



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Otto Middle School

Principal: Antoine Spencer

Mission Statement: At Otto Middle School, our mission is to foster life-long learning as students obtain knowledge and skills needed for future success.

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): **Wednesday, January 18, 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	\$132,500	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	\$5,000	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
Alex Rosenfield	Faculty Member	2016-2017	Present	Present	Present
Jefferie Thielbar	Faculty Member	2016-2017	Present	Present	Present
Rita Attuquayefio	Faculty Member	2013-2014	Present	Absent	Present
Rob Keahey	Faculty Member	2015-2016	Present	Absent	Present
Godina Shatila	Faculty Member	2016-2017	Present	Present	Present
Bonny Pan	Faculty Member	2014-2015	Present	Absent	Present
Lori Evans	Faculty Member	2016-2017	Present	Absent	Present
Jordan Rios	Faculty Member	2016-2017	Present	Absent	Absent
Ashley Besco	Faculty Member	2015-2016	Present	Present	Present
Shelly Furlong	Faculty Member	2012-2013	Absent	Absent	Absent
Nikole Roberson	Faculty Member	2013-2014	Present	Present	Present
Amy Zorka	Faculty Member, Special Education	2015-2016	Present	Present	Present
Antoine Spencer	Principal	2012-2013	Present	Present	Present
Pamela Dimmick	District Professional	2013-2014	Present	Absent	Present
Melanie Schulte	Campus Professional, Non-teaching	2016-2017	Present	Present	Present
Kennitra Robertson	Campus Professional, Non-teaching	2014-2015	Present	Present	Present
Dee Dee McGee	Support Staff Member	2012-2013	Absent	Absent	Absent
Kelley Thomas	Parent-Selected by PTA	2015-2016	Absent	Present	Present
Adriane Swinton-Hayes	Parent-Selected by Principal	2016-2017	Present	Present	Present
Mike Seres	Parent	2016-2017	Present	Present	Present
Johnnene Gay	Parent	2015-2016	Present	Present	Present
Celines Shipley	Parent	2015-2016	Absent	Absent	Absent
Michelle Niven	Parent	2015-2016	Present	Absent	Present
Norton Wong	Parent	2015-2016	Present	Present	Present
Jenny Rogers	Community Member	2015-2016	Present	Absent	Present
Connie Reeves	Community Member	2012-2013	Present	Present	Present
Mary Beth Tiemeyer	Business Representative	2012-2013	Present	Absent	Absent
Michael Stegall	Business Representative	2016-2017	Absent	Absent	Absent

Information regarding the SBIC Committee (BQB Local) may be accessed here: <http://pol.tasb.org/Policy/Code/312?filter=BQB>

District-Wide Goals

1. Increase the percentage of students meeting STAAR Satisfactory performance rates.
2. Ensure that all students meet STAAR and MAP Growth Standards in all subject areas.
3. Increase Satisfactory and Advanced performance rates for Economically Disadvantaged student group – Closing Performance Gaps.
4. Increase the percentage of students meeting STAAR Advanced performance rates.
5. Increase high school graduation rates and ensure students are on track to graduate.
6. Ensure that all students graduate College and Career Ready or are on track to College and Career Readiness.
7. Ensure that all student groups (7 race/ethnicity and Sp.Ed, ELL, ED) meet the Accountability Safeguard measures (60% meet the Level II Satisfactory Standard on STAAR/EOC).

District-Wide Goals	Title I Components	Applicable Student Groups
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. Provide opportunities for teachers to participate in peer classroom observations. PPPA SW # 4
2. Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. PPPA SW #17
3. Increase campus-wide parent involvement.
4. Facilitate student, teacher and parent training in Google Drive/Classroom, Remind and Digital Citizenship.

Critical Action 1

Critical Action: Provide opportunities for teachers to participate in peer classroom observations. PPA SW #4

Project Lead:	Assistant Principal							
Staff, Title I Staff:	Leadership Team							
Materials and Resources:	Sub Codes, Peer Observation Reflection Forms							
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
Departments will meet to discuss and determine an observation "rubric." This document will outline what the observer should be looking for or paying attention to for the duration of the observation.	October 2016 Department meeting	Meeting notes, Peer observation rubric	<p>English: ELAR teachers met in October to discuss and plan an appropriate, efficient rubric for use with peer observations as part of an effort to develop a fair, comprehensive, effective and civil plan for assessing and improving teaching and learning.</p> <p>Math: Teachers were provided a rubric to use during observation and filled it out to give feedback over what they witnessed.</p> <p>Social Studies: The core department heads created a document to be completed while observing another teacher.</p> <p>Science: The rubric for peer observations was created and implemented November 8, 2016.</p>
Provide structured time for teachers to debrief and review rubric following the peer observations.	November 2016 Content area team meetings, Spring 2017 Content area team meetings	Meeting notes	<p>English: A minimum of 2 peer observations per staff were completed: 1 in the Fall semester; the 2nd in the Spring semester. Weekly Tuesday ELAR department meetings have provided feedback and consistent collaborative planning.</p> <p>Math: Teachers collaborated after observation to review what they saw/liked in the classroom and gave valuable feedback to peers.</p> <p>Social Studies: Each teacher met with their colleague</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>after observation to discuss what they observed.</p> <p>Science: All science teachers met with the peer observation teacher partner and debriefed following the peer observations.</p>
<p>With consent of the teacher being observed, the observing teacher will discuss instructional strategies observed with the rest of the department during scheduled meetings.</p>	<p>November 2016 Department meeting, Spring 2017 Department meeting</p>	<p>Meeting notes</p>	<p>All teachers were given an opportunity to schedule, debrief, and reflect with their teacher observed to discuss classroom management and instructional strategies by March 17th. The follow-up conversations with the teacher observed occurred within one week window and a copy of the peer observation form was turned into the teacher's appraiser.</p>
<p>Each department will have one master teacher recorded to be used for professional growth targeting a specific instructional area.</p>	<p>Spring 2017</p>	<p>Video recording</p>	<p>Department representatives were given advance notice of the recording of their classroom teaching environment. The recordings took place on 2/22/17 using Swivls.</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:	Academic Specialist, Special Education Department Head							
Staff, Title I Staff:	Department Heads, Title I Instructional Coaches, Title I Math Specialist							
Materials and Resources:	Instructional Materials, Performance Data, Critical Thinking Zone Materials							
Targeted Area:	<input type="checkbox"/> School-wide	<input checked="" type="checkbox"/> Reading	<input 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 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> <ul style="list-style-type: none"> Identify students with academic needs through the learning target tracker Utilize support staff to supplement instruction Teach students how to use the learning target tracker to monitor their progress within each department <p>Title I Components: 1, 2, 3, 8, 9 Funding Source: Title I Funds, SCE</p>	October 2016 Department and Content area team meetings	Intervention plans, Meeting notes	<p>English: English tutorials are open to all students before, after, or during school to get help on concepts they did not master. During the third week of school [Fall semester], the ELAR department began structured tutorials for targeted instruction. STAAR interventions began the second week of the Spring semester.</p> <p>Math: Department is actively using data (STAAR, MAP, Cogat, Semester Exams, grades, etc.) to identify students for after school intervention during the 2nd semester. Utilizing Title I for support, teachers are identifying goals with students for what they can and should achieve. The teachers then used this information to design instruction and intervention for students.</p> <p>Social Studies: 8th grade History teachers are implementing learning target trackers during all lessons to allow students to self-assess learning. The department plans to extend this to 6th and 7th grade next year as well.</p> <p>Science: All science teachers met January 2, 2017 to utilize the results from the fall district assessments to identify students performing below grade level. Teachers meet with individual students to set goals for</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
			MAP performance at the one year's growth or higher level during January.
<p>Proactively develop intervention plans for students demonstrating early mastery of the curriculum.</p> <ul style="list-style-type: none"> Use a pre-assessment tool to glean prior knowledge within each department Develop questioning techniques to deepen classroom discussion <p>Title I Components: 2, 3, 9 Funding Source: Title I Funds, SCE</p>	October 2016 Department and Content area team meetings	Intervention plans, Meeting notes	<p>English: 6-8 ELAR teachers plan lessons and use resources that encourage the students to think and function at each level of Bloom's Taxonomy and Costa's Levels of Questioning.</p> <p>Math: Teachers pre-assess students to demonstrate prior knowledge and review learning targets with students. This allows teachers to continue to find areas of growth for students and build on those skills.</p> <p>Science: Science teachers use the Pre-Assessment rubric for each new unit to determine students with early mastery.</p>
<p>Provide enhanced learning opportunities for students demonstrating early mastery of the curriculum.</p> <ul style="list-style-type: none"> Provide student choice opportunities that relate to the unit of study Use Critical Thinking Zone and Mind Labs to encourage higher level thinking <p>Title I Components: 2, 8, 9 Funding Source: Title I Funds, SCE</p>	Weekly Content area team meetings	Lesson plans, Meeting notes	<p>English: Weekly Critical Thinking Zone (CTZ) lessons and activities during Bobcat Academy are used by all teachers in our campus-wide initiative to promote critical thinking skills within our students.</p> <p>Math: Students are given opportunities for learning 'above' grade level once they have demonstrated mastery of curriculum. Classes are using CTZ to demonstrate problem solving techniques.</p> <p>Science: Students identified as having early mastery are to be challenged by having alternate opportunities to enrich the objectives of the lessons. CTZ and Mind Labs are used by science teachers each Friday of the second Semester.</p>
<p>Provide academic support aligned with the district curriculum.</p> <ul style="list-style-type: none"> Hold weekly department meetings Collaborate in grade level PLCs Use learning target tracker to help students assess their knowledge and understanding 	Weekly Content area team meetings	Meeting notes, Lesson plans	<p>English: ELAR grade level planning takes place weekly. Standards are evaluated to determine the desired outcome for each lesson and lessons are then adjusted to meet those outcomes. Additionally, conversations within our grade level PLCs are regarding instruction,</p>

<p>Action Step (Title I Component # and Funding Amounts per Action Step)</p>	<p>Implementation Timeline per Action Step</p>	<p>Implementation Evidence per Action Step</p>	<p>Formative & Summative Notes per Action Step</p>
<p>Title I Components: 1, 2, 9 Funding Source: Title I Funds, SCE</p>			<p>assessments, and outcomes of assessments. Adjustments are made to instruction based on the needs of each student. All Bobcat Academy Teachers filled out last year's MAP and STAAR scores with students on their Goal Setting Sheets given in December.</p> <p>Math: The department meets regularly as a group and within grade level PLCs to provide valuable lessons and teaching strategies for academic support aligned with district curriculum.</p> <p>Social Studies: Each grade level meets on a regular basis and evaluates and adapts lessons to meet student needs. 8th grade History teachers are implementing learning target trackers during all lessons to allow students to self-assess learning. PLC included a book study on reading non-fiction this year.</p> <p>Science: Science teachers meet as a Professional Learning Committee in grade level meetings every week during common planning time. Science teachers will use their Black target trackers by TEKS to discuss student knowledge and understanding.</p>
<p>Evaluate the effectiveness of student interventions.</p> <ul style="list-style-type: none"> Review MAP, STAAR and classroom assessment data and how it correlates to participation in interventions Collaborate as teams on progress and interventions. Be willing to abandon ineffective interventions <p>Title I Components: 1, 2, 3, 9 Funding Source: Title I Funds, SCE</p>	<p>Monthly department meetings</p>	<p>Meeting notes, State/local assessments, Intervention plans</p>	<p>English: The ELAR Department 6-8 continues to study Edugence and previous STAAR data in order to determine which TEKS are frequently missed and how each of these TEKS are taught within each grade level.</p> <p>Math: Teachers are regularly using data to assess student needs in the classroom. We are using data to also help drive our interventions using item analysis provided by STAAR and district assessments</p> <p>Social Studies: Teachers review semester exam, unit exam, STAAR and MAP data to help reassess unit lessons and student progress.</p> <p>Science: Science teachers meet twice monthly to</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
			review MAP, STAAR and assessment data and review student progress and interventions.

Critical Action 3

Critical Action: Increase campus-wide parent involvement.

Project Lead:	Counselor, Assistant Principal							
Staff, Title I Staff:	Leadership Team, Parent Liaison							
Materials and Resources:	Parent Survey, Parent Input							
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
Leadership team will collaborate with grade level/core teams and administration to determine parent survey input. Title I Components: 1, 6 Funding Source: Title I Funds, SCE	October 2016 Department meeting	Meeting notes, teacher input	Survey formats were considered and feedback sought regarding parent survey. A Google form parent survey (in English and Spanish) has been created that will be shared with the parent community this Spring. The survey was available for parent participation from January 31-February 15, 2017. The survey was publicized via E-news, Remind, Phone Messenger and Flyers.
Parent liaison will solicit parent input regarding topics to cover in parent survey. Title I Components: 2, 6 Funding Source: Title I Funds, SCE	October 2016 parent conferences	Meeting notes, Parent input	Survey formats were considered and feedback sought regarding parent survey.
Analyze survey data in an effort to see where improvement can be made and what contributions parents feel will help their student(s) succeed. Title I Components: 4, 6 Funding Source: Title I Funds, SCE	Spring 2017 Leadership meetings	Meeting notes, Survey results	Results were compiled into a presentation that was made to the Otto Leadership Team. The leadership team then shared the results with their teams and departments.

Critical Action 4

Critical Action: Facilitate student, teacher and parent training in Google Drive/Classroom, Remind and Digital Citizenship.

Project Lead:	Campus Technology Integration Specialist, Assistant Principal							
Staff, Title I Staff:	Leadership Team							
Materials and Resources:	Google Resources, PDH Time							
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 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
Provide campus wide teacher training on Google Classroom and Remind.	August 2016 Staff Development	MLP login	Campus wide teacher training in the beginning of the school year was given to all on Google Classroom and Remind. All teachers have been implementing each one on a weekly basis.
Facilitate student set up on Google Classroom/Remind through Bobcat Academy.	August 2016 Bobcat Academy	Google/Remind User lists	Campus wide student set up was done at the beginning of the school year for Google Classroom. The Social Studies department had each student sign up for their teachers in the computer lab.
Departments will continue to implement Google Drive/Classroom and Remind in the classroom on a consistent basis.	Weekly Content area meetings	Google classroom/Remind pages	All teachers implement Google Drive and Classroom for each grade level.
Provide parent trainings on utilizing Google Classroom and Remind.	January 2017 Parent Training	Parent meeting sign-in sheet	Parent meeting on technology were held January 18th on Google Classroom, Google Drive and Remind. A follow up survey will also be done to get feedback from parents and community members.
Provide student assembly and parent information night on Digital Citizenship.	September 2016 School wide assembly	Campus calendar	Students attended an assembly to hear a presentation by Katie Greer on Digital Citizenship on September 26, 2016. Parents attended an evening meeting where Katie Greer spoke about Digital Citizenship and how parents can contribute to educating their students on internet safety.

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	The Wellness Committee met four times throughout the year. Jessica Lentz was the captain.
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	Josh Frazier was the parent included on 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	PE teachers taught the health program to students.
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. (Required)	P.E. Teacher/ Staff	Coordinated School Health Curriculum	Bulletin board located outside of the gym.
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	Information was sent out by the nurse and also in the enews related to health information.
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	PE teachers analyzed fitness data and gave goal sheets to students.
4 th & 7 th	(NEW ACTION STEP) Ensure all data for 3 rd -8 th grade students is entered on timely basis, fitness report cards are printed (4th and 7th grade) and sent to parents or linked through	P.E. Teacher	Fitnessgram Student Report	Fitness gram reports sent home with students.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	myPISD. (Required)			
PHYSICAL ACTIVITY REQUIREMENTS:				
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. (Required - Form Provided)	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Classes were conducted so that students were achieving the vigorous physical activity standard at least 50% of the time.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	Heart rate monitors were used and students were taught how to take their heart rate.
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	Students were active at least 70%-90% of the time each day in PE.
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				
K-8	Monitor attendance of students and follow up on prominent and chronic absences. (Required)	Principal	Pinnacle, Attendance Sheet	Kennitra Robertson and the counselors met with students who had attendance issues. Students with chronic attendance issues were assigned to attend "I'm Present" and truancy court. FNA, BIP, and meetings with students and parents. Weekly announcements on ONN.

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/Asst. Principals	Staff feedback/ survey	PBIS & guidance lessons from counselors.
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/ schedule	Teachers monitor hallways, and the cafeteria before school, during passing periods and after school in the bus lane and carpool.
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	PBIS, Kennitra Robertson and counselors met with students who were not following the code of conduct.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	Summer back to school inservice.
	Review referral process. (Required)	Principal or designee	Campus referral plan	Administrative team reviewed the referral process thought the school year and met with teachers and students who were struggling.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	PBIS plan implemented in all classrooms as well as CHAMPS to provide intervention strategies to teachers.
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	Campus discipline plan implemented.
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	Campus referral form and FNA Google doc used.

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, Bobcat Academy lessons implemented to students.
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	Teachers on duty in high risk areas, feedback received from teachers.
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	Staff meetings and the referral form.
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions: (Required)	All teachers	Bobcat Academy time Kennitra Robertson, PBIS team	Bobcat academy lessons, EPIC (counselors), PBIS schoolwide.
	Employ discipline interventions: (Required)	Designated staff	Campus Discipline Management Plan, Kennitra Robertson, Melanie Schulte, PBIS team	Discipline Google docs used, lunch detentions and FNA.
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	School-wide PBIS initiative	PBIS lessons, mediation with counselors.
	Conference with parents/students. (Required)	Teachers or other staff	Parent/teacher Conference Day, Regular Teacher Conference/Communications, and CMIT as needed through the year	Conferences set up with parents and students 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	Norma Jones	September 2016, as the need arises	The counselors and parent liaison worked with parents to help them get registered for the portal if they were not already.
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	Norma Jones	September 2016, ongoing throughout the school year	CIS and parent liaison identified and assisted parents as needed.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	Antoine Spencer	Weekly throughout the school year	CTA and principal ensured website was updated.
Communicate information through eNews. Funding source: state & local	Monica Butler	Weekly throughout the school year	Enews communications were sent at least 1 time per week.
Utilize social media to keep parents and community informed. Funding source: state & local	Antoine Spencer	Weekly throughout the school year	A variety of social media outlets (Twitter, Remind, Google Classroom, and Weebly) were used to keep community informed on a weekly basis.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	Antoine Spencer	Monthly	Administrative team met with PTA board on a monthly basis to ensure thorough communication.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: state & local	Antoine Spencer	Monthly	Parent meetings were coordinated monthly by Angie Chavez, counselor and parent programs coordinator.

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	