 1st semester and review process ---Share at PtA meeting, August PDH ---Revisit in January
All Students	INTERVENTION:			
	Apply classroom interventions: (Required)	All teachers	All FMS teachers	Formative: <ul style="list-style-type: none"> PBIS team is working on consistent expectations for campus

				<p>Summative:</p> <ul style="list-style-type: none"> • Will implement campus-wide PBIS into the classrooms • PDH : PBIS implementation August 17th
	Employ discipline interventions: (Required)	Designated staff	PBIS Team	<p>Formative: Compared referral data with staff for last 2 semesters</p> <p>Summative:</p> <ul style="list-style-type: none"> • Admin will be more consistent and address issues in a more timely manner • Work with Leadership team to implement consistent strategies and to help plan campus-wide interventions <p>---Work to have more consistency campus wide ---Document in Edugence</p>
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	PBIS Team	<p>Formative: Discussed at Team Meetings</p> <p>Summative: Found that same were discussed throughout the year</p> <p>-----Focus on various strategies</p> <p>Create campus team of experts to help plan strategies and help with implementation</p>
	Conference with parents/students. (Required)	Teachers or other staff	Parent conference day: October 10, 2016 Scheduled conferences as needed	<p>Formative: Conferences planned throughout the year</p> <p>Summative: Some conferences made a difference---others did not</p>

Parent Involvement

Critical Action:

The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds</p>	Spanish speaking teachers	Provided days before registration for parents to sign up, as the need arises	<p>Formative Notes:</p> <ul style="list-style-type: none"> Opened school on 3 times for parents to register students before school begun <p>Summative Notes:</p> <ul style="list-style-type: none"> Added Saturday band selection to schedule Added Volunteer luncheon to schedule Added Mentor/Mentee breakfast to added schedule <p>--- Continue to provide days other than schedule pick up for parents to attend and register</p>
<p>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</p>	Staff, Administrators	August, as the need arises	<p>Formative:</p> <ul style="list-style-type: none"> Worked with CTE to help parents get computers at home <p>Summative: Only had 3-5 parents ---Parents needed help with internet services not just computers</p>
<p>Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local</p>	Librarian, AP	August 2016 initial update, Weekly as needed	<p>Formative:</p> <ul style="list-style-type: none"> Assigned staff member to monitor website <p>Summative:</p> <ul style="list-style-type: none"> Website updated regularly <p>--Would like to see it updated more regularly and include campus highlights</p>
<p>Communicate information through eNews. Funding source: state & local</p>	Librarian, Staff, Administrators	Weekly eNews	<p>Formative:</p> <ul style="list-style-type: none"> Weekly e-news sent to parents weekly and as need for special messages <p>Summative:</p>

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
			<ul style="list-style-type: none"> Parents usually responded with positive feedback.
Utilize social media to keep parents and community informed. Funding source: state & local	AP Twitter, Enews, Website	Weekly	Formative: <ul style="list-style-type: none"> Consistently used Twitter and remind to keep parents informed Summative: <ul style="list-style-type: none"> Used Twitter, email, messenger, websight, Remind 101 --May have had information overload --Parents who did not sign up or only used email address to register did not always receive info
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	Principal, PTA	Scheduled PTA meetings, September:	Formative: <ul style="list-style-type: none"> Attend monthly PTA meetings as well as individual meetings with president to discuss issues and activities Summative: <ul style="list-style-type: none"> Will need to share more of the positives and celebrations at each meeting ----PTA was awesome
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: state & local	Counseling Department, PTA	2 each semester	Formative: <ul style="list-style-type: none"> Did 2 programs through counseling for Parent education: Will need to plan on how to increase attendance Summative: <ul style="list-style-type: none"> Multicultural Night (Feb. 27, 2017) Academic Night ((April 6th)) --Next year we will add more academic nights. This year we did at-risk and ESL students and parents ---Next year we want to do one for our GT and Honors kids as well

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, MLP

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)
<p>Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD.</p> <p>Title I Component 5 Funding source: State and Local</p>	August 2016 to May 2017	<p>Formative Notes:</p> <ul style="list-style-type: none"> Reached out to HR in spring for opportunities <p>Summative Notes:</p> <ul style="list-style-type: none"> Attended Open House Attend recruitment trip in May to SFA <p>Would like to continue working with HR and recruiting</p>
<p>To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend.</p> <p>Title I Component 5 Funding source: State and Local</p>	Monthly Bilingual Stipends, July 2016 to June 2017	<p>Formative:</p> <p>Summative:</p>
<p>To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses.</p> <p>Title I Component 5 Funding source: State and Local</p>	August 2016 to May 2017	<p>Formative:</p> <ul style="list-style-type: none"> Had several student teachers and student observers <p>Summative:</p> <ul style="list-style-type: none"> Worked with UT tutors <p>---Continue to welcome student teachers ---Continue to foster relationship with UTD</p>
<p>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.</p> <p>Title I Component 4 and 5 Funding source: State and Local</p>	July 2016 to June 2017	<p>Formative:</p> <ul style="list-style-type: none"> Created PDH plan for campus offering variety of professional learning <p>Summative:</p> <ul style="list-style-type: none"> Create and recruit staff as well as curriculum coordinators to help provide professional learning for next year Create calendar of PDH before school begins Staff completed interest survey to insure PDH

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
		<p>opportunities are corresponding to areas of growth and need</p> <ul style="list-style-type: none"> --Continue to identify staff needs and encourage PDH attendance -- Have staff complete survey of campus needs --Provide campus PDH in the area of need
<p>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.</p> <p>Title I Component 5 Funding source: State and Local</p>	<p>July 2016 to June 2017</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Great job of making sure of certifications <p>Summative:</p> <ul style="list-style-type: none"> • Staff is highly qualified