



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Murphy Middle School

Principal: Matt Conrad

Mission Statement: MMS will cultivate a supportive environment as our students pursue their social, emotional, and cognitive potential with resilience and perseverance in the face of life's challenges.



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): **Monday, January 25, 2016**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Monday, June 06, 2016**

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
Kathleen Good	Faculty Member	2016	Yes	No	No
Jill Engelking	Faculty Member	2012	Yes	Yes	Yes
Tina Ware	Faculty Member	2015	Yes	No	Yes
Buffy Edenkrans	Faculty Member	2016	Yes	Yes	No
Alina Isbell	Faculty Member	2016	Yes	Yes	No
Tarah Clark	Faculty Member	2016	Yes	Yes	Yes
Kristin Tomiello	Faculty Member, Special Education	2016	No	Yes	No
Matt Conrad	Principal	2016	Yes	Yes	Yes
Bill McLaughlin	District Professional	2016	Yes	Yes	No
James Dearing	Other Campus Professional, Non-teaching	2016	Yes	Yes	Yes
Brent Hamilton	Support Staff Member	2016	Yes	No	No
Eric Hemphill	Parent-Selected by PTA	2016	Yes	Yes	No
Angela Hughes	Parent-Selected by Principal	2015	Yes	Yes	Yes
Anna Walker	Parent	2015	Yes	No	No
Minoo Wille	Parent	2016	Yes	No	Yes
Nicole Broeckel	Parent	2016	Yes	Yes	No
Sakina Kazi	Parent	2015	No	No	No
Dedra Rupard	Community Member	2016	Yes	Yes	Yes
Fred Mancias	Community Member	2015	No	No	No
Hector Carbonell	Business Representative	2016	Yes	No	No
Katie Haver	Business Representative	2016	No	No	No

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
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.	10 (Coordination and Integration)	All
Violence Prevention and Bullying	10 (Coordination and Integration)	All
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.	1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)	All
Highly Qualified Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.	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)	All
Transition of Pre-KN Students: The transition from early childhood to elementary school is supported by the campus and district. (Title I Campuses only)	1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)	Title I only

Improvement Plan Critical Actions

The areas for school-wide and/or targeted core-subject Critical Actions were identified using the following sources:

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P³A School Wide and Classroom Level);
- STAAR/EOC Gap Analysis;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

School Wide and/or Targeted Grade Level Critical Actions
1. Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. PPPA SW #17
2. Define high-yield instructional strategies and reinforce their use in all classrooms. PPPA SW #11
3. Participate in peer classroom visits in order to improve the instructional practices of the team. PPPA CL #5

Critical Action 1

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

Project Lead:	Matt Conrad, Jill Engelking, & Tina Ware							
Staff, Title I Staff:	Leadership Team Members							
Materials and Resources:	District Curriculum, Meeting Time							
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 type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 1:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Proactively develop intervention plans for students performing below grade level</p> <ol style="list-style-type: none"> 1. Create and share a written intervention plan that identifies the school-level support used to assist students entering a class at a below-grade achievement level. 2. Develop, distribute, and implement the plan to provide this remediation outside of classroom instructional time for students entering a classroom below grade level (all staff, parents, & students). <ul style="list-style-type: none"> • Communicate plan with staff, parents, and students at ARD or 504/CMIT meetings. • Re-visit plan implementation at team meetings (3X/9 weeks) • Publish tutorial schedules in eNews, parent emails, and/or posters. • See team meeting agendas for discussion of plan revision. 3. Use student assessment data and teacher input to identify students who are going to require additional instructional supports from the first day of the school year. Ensure that these students receive these services. 	September 2016, Fall and Spring ARD or 504/CMIT meetings, Team meetings (3X/9 weeks)	Tutorial schedule (both gen. ed. & SPED), Published tutorial schedules in eNews, parent emails, and/or posters, Team meeting agendas, Edugence data, MAP scores, STAAR data,	<p><i>Formative Notes:</i> Tutorial schedule posted to school website and posters in hallways for all subjects/learning levels, tutorial schedule shared with parents via eNews.</p> <p>All core subjects identified students who were in need of additional support by January through the use of teacher observations and data. Topical tutorials were created at each grade level, and students were invited to attend.</p> <p>Admin in attendance at various subject area/grade level team planning meetings. (10-18-16 with 6th ELA, 10-28-16 with 8th science, 11-15-16 with 8th math, 11-16-16 with 7th English, 1-4-17 with 7th math).</p> <p><i>Summative Notes:</i> Data reports created by teachers in order to help identify students who need additional encouragement to attend tutorials.</p>

<ul style="list-style-type: none"> During the first team meeting (before the first day of school) review data from previous grade level for students receiving SPED or 504/CMIT services. Edugence data, MAP scores, STAAR data Safeguard areas will have an increased tutorial availability 			
<p>Provide proactive support for students performing below grade level</p> <p>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.</p> <ul style="list-style-type: none"> Assess mastery and understanding on a daily basis. Adjust instruction and provide bi-weekly tutorials school-wide. Team planning meetings will address formative assessment & needed adjustments. <p>2. Ensure that each unit of study (no longer than six 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.</p> <ul style="list-style-type: none"> Grade level/subject area meetings (at least 2X/week) will analyze district curriculum & create necessary pre-assessments to determine readiness. Agendas from meetings will reflect analysis and pre-assessment work. <p>3. Structure specific instruction opportunities for the prerequisite skills in tutorial sessions that precede the new unit of study.</p> <ul style="list-style-type: none"> Bi-weekly tutorials tailored to both remediation and skills needed in upcoming unit. Tutorial topics will be tracked. 	<p>Bi-weekly tutorials school-wide, Grade level/subject area meetings (at least 2X/week)</p>	<p>Lesson plans , Agendas from meetings, Tutorial topics</p>	<p><i>Formative Notes:</i> Tutorials for students served by Special Education offered 6+ times per week.</p> <p>Social Studies teachers met, planned, and created concept checks in order to ensure mastery of new concepts taught. Tutorials were provided for students who did not show mastery of these concepts.</p> <p><i>Summative Notes:</i> Through the use of formative and summative assessments, math teachers made adjustments to daily and weekly lessons to meet students who were performing below grade level. These students were also invited to attend the topical tutorials that began in January.</p> <p>Saturday tutorial offered to all 8th grade students in the areas of Science and Social Studies. Hands-on learning activities and games were offered, and nearly 100 students attended.</p> <p>All ELA teachers used Edugence to identify students who might need extra practice for STAAR. Weekly tutoring was implemented based on historically low-scoring objectives.</p> <p>30 8th grade science students were identified as having a high probability of being successful on Science STAAR after participating in our STAARburst Science Club. Student selection was based on their Science MAP scores and their 7th grade STAAR math scores - along with teacher recommendation. The STAARburst club met 9 times beginning in late January. These students were provided hands-on experiences to help with concepts in Science. These tutorials focused on topics</p>

			that had been identified as historically difficult concepts for PISD students.
<p>Proactively develop intervention plans for students demonstrating early mastery of the curriculum</p> <ol style="list-style-type: none"> 1. Brainstorm with your leadership team to determine what school-level support you might be able to provide for teachers whose students demonstrate early mastery of any given unit of study. 2. Clarify the methods teachers might use to identify early mastery. 3. Choose one of the support options from your brainstorming session to implement during the current school year. 	October leadership team meeting	Agenda & notes on discussion	<p><i>Formative Notes:</i> At October leadership meeting, we discussed the need to identify these students through combination of data and classroom observation.</p> <p>Social Studies teachers implemented activities for students who demonstrated early mastery. Activities were determined by individual teachers based on the needs of the students in their classes.</p> <p><i>Summative Notes:</i> ELA teachers specifically identified students they felt were nearing Level III achievement and invited them to tutorials sessions.</p> <p>Saturday tutorial offered to all 8th grade students in the areas of Science and Social Studies. Hands-on learning activities and games were offered, and nearly 100 students attended.</p>
<p>Provide enhanced learning opportunities for students demonstrating early mastery of the curriculum</p> <ol style="list-style-type: none"> 1. Ensure that school-level learning opportunities provided for students who demonstrate early mastery of the stated curriculum extends their thinking about the standard(s) being studied. 2. Study the academic objectives for any given unit of study. 3. Determine your course of action to begin providing intellectually demanding learning opportunities for students who demonstrate early mastery of specific curricular content. <ul style="list-style-type: none"> Clearly identify unit standard(s) in grade level/subject area meetings & plan curricular extension activities. 	Grade level/subject area meetings, Student Tutorials as needed	Agenda, notes on discussion, planned activities in lesson plans, tutorial topics focused on extension	<p><i>Formative Notes:</i> Mathcounts club and the American Mathematics Council (AMC) test was offered to all students in the building and was encouraged for students who demonstrated early mastery.</p> <p>Social Studies students demonstrating early mastery were given opportunities to enhance their learning by applying their knowledge in real world situations. (ex: utilizing knowledge of governments and determining countries that use each type of government - then giving examples of how the government works in each country)</p> <p><i>Summative Notes:</i> Topical tutorials were created at each grade level, and students were invited to attend. Attendance was tracked and data collected in correlation with STAAR scores to determine effectiveness.</p>

<p>Provide academic support aligned with the district curriculum</p> <ol style="list-style-type: none"> 1. Examine school-level interventions to make certain they are tightly aligned with the academic objectives of the district's written curriculum being addressed in the classrooms. 2. Avoid providing general support that is not specifically aligned to the current learning objectives being addressed. <ul style="list-style-type: none"> • Tutorial topics based on student need and aligned with district's curricular objectives. 	Student Tutorials as needed	Student attendance at tutorials in line with student need	<p><i>Formative Notes:</i> All levels of math are tightly aligned with the district's curriculum and two of the levels have members from the district curriculum writing teams to further help with implementation.</p> <p>The basis of each Social Studies lesson is founded in the district's curriculum. Teachers modify or enrich the available curriculum based on student needs.</p> <p>The CTE teacher started Homework Hot Spot the first week in September, advertising on the announcements that it is available Tuesday and Wednesday mornings from 7:50-8:20; it was open daily with some NJHS participation.</p> <p>Admin in attendance at various subject area/grade level team planning meetings. (10-18-16 with 6th ELA, 10-28-16 with 8th science, 11-15-16 with 8th math, 11-16-16 with 7th English, 1-4-17 with 7th math).</p> <p><i>Summative Notes:</i> Over 600 students signed in to Homework Hot Spot this school year. Attendance was tracked and data collected in correlation with STAAR scores to determine effectiveness.</p>
<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. <ul style="list-style-type: none"> • November leadership team meeting 2. Attempt to tie any evaluation to demonstrated student performance. <ul style="list-style-type: none"> • Bi-weekly tutorial attendance kept beginning in October • Analyze data on multiple student assessments to determine effectiveness. 3. Abandon interventions that do not result in increased student performance. <ul style="list-style-type: none"> • March meetings should focus on analyzing results to determine 	November leadership team meeting, Bi-Weekly Tutorials, March Leadership team Meeting.	<ol style="list-style-type: none"> 1. Agenda & notes on discussion 2. Team/ grade level subject area meeting agendas & notes 3. Agenda & notes on discussion will reflect which interventions will not be continued. 	<p><i>Formative Notes:</i> Social Studies team meetings focused on student concerns, implemented strategies, effective strategies, and strategies that didn't seem to be working.</p> <p>Data reviewed to determine which practices were effective and should continue. The interventions that did not correlate to gains will be discontinued. Need to review effectiveness of scheduling students for online STAAR testing.</p> <p><i>Summative Notes:</i> Through the use of data and observation, the effectiveness of interventions was reflected upon at end of year departmental, team level, and leadership meetings to determine continuation.</p>

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Critical Action 2

Critical Action: Define high-yield instructional strategies and reinforce their use in all classrooms. PPPA SW #11

Project Lead:	Matt Conrad, Jill Engelking, Tina Ware							
Staff, Title I Staff:	Department Chairs, Teachers							
Materials and Resources:	PISD Walk Through Data, T-TESS Goal Information, Professional Development, Department Meetings							
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
<p>Promote a common understanding of high-yield instructional strategies</p> <ol style="list-style-type: none"> Work collaboratively with teachers to identify a set of high-yield instructional strategies that all teachers will master and use in their classrooms. The chosen strategies must have supporting research that links their use to gains in student learning when properly employed. Some but not all strategies may be included in the T-TESS goal writing process. <ul style="list-style-type: none"> The leadership team will determine which high yield strategies will be targeted during the October and November leadership team meetings. Determine how many strategies you will include on your school-wide list. Look for common strategies from T-TESS goals and group teachers with like goals. <ul style="list-style-type: none"> Data from T –TESS goals will be collected to gather information on high yield instructional strategies targeted by teachers for their professional growth by November. Determine how leaders will ensure that all faculty members are 	Oct and Nov Leadership Team Meetings, 1 st Semester T-Tess Goals, 2 nd Semester PLC Meetings	Leadership Team Agenda, T-TESS Goals data, PLC meeting notes.	<p><i>Formative Notes:</i> In grade level math meetings, teachers explored high-level strategies through demonstrations.</p> <p>The 8th grade team highlighted strategies at team meetings.</p> <p>December staff development regarding high yield instructional strategies.</p> <p>Several math teachers attended Kagan training, and then implemented these teaching strategies with their students.</p> <p><i>Summative Notes:</i> As a group, teachers implemented various strategies and then revisited the effectiveness at team meetings.</p> <p>T-TESS goals meetings completed by the end of September with a large percentage of goals focused on increasing student achievement through implementing particular instructional strategies. These goals were revisited at each end of year conference.</p>

<p>skilled in the use of the identified strategy. Perhaps teachers who demonstrate the strongest skills in each strategy can lead brief sessions across a number of weeks for colleagues. Carefully structure the opportunity for all teachers to master the instructional strategies that have been identified as important for all staff members to employ. This support might include master teachers, instructional coaches, or collaborative team study.</p> <ul style="list-style-type: none"> Teachers with goals that targeted similar instructional strategies will be grouped together to form a PLC by February 2017. 			
<p>Reinforce the use of high yield Instructional strategies</p> <ol style="list-style-type: none"> Identify high-yield instructional strategies to be acknowledged during classroom visits. <ul style="list-style-type: none"> Plano Walkthroughs will be conducted throughout the school year to identify the regularity of the use of high yield instructional strategies. Reinforce high-yield instructional strategies by presenting a summary of your classroom visitation notes during faculty meetings including Plano WalkThrough Data. Give examples of strategies that you observed and perhaps share additional research on the effectiveness of the strategy. <ul style="list-style-type: none"> Present findings of high yield instructional strategies at March staff meeting. Be certain to incorporate the use of these strategies into formal evaluation processes as well. <ul style="list-style-type: none"> Staff members will have the opportunity to share with each other their experiences when implementing high yield instructional strategies during team meetings in the 2nd semester. 	<p>1st Semester Walkthroughs, March Staff Meeting, 2nd Semester Team Meetings</p>	<p>Plano Walk Through Data, Staff Meeting Agenda, Team Meeting Agendas</p>	<p><i>Formative Notes:</i> Math teachers conducted peer walk-throughs focused on the implementation of high-yield strategies - especially Kagan strategies.</p> <p>ELA teachers conducted walk-throughs in one another's classrooms throughout the 2nd semester.</p> <p>The Principal conducted walkthroughs alongside campus leadership staff.</p> <p><i>Summative Notes:</i> Campus administrators conducted 362 Plano Walk Throughs</p>
<p>Identify best instructional practices based on student performance data</p> <ol style="list-style-type: none"> Begin to rely on evidence of student learning as the means for identifying best instructional practices in your school. As a leadership 	<p>Weekly Team Leader Meetings, Subject Team</p>	<p>Team Leader Meeting Agendas, List of</p>	<p><i>Formative Notes:</i> Admin in attendance at various subject area/grade level team planning meetings. (10-18-16 with 6th ELA, 10-28-16 with 8th science, 11-15-16 with 8th math, 11-16-16 with 7th English, 1-4-17 with 7th</p>

<p>team, discuss what measures of student performance you will use to determine how you will identify best practice.</p> <ul style="list-style-type: none">Targeted discussions regarding best instructional practices will take place with the leadership team and during grade level subject meetings during the 2nd semester. <p>2. Make your selection criteria for identifying high-yield instructional practices within your school completely transparent to teachers. Once you have identified these practices, determine how you will use the information to accelerate learning for all teachers.</p> <ul style="list-style-type: none">Team leaders will make a list of these strategies to share with the leadership team by April 2017.	Meetings	Instructional Strategies, Professional Learning Plan	<p>math).</p> <p><i>Summative Notes:</i> Evaluating data from testing and from “End of Year” T-TESS meetings to determine which instructional strategies yielded the highest success.</p>
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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:	Matt Conrad, Jill Engelking, Tina Ware							
Staff, Title I Staff:	Department Chairs, Teachers							
Materials and Resources:	PISD Walk-through data, Collaboration data from department meetings							
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
Visit other classrooms as part of collaborative process <ol style="list-style-type: none"> 1. 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. 2. 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. 3. Set specific goals for observations, and provide the structure to make them effective by determining what would best serve each team's needs. 	One to two visits per school year.	Teachers collaborate in department meetings Set up schedule for observations	<i>Formative Notes:</i> Peer observation forms were distributed to the leadership team. These forms provided structure for pre-meetings, the observation, and the debrief. <i>Summative Notes:</i> All teachers at MMS were given opportunities to observe teachers within their subject areas as well as teachers in other areas. Each ELA teacher observed 1 other ELA classroom during planning period. Teachers used the peer observation rubric during learning walks and shared during departmental meetings.
Participate in focused learning team walks <ol style="list-style-type: none"> 1. Develop a structure for learning team walks. 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. 	Twice as a team per school year.	Teachers collaborate in department meetings Set goals for walk-throughs and strategy(ies) to be	<i>Formative Notes:</i> Administration provided forms to help guide teachers through the process of conducting a focused learning walk. <i>Summative Notes:</i> Social Studies teachers observed each other and filled out forms provided

2. Have team members develop and use rubrics or observation documents to record their observations. At the end of the walk, 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.		observed	by administration regarding their observations. Teachers met both before and after the observation. Each Social Studies teacher observed two different peers. ELA teachers used the peer observation rubric during learning walks and shared during departmental meetings.
Fully discuss instructional strategies following observations 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). 3. Initiate discussions about what may not have worked by asking questions (e.g., "What did you intend for students to do when they broke into small groups?").	In department meetings after observations or learning walks each semester	Teachers collaborate in department meetings Set goals for walk-throughs and strategy(ies) to be observed	<i>Formative Notes:</i> Forms provided to teachers outlined procedures for post-observation discussion and debrief. <i>Summative Notes:</i> After each observation, teachers involved in the observation met to debrief and discuss focus areas agreed upon in the pre-observation meeting. Notes were shared at departmental meetings.
Reflect on lessons as a team 1. Determine the extent to which teachers use team meeting time to review specific lessons they have taught. 2. Have one teacher observe another's lesson so that he/she can offer additional insight during the review process.	May 2017 Leadership Team Meeting	Teachers collaborate in department meetings Reflection data of how well the walk-throughs increased the use of instructional strategies	<i>Formative Notes:</i> ELA teachers observed at least one other ELA classroom. Grade level planning meetings included reflection on effectiveness of lessons. <i>Summative Notes:</i> During end of year departmental meetings in May, the peer observation process was discussed. Teachers agreed that this was a valuable process that they hope to continue and refine next year.

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)	Jill Engelking	Campus Wellness Plan	September 2016 – Identified Deneen Vaught as our Campus Wellness Captain. Wellness team met in November. Meeting included FANS manager, parent representative, Coach Vaught, and Jill Engelking.
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Deneen Vaught	Campus Wellness Plan	Mrs. Coker was our parent representative
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)	Jill Engelking	Coordinated School Health Curriculum	Designated J102 as Health Room
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. (Required)	P.E. Teachers/ Staff	Coordinated School Health Curriculum	This bulletin board was located in the gym hall where it was visible to all students, teachers, and parents attending events in our gym area.
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Deneen Vaught Jill Engelking	Campus Wellness Plan	eNews, webpage, and marquee advertised events.
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teachers	Student Exemption Form	Fitness Assessments performed as required by district.

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. Teachers	Fitnessgram Student Report	Completed by Coach Ragsdale
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)	Jill Engelking	Sample daily lesson plans may be provided by P.E./Fitness Teacher	Required minutes achieved through PE classes.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teachers	Pedometers; heart rate monitors	Accomplished through PE classes.
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)	Jill Engelking	Yearly Plan Form Lesson Plans Visible During Class Time Observation	Provided through district curriculum and TEKS.
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Jill Engelking	Master Schedule, Staff Supervising Schedule	Accomplished through PE classes.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Jill Engelking	Resources available upon request	Accomplished through PE classes.
ATTENDANCE: Forms are available on inside.pisd				
K-8	Monitor attendance of students and follow up on prominent and chronic absences. (Required)	Jill Engelking	Pinnacle, Attendance Sheet	Tina Ware and Maria Getchell tracked attendance at regular intervals.

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)	Matt Conrad/ Tina Ware/Jill Engelking	Staff feedback/ survey	Staff survey administered and evaluated.
	Monitor high risk areas. (Required)	Tina Ware	Staff assignments/ schedule	Monitored throughout the school year.
	Follow Campus Rules/Expectations. (Required)	Matt Conrad	Code of Conduct, District Handbook Campus Handbook	Throughout the school year.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Tina Ware	Handouts/PowerPoint	Completed by all staff by December 2016
	Review referral process. (Required)	Tina Ware	Campus referral plan	The referral process was followed by teachers throughout the school year.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Tina Ware	Discipline Management Plan	Intervention strategies addressed throughout the year - and specifically at PBIS Professional Development in October.
	Implement campus referral plan. (Required)	Tina Ware	Campus Referral Plan	Throughout the school year.
	Utilize Discipline Management strategies. (Required)	Tina Ware	Discipline Management Plan	PBIS strategies implemented by staff.

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)	Tina Ware	Code of Conduct/ Student-Parent Handbook	Staff handbook created and followed.
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	Monitored throughout the year.
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	Referral process explained in August 2016 and revisited as needed.
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions: (Required)	All teachers	Campus Discipline Plan	Classroom interventions employed by teachers throughout the year.
	Employ discipline interventions: (Required)	Designated staff	Campus Discipline Plan	Discipline interventions employed by teachers and admin throughout the year.
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Campus Unity day	Implemented as needed.
	Conference with parents/students. (Required)	Teachers or other staff	Team meeting agendas, Office referral data	Conferences with parents and students held as needed.

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	Counselors, CTA, Attendance Clerk, Receptionist	Maverick March, Open House events at beginning of school year as well as ongoing monitoring throughout the year.	Student schedules only viewable through Parent Portal after proper registration.
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	Counselors, Teachers	Counselors and teachers monitor throughout school year.	Computers at Home program publicized. Students who may need to utilize the program were identified and referred by counselors and teachers.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	CTA	Weekly	John Gnew regularly updated our school website.
Communicate information through eNews. Funding source: state & local	Administration, Receptionist	Weekly	Jill Engelking sent out a weekly eNews edition every week.
Utilize social media to keep parents and community informed. Funding source: state & local	Matt Conrad	Weekly and as needed	Twitter, Remind, and eNews was utilized to keep parents and community informed.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	Matt Conrad	Monthly	Regular meetings were held with Mr. Conrad and PTA representatives.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: state & local	Administration	One parent program per semester	Parent programs were offered in both the Fall and the Spring - for both students and parents.

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	
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	