



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

## Meadows Elementary

Principal: Sandra Muzquiz

Mission Statement: Meadows Elementary commits to building and supporting a strong foundation for **EACH** student.



Approved by DBIC on November 14, 2016

## Verification Page

### Planning Timelines

- Analysis of Critical Actions, and STAAR 2015-2016 Gap Analyses: **August 2016**
- Needs analysis, goal setting and strategic planning: **July - September 2016**
- Campus teacher data analysis day: **August - September , 2016**
- SBIC Plan due for DBIC review: **October 12, 2016**

### Meeting Dates

- Meeting 1: SBIC approves the improvement plan (by October 7, 2016): **Thursday, October 06, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Thursday, January 12, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Thursday, May 11, 2017**

### 2016-2017 Campus Status

Check all that apply

☒ Title III English Learner Campus

☐ Non-Title I Campus

☒ Title I School-wide Campus

### Title I Information

Title I Components			
<b>1 (CNA)</b>	Comprehensive Needs Assessment	<b>6 (PI)</b>	Strategies to Increase Parental Involvement
<b>2 (RS)</b>	Reform Strategies	<b>7 (Tran)</b>	Transition (Elementary schools only)
<b>3 (HQ)</b>	Instruction by State Certified Staff	<b>8 (A)</b>	Teacher Decision-Making Regarding Assessments
<b>4 (PD)</b>	High-Quality Professional Development	<b>9 (M)</b>	Effective and Timely Assistance to Students
<b>5 (R/R)</b>	Strategies to Attract State Certified Teachers	<b>10 (Coord)</b>	Coordination and Integration
Program Funding			
<b>Staffing</b>	\$300,000	Total Funding for 5 Title I Support Teachers	
<b>Parental Engagement</b>	\$2,000	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
<b>Student and Campus Capacity Building</b>	\$8,000	Additional Title I Funding (i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities)	

## State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD's compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state's eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

## SCE Program Funding

<b>SCE Total</b>	<b>\$ 208,588</b>	State Compensatory Ed funds allocated for allowable supplemental resources and 4 staff.
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**SBIC Committee**

Committee Member's Name	Role	Year 1st Participated on SBIC	October 6, 2016	January 12, 2017	May 11, 2017
Frankie Ramirez	Faculty Member	2015 - 2016	X	X	X
Alyssa Hannah	Faculty Member	2016-2017	X	X	X
Nora Valdez	Faculty Member	2016-2017	X	X	X
Joey Cobb	Faculty Member	2013-2014	X	X	X
Sally Windle	Faculty Member	2016-2017	X	X	X
Stacey Cale	Faculty Member, Special Education	2016-2017	X	X	X
Sandra Muzquiz	Principal	2011-2012	X	X	X
Jeanette Aguirre	District Professional	2015-2016	X	X	A
Jennifer Wells	Campus Professional, Non-teaching	2016-2017	X	X	X
Tomas Wallenberg	Support Staff Member	2015-2016	X	X	X
Letitia Mitchell	Parent-Selected by PTA	2016-2017	X	A	X
Michelle Rhea	Parent-Selected by Principal	2016-2017	X	X	X
Jacqueline Shannon	Parent	2016-2017	X	X	X
Donna Meza	Parent	2016-2017	X	X	X
Shalisa Lawson	Parent	2016-2017	A	X	A
Jeff Shannon	Parent	2016-2017	A	X	X
Ryan Steele	Community Member	2013-2014	X	X	X
Kelly Reed	Community Member	2016-2017	X	X	A
Dode Worsham	Business Representative	2016-2017	A	X	X
Joe Harding	Business Representative	2014-2015	A	X	X

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
<b>Health, Fitness and Attendance:</b> 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
<b>Violence Prevention and Bullying</b>	10 (Coordination and Integration)	All
<b>Parental Involvement:</b> 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
<b>Highly Qualified Staff:</b> 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
<b>Transition of Pre-KN Students:</b> 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 (P<sup>3</sup>A 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. Study and use the district's written curriculum. PPPA SW #1

2. Supplement classroom interventions with targeted support for students who perform below grade level. PPPA SW #17

Campus	Reading	Math	Writing	Science
Meadows	Hisp-59%, SPED-16%, ED-59%, ELLM-52%	AA-50%, SPED-24%	ALL-42%, Hisp-38%, ED-39%, ELLM-25%	ELLM-53%

3.

4.

5.

## Critical Action 1

**Critical Action:** Study and use the district's written curriculum. PPPA SW #1

<b>Project Lead:</b>	Sandra Muzquiz, Principal, and Jennifer Wells, Assistant Principal							
<b>Staff, Title I Staff:</b>	PISD Curriculum Specialists, Grade Level Teachers, Support Staff							
<b>Materials and Resources:</b>	PISD Curriculum, TEKS, UbD Lesson Planning, Various Data including MAP, iStation, STAAR, TELPAS, Plano Literacy							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<input type="checkbox"/> Other:

### Strategies for Accomplishing Critical Action 1 :

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>1. Build your teams' awareness of the importance of the reading curriculum. Encourage every school leader to ask, "What is it that you were wanting students to know or be able to do as a result of this lesson (or homework assignment, strategy, or field experience, etc.)?"</p> <p><b>(Components 1, 2, 4, 8, 9)</b>  <b>Funding Source: Title I, SCE, State and Local</b></p>	<ul style="list-style-type: none"> <li>Daily awareness</li> <li>Weekly team planning</li> </ul>	<ul style="list-style-type: none"> <li>Daily written and verbal emphasis of the planned learning objective</li> <li>Guided Reading PDH</li> <li>UbD Planning</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Team Leaders access the curriculum daily and during their weekly team planning meetings.</li> <li>The Guided Reading Team presented PDH throughout the school year.</li> <li>The Curriculum Department modeled guided reading lessons on campus and observed guided reading lessons in classrooms.</li> <li>Teams use UbD to plan with the end in mind. Planning includes data from formative and summative assessments.</li> </ul> <p><b>Summative:</b> A heightened awareness of planning with the end in mind</p>
<p>2. Communicate with the appropriate district leaders to determine how you might structure effective planning for reading instruction.</p> <p><b>(Components 1, 2, 4)</b>  <b>Funding Source: Title I, SCE, State and Local</b></p>	<ul style="list-style-type: none"> <li>Weekly team planning with PISD Curriculum Coordinators</li> </ul>	<ul style="list-style-type: none"> <li>Increased monitoring and support of teachers by instructional leadership and PISD support personnel</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Curriculum department shared feedback and suggestions; Principals shared feedback with each team. Adjustments were made based upon feedback and needs.</li> <li>Teachers created guided reading notebooks for effective planning and instruction.</li> <li>District funds were used to update title in the school's literacy library.</li> </ul> <p><b>Summative:</b> An increase in district presence as well as school initiatives created a better understanding of the guided reading process.</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>3. Forge a team of instructional leaders to study the progress of students from kindergarten through fifth grade. Analyze student performance data and consider teacher input to design effective reading instruction.</p> <p><b>(Components 1, 2, 4, 8, 9, 10)</b>  <b>Funding Source: Title I, SCE, State and Local</b></p>	<ul style="list-style-type: none"> <li>• Monthly Support Staff Meetings</li> <li>• Weekly Team Planning with Instructional Support Staff</li> <li>• Bi-Weekly Meetings regarding student progress</li> </ul>	<ul style="list-style-type: none"> <li>• EL Data Tracker</li> <li>• MAP Score Data Tracker by teacher</li> <li>• Istation reports</li> <li>• TELPAS data</li> <li>• Student generated goals</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Instructional Specialists analyzed data from multiple sources to create small groups for intervention.</li> <li>• Grade level teams met with the Instructional Support team to plan, analyze data, and implement interventions.</li> </ul> <p><b>Summative:</b> A heightened awareness of students' needs that led to effective data-driven reading instruction.</p>



## Critical Action 2

**Critical Action:** Supplement classroom interventions with targeted support for students who perform below grade level. PPPA SW #17

<b>Project Lead:</b>	Principal and Assistant Principal							
<b>Staff, Title I Staff:</b>	PISD Multilingual Department, PISD Curriculum Specialist, Grade Level Teachers, Support Staff							
<b>Materials and Resources:</b>	TEKS, PISD Curriculum, Edugence,							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<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><b>Proactively develop intervention plans for students performing below grade level</b></p> <p>1. Create and share a written intervention plan that clearly identifies the school-level support used to assist students who enter a class at a below-grade achievement level.</p> <p>2. Use 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. Ensure that these students receive these services.</p> <p><b>(Components 1, 2, 8, 9, 10)</b> <b>Funding source: Title I, SCE, State and Local</b></p>	<ul style="list-style-type: none"> <li>• Monthly Team Leader, Support Staff and Staff Meetings.</li> <li>• Weekly Team Planning</li> <li>• Daily Tier II and Tier III intervention</li> </ul>	<ul style="list-style-type: none"> <li>• RTI in Edugence</li> <li>• CMIT process</li> <li>• Social Emotional Learning Curriculum</li> <li>• EL Data Chart</li> <li>• PDH log including <u>7-Steps to a Language Rich Interactive Classroom</u> book study and Guided Reading</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• SEL emphasis provided an increase in self-awareness and a positive culture for staff and students. Meadows is dedicated to continuing this process.</li> <li>• Instructional Support Team collaborated with grade level teams to analyze Istation data and determine effective student groupings for interventions.</li> <li>• PDH included <u>7-Steps to a Language Rich Interactive Classroom</u> book study and Guided Reading workshops.</li> </ul> <p><b>Summative:</b> Classroom teachers and instructional specialists collaborated to provide targeted intervention to close gaps and address needs for all students who are below grade level.</p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Based on data, feedback from district, and student's needs, the IE process was continuously evaluated and adjusted as appropriate.</li> </ul> <p><b>Summative:</b> Multiple forms of data were used to create targeted intervention lessons; documentation of RtI data in Edugence has increased</p>
<p><b>Provide proactive support for students performing below grade level</b></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> <p><b>(Components 1, 2, 8, 9, 10)</b> <b>Funding source: Title I, SCE, State and Local</b></p>	<ul style="list-style-type: none"> <li>• Daily Tier II and Tier III intervention</li> <li>• Weekly planning meetings between general education teachers and support staff</li> <li>• Daily IE time in Master Schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Lesson Plans</li> <li>• RTI in Edugence</li> </ul>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Heightened awareness of the importance of targeted intervention.</li> <li>• Lower grade levels are provided more support through IE time.</li> </ul> <p><b>Summative:</b> Classroom teachers and instructional specialists collaborated to reinforce specific prerequisite skills to close gaps and address needs for all students who are below grade level</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)
	<b>COORDINATED SCHOOL HEALTH:</b>			
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. <b>(Required - Form Provided)</b>	Principal	Campus Wellness Plan	<ul style="list-style-type: none"> <li>Joey Cobb, Fitness Coach, established the Campus Wellness Team and scheduled regular meetings throughout the school year.</li> </ul>
K-8	Include at least one Parent on Campus Wellness Team. <b>(Required)</b>	Campus Wellness Captain	Campus Wellness Plan	<ul style="list-style-type: none"> <li>Michelle Rhea acted as the parent representative on the Campus Wellness Team.</li> </ul>
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. <b>(Required)</b>	Principal	Coordinated School Health Curriculum	<ul style="list-style-type: none"> <li>Health Curriculum was delivered in Fitness Class.</li> </ul>
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. <b>(Required)</b>	P.E. Teacher/ Staff	Coordinated School Health Curriculum	<ul style="list-style-type: none"> <li>Bulletin board in Fitness Room and in main hallway where it is viewed daily by all students.</li> </ul>
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	<ul style="list-style-type: none"> <li>Family events were advertised through email, flyers, Facebook, Remind text messaging, and phone messenger.</li> </ul>
	<b>FITNESS:</b>			
3-8	Pre and Post Assess all eligible students using fitness test components. <b>(Required - Form Provided)</b>	P.E. Teacher	Student Exemption Form	<ul style="list-style-type: none"> <li>Fitnessgram testing completed for all 3rd, 4th, and 5th graders.</li> </ul>
4 <sup>th</sup> & 7 <sup>th</sup>	<b>(NEW ACTION STEP)</b> Ensure all data for 3 <sup>rd</sup> -8 <sup>th</sup> grade students is entered on timely basis, fitness report cards are printed (4th and 7th	P.E. Teacher	Fitnessgram Student Report	<ul style="list-style-type: none"> <li>Scores entered online in Fitnessgram.</li> </ul>

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	grade) and sent to parents or linked through myPISD. <b>(Required)</b>			
	<b>PHYSICAL ACTIVITY REQUIREMENTS:</b>			
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. <b>(Required - Form Provided)</b>	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	<ul style="list-style-type: none"> <li>PE- 50 mins x 2/week</li> <li>Fitness - 25 min x 2/week</li> <li>First 15 minutes of class - continuous movement with TABATA Run &amp; Dynamic exercises/stretchers and activity.</li> </ul>
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. <b>(Required)</b>	P.E. Teacher	Pedometers; heart rate monitors	<ul style="list-style-type: none"> <li>Pedometers used in PE and Pulse bars in fitness.</li> </ul>
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. <b>(Required - Form Provided)</b>	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	<ul style="list-style-type: none"> <li>PE students physically active for the entire class period except for instruction time between warm-up and activity. Developmentally appropriate lessons from district curriculum.</li> </ul>
K-5	Ensure students are receiving daily unstructured play during recess. <b>(Required)</b>	Principal	Master Schedule, Staff Supervising Schedule	<ul style="list-style-type: none"> <li>All students receive recess time either before or after lunch.</li> </ul>
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. <b>(Required)</b>	Principal	Resources available upon request	<ul style="list-style-type: none"> <li>Teachers utilized brain breaks including "Go Noodle" and "Adventure to Fitness" programs.</li> </ul>
	<b>ATTENDANCE: Forms are available on inside.pisd</b>			
K-8	Monitor attendance of students and follow up on prominent and chronic absences. <b>(Required)</b>	Principal	Pinnacle, Attendance Sheet	<ul style="list-style-type: none"> <li>Attendance is monitored by assistant principal and campus secretary.</li> <li>School attendance procedures/plan is used to follow up on chronic absences in collaboration with truancy court.</li> </ul>

## 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	<b>PREVENTION:</b>			
	Identify high risk areas. <b>(Required)</b>	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	<ul style="list-style-type: none"> <li>The playground can be a high risk area.</li> </ul>
	Monitor high risk areas. <b>(Required)</b>	Principal Designee	Staff assignments/schedule	<ul style="list-style-type: none"> <li>Staff taught playground safety rules to students in a variety of ways including class discussions and Power Point presentation.</li> <li>Additional staff was added to monitor playground during recess.</li> <li>Stations were set up at recess for some grade levels to create small groups of students.</li> </ul>
	Follow Campus Rules/Expectations. <b>(Required)</b>	Principal	Code of Conduct, District Handbook Campus Handbook	<ul style="list-style-type: none"> <li>Campus expectations are recited daily on the morning announcements, and district procedures/policies are followed.</li> </ul>
Staff	<b>EDUCATION:</b>			
	Participate in annual staff training on bullying/sexual harassment. <b>(Required)</b>	Principal or designee	Handouts/PowerPoint	<ul style="list-style-type: none"> <li>Annual staff training with counselor was completed.</li> </ul>
	Review referral process. <b>(Required)</b>	Principal or designee	Campus referral plan	<ul style="list-style-type: none"> <li>Staff members were made aware of process to report bullying concerns.</li> </ul>
Staff	<b>INTERVENTION:</b>			
	Establish recommended intervention strategies for classroom/campus. <b>(Required)</b>	Principal or designee (campus discipline staff)	Discipline Management Plan	<ul style="list-style-type: none"> <li>SEL program was implemented by new campus SEL teacher and staff.</li> </ul>
	Implement campus referral plan. <b>(Required)</b>	Principal or designee	Campus Referral Plan	<ul style="list-style-type: none"> <li>SEL teacher created a new campus referral plan as a proactive approach to managing discipline.</li> </ul>

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Utilize Discipline Management strategies. <b>(Required)</b>	Principal or designee	Discipline Management Plan	<ul style="list-style-type: none"> <li>Various discipline management strategies were implemented including Lunch Buddies, Community Circles, SEL Journals and weekly update from SEL teacher.</li> </ul>

#### 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. <b>(Required)</b>	Principal or designee	Code of Conduct/ Student-Parent Handbook	<ul style="list-style-type: none"><li>● Campus expectations are recited daily on the morning announcements, and district procedures/policies are followed.</li><li>● School wide assemblies were held each nine weeks to commend good citizenship.</li><li>● In collaboration with the Rotary Club good citizen breakfast assemblies were held each nine weeks.</li><li>● 4th and 5th grade Citizens of the Year were selected and honored at the Annual Rotary Club Citizenship Banquet at Collin County College.</li></ul>
	Monitor high risk areas. <b>(Required)</b>	All staff	Schedule (if necessary)	<ul style="list-style-type: none"><li>● Students were instructed on playground safety rules in a variety of ways including class discussions and Power Point presentation.</li><li>● Students were engaged in small group station activities at recess.</li></ul>
All Students	EDUCATION:			
	Explain referral process/contacts. <b>(Required)</b>	All teachers	Referral Plan	<ul style="list-style-type: none"><li>● Students were made aware of process to report-bullying concerns.</li></ul>
All Students	INTERVENTION:			
(Please complete cells below)				

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Apply classroom interventions: <b>(Required)</b>	All teachers	Kelso Choice Wheel Momentous Curriculum	<ul style="list-style-type: none"> <li>• Kelso' Choice Wheel was displayed in all classrooms and consistently implemented as a problem solving tool with the students.</li> <li>• Momentous Institute strategies included use of calm down box/tools: Hoberman Sphere and other breathing techniques and glitter wand.</li> </ul>
	Employ discipline interventions: <b>(Required)</b>	Designated staff	Momentous Curriculum	<ul style="list-style-type: none"> <li>• A BASE classroom was created in collaboration with the district's ISS Team for children with significant behavioral challenges.</li> <li>• Individualized student success charts were created to address specific behavioral needs.</li> <li>• All students were instructed on the parts of the brain and their various functions to promote self - management of behavior.</li> </ul>
	Use other intervention strategies as necessary/appropriate. <b>(Required)</b>	Administrative staff or counselors	SEL curriculum and SEL teacher	<ul style="list-style-type: none"> <li>• SEL teacher shared a variety of intervention strategies with staff through modeling in the classroom and weekly email updates.</li> </ul>
	Conference with parents/students. <b>(Required)</b>	Teachers or other staff	Code of Conduct/Student-Parent Handbook	<ul style="list-style-type: none"> <li>• Private discussions were held with students on an as needed basis to discuss behavioral concerns.</li> <li>• Parents were informed of student behavior through phone calls, email, CMIT/504/ARD meetings, and parent conferences.</li> </ul>

## 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. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local Funds</b>	<ul style="list-style-type: none"> <li>Nurse</li> <li>Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>August 2016, as the need arises with new enrollees</li> <li>List of parents signed up for Parent Portal</li> </ul>	<ul style="list-style-type: none"> <li>School nurse created a plan to encourage parents to register students via Parent Portal. Approximately 50% of K-4 families complied.</li> </ul>
Identify parents without computer/internet access to offer hard copies of school information. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local Funds</b>	<ul style="list-style-type: none"> <li>Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>August 2016, as the need arises</li> <li>Weekly Take Home folders</li> </ul>	<ul style="list-style-type: none"> <li>Nurse identified only nine families without email addresses. These families were provided hard copies of school information.</li> <li>School transitioned to paperless communication via email.</li> </ul>
Upgrade and maintain the campus website for easy access and increased communication with the community. <b>Funding source: state &amp; local</b>	<ul style="list-style-type: none"> <li>Librarian</li> <li>CTA</li> </ul>	<ul style="list-style-type: none"> <li>Initial update in August 2016, as the need arises</li> <li>Updated School Website</li> </ul>	<ul style="list-style-type: none"> <li>School librarian and school CTA were responsible for maintaining the website for Meadows Elementary.</li> </ul>
Communicate information through eNews. <b>Funding source: state &amp; local</b>	<ul style="list-style-type: none"> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>August – May</li> <li>Published eNews documents</li> </ul>	<ul style="list-style-type: none"> <li>Information was communicated to parents through eNews.</li> </ul>
Utilize social media to keep parents and community informed. <b>Funding source: state &amp; local</b>	<ul style="list-style-type: none"> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>October 2016 to May 2017</li> <li>Facebook Posts</li> </ul>	<ul style="list-style-type: none"> <li>Information was communicated to parents through Facebook and Twitter.</li> </ul>
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. <b>Funding source: state and local</b>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Librarian</li> <li>PTA President</li> </ul>	<ul style="list-style-type: none"> <li>October 2016 to May 2017</li> <li>Monthly Meeting Minutes</li> </ul>	<ul style="list-style-type: none"> <li>Monthly meetings were held with the school's principal and PTA board.</li> </ul>
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) <b>Funding source: state &amp; local</b>	<ul style="list-style-type: none"> <li>PTA President</li> <li>Counselors</li> <li>Parent Liaison</li> </ul>	<ul style="list-style-type: none"> <li>Fall 2016 and Spring 2017 Meetings</li> <li>Flyers</li> <li>Sign-in Sheets</li> </ul>	<ul style="list-style-type: none"> <li>Parental programs included: Parent Academy, district mobile classroom, parenting classes, Family Fun Run, Family Fitness Night, Holiday Sing-Along, and 5th grade Celebration.</li> </ul>



## 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.

<b>Project Lead:</b>	Plano ISD HR Employee Recruitment & Retention Department
<b>Staff, Title I Staff:</b>	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
<b>Materials and Resources:</b>	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. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	August 2016 to May 2017	<ul style="list-style-type: none"> <li>Members of the staff attended two recruitment job fairs.</li> </ul>
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	Monthly Bilingual Stipends, July 2016 to June 2017	<ul style="list-style-type: none"> <li>All teachers who worked with bilingual students received the bilingual salary stipend.</li> </ul>
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	August 2016 to May 2017	<ul style="list-style-type: none"> <li>Student teachers from Texas A&amp;M Commerce taught in different grade levels over the course of the school year.</li> </ul>
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. <b>Title I Component 4 and 5</b> <b>Funding source: State and Local</b>	July 2016 to June 2017	<ul style="list-style-type: none"> <li>Teachers were provided PD hours in Guided Reading, ESL and SEL strategies, technology integration, and RtI process.</li> </ul>
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. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	July 2016 to June 2017	<ul style="list-style-type: none"> <li>100% of staff is highly qualified.</li> </ul>

**Transition*****Title I –School-wide Elementary Campuses Only*****Critical Action Step:**

The Transition from early childhood to elementary school is supported by the district and campus.

<b>Project Lead:</b>	Pre-K Principal
<b>Staff, Title I Staff:</b>	Pre-K and Kindergarten staff
<b>Materials and Resources:</b>	RAMP Up Kids

**Strategies for Accomplishing Transition Critical Action:**

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Pre-K staff work collaboratively with Kindergarten staff throughout the school year.	<ul style="list-style-type: none"> <li>September 2016 to May 2017</li> </ul>	<ul style="list-style-type: none"> <li>Counselors and kindergarten staff members visit early childhood campuses to meet incoming students.</li> </ul>
Parent orientations are held to explain the kindergarten program to parents.	<ul style="list-style-type: none"> <li>March 2017</li> </ul>	<ul style="list-style-type: none"> <li>A Kindergarten In the Know event was held to meet incoming students and inform parents of expectations and procedures.</li> </ul>
Transition books are used with students and families to provide pictorial support during transition. <b>Components: 5, 6, 7 and 9</b> <b>Funding Sources: Title I, State and Local</b>	<ul style="list-style-type: none"> <li>May 2017</li> </ul>	<ul style="list-style-type: none"> <li>Visuals were provided to students with special needs to acclimate them to the kindergarten environment.</li> </ul>
Have preschool teachers provide the future kindergarten teacher with children's portfolios or a written record of their learning during preschool.	<ul style="list-style-type: none"> <li>May 2017</li> </ul>	<ul style="list-style-type: none"> <li>Individual student files are transferred from early childhood schools to the elementary schools.</li> </ul>
Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in pre-kindergarten activities and are encouraged to work with their children at home. All participants go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep.	<ul style="list-style-type: none"> <li>March 2017</li> </ul>	<ul style="list-style-type: none"> <li>A Kindergarten In the Know event was held to meet incoming students and inform parents of expectations and procedures.</li> <li>Incoming kindergarten students were provided a backpack of materials to work on during the summer.</li> </ul>
<b>NEW</b> - Arrange for new preschool teachers to visit each Kindergarten classrooms.	<ul style="list-style-type: none"> <li>September 2016 to May 2017</li> </ul>	<ul style="list-style-type: none"> <li>Kindergarten staff is always open to observations from preschool teacher</li> </ul>