



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Memorial Elementary

Principal: Dr. Saul Laredo

Mission Statement: At Memorial Elementary School, we are lifelong learners, adaptive problem-solvers and responsible contributors to society.



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): **Monday, October 10, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Tuesday, January 24, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Monday, June 05, 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			
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	\$270,000	Total Funding for 5 Title I Support Teachers	
Parental Engagement	\$2,000	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	\$7,000	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
Mayra Trejo	Faculty Member	2014-2015	X	X	X
Seema Shah	Faculty Member	2015-2016	X	X	X
Marisa Court	Faculty Member	2015-2016	X	X	absent
Rebekah Jones	Faculty Member	2016-2017	X	X	X
Kimberly Edwards	Faculty Member	2016-2017	absent	absent	X
Olivia de Santiago	Faculty Member, Special Education	2016-2017	X	X	X
Fannysteen Mays	Faculty Member; Assistant Principal	2016-2017	X	X	X
Saul Laredo	Principal	2016-2017	X	X	X
Dash Weerasinghe	District Professional	2015-2016	X	absent	X
Jennifer Erp	Campus Professional, Non-teaching	2000-2001	X	absent	X
Michelle Janah	Support Staff Member	2016-2017	X	X	absent
Cheryl Morales	Parent-Selected by PTA	2016-2017	absent	absent	absent
Isabel Rodriguez-Compean	Parent-Selected by Principal	2016-2017	X	absent	absent
Amanda Jacobs	Parent	2014-2015	absent	absent	absent
J-Kruz	Parent	2016-2017	absent	absent	absent
Kimberly Bell	Parent	2016-2017	absent	absent	absent
Cecilia Butler	Parent	2016-2017	absent	X	absent
Sandra Barber	Community Member	2016-2017	absent	X	X
Karma Cunningham	Community Member	2016-2017	X	X	absent
Linda Welch	Community Member	2016-2017	X	X	X
Sophia Claytor	Business Representative	2016-2017	X	absent	X
Earnest Burke	Business Representative	2016-2017	absent	absent	absent
Carla Brown	Faculty Member	2015-2016	X	X	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. Study exactly what is to be taught and learned and to what level of mastery at their grades and in their subjects. (PPPA CL #1)
2. Align all instruction with the district's written curriculum and assessment schedules. (PPPA CL #3)
3. Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. (PPPA SW #17)

Critical Action 1

Critical Action: Study exactly what is to be taught and learned and to what level of mastery at their grades and in their subjects. (PPPA CL #1)

Project Lead:	Curriculum, Instruction and Assessment Project Team, Vertical Team Chairs, Principals							
Staff, Title I Staff:	All Classroom Teachers, Specialists and Special Education Teachers							
Materials and Resources:	District Curriculum Planner, Grade Level TEKS, Student Assessment Data							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th 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>Confirm understanding of teachers' implementation of this practice, encourage every teacher to ask, "How would you respond if a parent or student asks what students should know and be able to do when they complete your class?"</p> <p>Title I Components: 1 CNA, 4 PD Funding Sources: Title 1; \$300,000 for 5 Teachers, other federal, state and local</p>	<p>Weekly Team Meetings, Monthly Vertical Team Meetings</p>	<p>Meeting Notes/Agendas</p>	<p>Formative Notes: Teams meet on a weekly basis to plan for instruction. October 2016 - Vertical Teams have been aligned with Campus initiatives of Guided Reading, SEL, and AVID. October 2016 - Vertical Teams conduct Monthly PD on Research based practices in Guided Reading; AVID-presented levels of questioning. November 2016 -SEL VT presented Morning Meetings November 2016 - District Curriculum Audit December 2016 - Guided Reading- Presented Reader Proficiency Levels January 2017 - Guided Reading- Presented sample lessons in Guided Reading.</p> <p>Summative Notes: Work needs to continue in this area. CT staff and admin will take a more active role in team planning. Coaching needs to continue to ensure and encourage the fidelity of implementation.</p>
<p>Encourage all teachers to share the academic objectives of the district's written curriculum with all students and parents—even if they have not been directly asked.</p> <p>Title I Components: 1 CNA, 2 RS, 3 HQ, 4 PD, 6 PI Funding Sources: Title 1; \$300,000 for 5 Teachers, other federal, state and local</p>	<p>Weekly Team Meetings, Monthly Vertical Team Meetings</p>	<p>Meeting Notes/Agendas</p> <p>Emails/Newsletters to Parents</p> <p>Lesson Plans</p>	<p>January 2017 - Curriculum Newsletters for parents.</p> <p>Summative Notes: Practice of posting objectives has been implemented with fidelity as monitored by walkthrough data. Grade levels continue to evolve their newsletter communication with parents.</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>Emphasize to educators that clarity about learning goals is the foundation for all teaching and learning. For that foundation to be solid, all educators must reference the same learning expectations—the learning objectives of the district's written curriculum. District leaders, principals, school leaders, and teachers should identify the academic objectives of the district's written curriculum when asked what students should know and be able to do when they complete any given grade or subject.</p> <p>Title I Components: 1 CNA, 2 RS, 3 HQ, 4 PD Funding Sources: Title 1; \$300,000 for 5 Teachers, other federal, state and local</p>	<p>Weekly Team Meetings, Monthly Vertical Team Meetings</p>	<p>Meeting Notes/Agendas</p>	<p>September – October 2016 - Gather input from Teachers to develop a Walk-Through document. November 2016 - District Curriculum Audit January 2017 - Shared feedback from District Curriculum Audit with Staff January 2017 - Implement use of Walk-Through Form</p> <p>Summative Notes: The implementation of the walkthrough form revealed several gaps in implementation. Additional planning on the best use of vertical teams is needed. Furthermore, additional planning needs to take place to allow for differentiated planning between our bilingual and monolingual teachers. CT and Admin role in planning needs to increase.</p>

Critical Action 2

Critical Action: Align all instruction with the district’s written curriculum and assessment schedules. (PPPA CL #3)

Project Lead:	Curriculum, Instruction and Assessment Project Team, Vertical Team Chairs, Principals							
Staff, Title I Staff:	All Classroom Teachers, Specialists and Special Education Teachers							
Materials and Resources:	Grade Level TEKS, District Curriculum Planner							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<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>Be certain that students have had ample opportunity to master the knowledge and skills on which they will be measured. Varied time and resources should be used for individual student learning needs. Keep in mind that instructional pacing choices impact student preparation.</p> <p>Title I Components: 1 CNA, 2 RS, 3 HQ, 4 PD, 8 A, 9 M Funding Sources: Title 1; \$300,000 for 5 Teachers, other federal, state and local</p>	Grade Level Planning, Project Team Meetings	Local Assessments Meeting Notes/Agendas	<p>Formative Notes: September- December 2016 - Kid Talk Meeting Rotation – Meet with grade level teams to discuss student needs and concerns twice. Once per 6 weeks.</p> <p>September 2016 - STAAR – CNA data meetings with grades 2-5 December and January 2017- Review of Winter MAP Scores with grades 2-5</p> <p>Summative Notes: Several PD and coaching needs have been identified. These needs can be addressed through planning and pacing of the curriculum. CT and admin role in planning meetings needs to increase. Walkthroughs have helped to identify instructional areas and practices that need to be addressed. These include planning for the delivery of math, departmentalization, and grouping of students.</p>
<p>Be deliberate about building in enough time for students to master concepts. Pacing guides can be used to account for student learning variations (i.e., one size does not fit all when developing pacing guides).</p> <p>Title I Components: 1 CNA, 2 RS, 4 PD, 8A, 9M Funding Sources: Title 1; \$300,000 for 5 Teachers, other federal, state and local</p>	Grade Level Planning, Monthly Leadership Team Meetings	Lesson Plans Meeting Notes/Agendas	<p>Formative Notes: September- December 2016 - Kid Talk Meeting Rotation – Meet with grade level teams to discuss student needs and concerns twice. Once per 6 weeks. September- December 2016 - Curriculum Team met with individual teachers to discuss needs of students. September- December- Curriculum Team met to discuss resources and needs. November 2016 - Met with 5th grade to discuss adjusting</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>grade level schedule to reinstate homerooms and forgo departmentalization. December 2016 - Met with 3rd grade team to plan for Reading Intervention involving Title 1 Temp Tutor. January 2017- Met with 4th and 3rd grade to discuss and plan for grouping of our bilingual students. February – March – meeting with CT, and other grade levels to explore the concept of what is a year’s growth, and looing to individualize the growth path of our students.</p> <p>Summative Notes: CT and admin need to provide guidance and coaching in the area of planning and assessing student’s growth. Working through our LPAC and CMIT groups we can better address this need.</p>

Critical Action 3

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

Project Lead:	School Leadership Team							
Staff, Title I Staff:	All Classroom Teachers, Specialists and Special Education Teachers							
Materials and Resources:	Assessment Data (MAP, TPRI, Plano Literacy), Pre-Assessments and Unit Assessments							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 3:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Use student assessment data and teacher input to identify the students at each grade level in the school who are going to require additional instructional supports from the first day of the school year and ensure that these students receive these services.</p> <p>Title I Components: 1 CNA, 2 RS, 8 A, 9 M Funding Sources: Title 1; \$300,000 for 5 Teachers, \$7,000 tutoring, adult temp staff to support students during instruction, professional development, other federal, state and local</p>	<p>Leadership Team Meetings, Weekly Grade Level Planning</p>	<p>Meeting Notes/Agendas</p> <p>State/Local Assessments</p> <p>MAP Data</p> <p>Planning Notes</p>	<p>Formative Notes:</p> <p>August 2016 - Early School was provided to selected students based on language needs.</p> <p>September- Develop "stair step" Intervention schedule to allow for additional support to be available per grade level.</p> <p>September- December 2016 - Kid Talk Meeting Rotation – Met with grade level teams to discuss student needs and concerns twice. Once per 6 weeks.</p> <p>September 2016 -Met with Curriculum Team to evaluate TELPAS data to determine and set up ELD schedule in grades K-2.</p> <p>October 2016 - Met with Assessment and Accountability for a campus data focused analysis.</p> <p>November 2016 - Data meeting with 5th grade- transitioned back to homerooms from departmentalization.</p> <p>December 2016 - Data Meeting with 3rd grade to plan for Title 1 Adult Temp.</p> <p>January 2017 - Consulted Assessment and Accountability to data interpretation based on Winter MAP.</p> <p>Summative Notes:</p> <p>The following steps were implemented with fidelity. Utilized Adult Temp Tutor to facilitate tiered instruction and allow for further coaching to occur in 3rd grade. Consistent implementation of staggered intervention</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
			time. Monthly CT meetings.
<p>Determine how you will evaluate the effectiveness of any school-level learning interventions provided. For any support programs, strategies or materials - for students who are performing below-grade level or for students who need extended learning opportunities - clearly identify the processes that you will use to determine if the support led to improved outcomes.</p> <p>Title I Components: 1 CNA, RS, 3 HQ, 8 A, Funding Sources: Title 1; \$300,000 for 5 Teachers, \$7000 tutoring, adult temp staff to support students during instruction, professional development, other federal, state and local</p>	<p>Leadership Team Meetings, Weekly Grade Level Planning, Staff Meetings</p>	<p>Meeting Notes/Agendas Planning Notes</p>	<p>Formative Notes: September- December 2016 - Kid Talk Meeting Rotation – Met with grade level teams to discuss student needs and concerns twice. Once per 6 weeks. December 2016 - Curriculum Team meeting to discuss learning from district RTI Training.</p> <p>Summative Notes: CT and admin will continue to collaborate and identify effective interventions for students and clearly communicate the process to determine growth.</p>

Health, Fitness and Attendance

Critical Action:

The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH, FITNESS and ATTENDANCE of their students. (SB 892; Education Code 11.253(d); BQ LEGAL)

Strategies for Accomplishing Health, Fitness and Attendance Critical Action:

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	COORDINATED SCHOOL HEALTH:			
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. (Required - Form Provided)	Principal	Campus Wellness Plan	<p>Formative Notes: October 2016 – Campus Wellness Team and Captain were established. Meeting dates were agreed upon as well as measureable goals. December 2016 - Campus Wellness Team met to review Goals and implementation.</p> <p>Summative Notes: May 2017 – Campus Wellness Team reviewed the progress of the year. In addition, hygiene kits were distributed to all 5th grade students following hygiene lessons.</p>
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	<p>Formative Notes: October 2016 – A parent was identified to participate on the Campus Wellness Team</p> <p>Summative Notes: The Campus Wellness Team maintained the participation of at least one parent throughout the year to meet requirements.</p>
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	<p>Formative Notes: August 2016 – June 2017 – Components of the Coordinated School Health Curriculum are delivered in the appropriate setting (classroom &/or gym)</p> <p>Summative Notes: Throughout the year, the components of the Coordinated School Health curriculum were delivered in appropriate settings.</p>

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
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	<p>Formative Notes: September 2016 – Healthy Habits are posted on the gym doors for students, staff and parents to view.</p> <p>Summative Notes: Posters displaying healthy habits were posted for students, staff and parents to view throughout the school year.</p>
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	<p>Formative Notes: September 2016-present – Parents are notified of events via School Messenger (messaging system), weekly PTA newsletters, school marquees and district webpage.</p> <p>Summative Notes: Communication with parents and the community was maintained throughout the school year through the use of night events at school, the school marquee, School Messenger (messaging system), grade level/PTA newsletters, and the district webpage.</p>
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	<p>Formative Notes: All students participate in the Fitness Gram Test. Exemptions and/or accommodations are given to students receiving Adapted PE (APE) when applicable.</p> <p>Summative Notes: April 2017 – All students completed the Fitness Gram Testing</p>
4 th & 7 th	(NEW ACTION STEP) Ensure all data for 3 rd -8 th grade students are entered on timely basis, fitness report cards are printed (4th and 7th grade) and sent to parents or linked through myPISD. (Required)	P.E. Teacher	Fitnessgram Student Report	<p>Formative Notes: Students in 3rd-5th grade participate in Fitness Gram. The PE Coaches are working on a plan to confidentially report the results of this assessment to parents.</p>

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				Summative Notes: June 2017 – Fitness Report Cards were sent to parents via email.
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 provided by P.E./Fitness Teacher	Formative Notes: August 2016 – June 2017 - The building schedule allows for students to receive the required class minutes in physical education for the school year and moderate to vigorous physical activity occur during the physical education class. Summative Notes: Based on walkthroughs and observations, students received required class minutes in physical education and achieved moderate to vigorous physical activity at least 50% of the class period.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	Formative Notes: September 2016 – June 2017 - After students complete a running activity, the Pulse Bar is used to monitor their heart rate. Summative Notes: Throughout the school year, Coaches ensured students participated in physical activity and used pedometers and heart rate monitors/Pulse Bar.
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. (Required - Form Provided)	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	Formative Notes: August 2016-June 2017 – The curriculum used in physical education class provides the opportunity for student to be active at least 70% of the class time. Summative Notes: Students were active at least 70% of the class period while using the sequential and developmentally appropriate curriculum.
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	Formative Notes: August 2016-June 2017 – The building and grade level schedules identify daily unstructured play during recess.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				<p>Summative Notes: Each grade level received daily unstructured play during recess.</p>
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	<p>Formative Notes: August 2016 – June 2017 - Established practice observed throughout the building (i.e. Social Emotional Strategies – breathing ball, calming strategies, etc.)</p> <p>Summative Notes: Observations and walkthrough data suggest brain breaks and short activity breaks throughout the day as common practice in classrooms.</p>
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	<p>Formative Notes: Sept. 2016 – May 2017 Attendance reports are run & follow up with teachers and parents as needed.</p> <p>Summative Notes: Attendance reports were generated & phone calls were made to parents by teachers when needed.</p>

Violence Prevention and Bullying

Critical Action:

VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (HB 283)

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	PREVENTION:			
	Identify high risk areas. (Required)	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	<p>Formative Notes: Staff has identified areas and times in need of supervision. Duty schedules and rosters have been created.</p> <p>Summative Notes: SEL efforts and implementation of strategies continues. Additional work is needed in establishing procedures, consistent use of PBS systems, and increasing parental participation. Overall the climate of the school appears to be vibrant and healthy. However, additional work in this area is needed. This involves staff PD on classroom management strategies that are supportive of SEL practices.</p>
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	<p>Formative Notes: Duty schedule and roster are established.</p> <p>Summative Notes: Duty schedules and rosters were adjusted based on needs throughout the building.</p>
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	<p>Formative Notes: September 2016 – Present - Use Memorial Roars and pledge as reminders of school expectations.</p> <p>Summative Notes: School-wide Morning Meetings were implemented mid-year. During these daily meetings, students were reminded of rules/expectations through the use of the Principals Principles</p>

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				program. The Memorial Pledge and Roars were also used as reminders throughout the year.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	<p>Formative Notes: August 2016 - Training provided to staff by counselor.</p> <p>Summative Notes: The Staff participated in a training at the beginning of the school year. The Admin Team will work to identify ways to provide opportunities for follow-up training throughout the school year.</p>
	Review referral process. (Required)	Principal or designee	Campus referral plan	<p>Formative Notes: Process reviewed during CMIT/Kid-Talk Meetings.</p> <p>Summative Notes: The Admin Team will work to review and refine the process for CMIT/Kid-Talk Meetings.</p>
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	<p>Formative Notes: SEL practices implemented school-wide include Morning Meetings and classroom lessons with SEL coach.</p> <p>Monthly SEL focused PD delivered after-school.</p> <p>Summative Notes: SEL best practices were implemented (school wide Morning Meetings, classroom meetings/circle time, Calm Down Boxes/Areas in classrooms) and the SEL Coach delivered classroom lessons at least twice a month in each classroom.</p>
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	<p>Formative Notes: Need to revise current referral process. Will work with Project Team to determine needs.</p>

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				<p>Summative Notes: The Leadership and Project Teams will work to revise the current referral process based on student/campus needs.</p>
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	<p>Formative Notes: A Discipline Binder is provided to each campus.</p> <p>Summative Notes: The Admin. Team worked together to utilize discipline management strategies.</p>

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	<p>Formative Notes: Campus Pledge reinforced on a daily basis. Classroom expectations and routines posted in every classroom.</p> <p>Summative Notes: Every morning during the Morning Meeting, the Memorial Bobcat Pledge was recited. In addition, the Principals Principles and Project Wisdom program were incorporated in the brief Principal segment of announcements. Every classroom also posted classroom expectations and routines.</p>
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	<p>Formative Notes: Staff duty schedule has been modified depending on needs.</p> <p>Summative Notes: A staff duty schedule was created and revised as necessary.</p>
All	EDUCATION:			

Students				
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	<p>Formative Notes: Need to revise office referral documentation.</p> <p>Summative Notes: The Admin and Leadership team will develop a referral process and revise office referral documentation.</p>
All Students	<p>INTERVENTION:</p> <p>(Please complete cells below)</p>			
	Apply classroom interventions: (Required)	All teachers	Curriculum Team, Counselors, SEL Coach, Principal, Assistant Principal	<p>Formative Notes: SEL Practices in place throughout the building.</p> <p>Summative Notes: Grade level procedures were established and SEL practices were evident throughout the building.</p>
	Employ discipline interventions: (Required)	Designated staff	SEL Coach, Counselors, Principal, Assistant Principal	<p>Formative Notes: Need to revise office referral documentation.</p> <p>Summative Notes: The Admin and Leadership team will revise discipline interventions and documentation.</p>
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Counselors, Principal, Assistant Principal	<p>Formative Notes: Grade level teams, Admin and leadership personnel work to implement intervention strategies as necessary.</p> <p>Summative Notes: Meetings were scheduled with individual teachers and grade levels throughout the year to address intervention strategies.</p>
	Conference with parents/students. (Required)	Teachers or other staff	Principal, Assistant Principal & Counselors	<p>Formative Notes: Parent/Teacher conferences occurred throughout the year as needed.</p> <p>Summative Notes: Conferences with parents/students occurred as needed throughout the school year.</p>

Parent Involvement

Critical Action:

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

Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and electronic information.</p> <p>Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds</p>	<p>Parent Liaison, Teachers, Administrators,</p>	<p>Back to School Events, Meet the Teacher Nights, Parent/Teacher Conferences, as the need arises</p>	<p>Formative Notes: August 2016 – June 2017 - Parent Liaison helps parents access Parent Portal upon registration. Hosted Registration Fair in August 2016</p> <p>Summative Notes: Parent response to school wide events is positive and supportive. We need to redouble our efforts to further engage our community. These efforts need not be limited to after-school or evening events. Parent Liaison recently launched iMoms program and this was well received.</p>
<p>Identify parents without computer/internet access to offer hard copies of school information.</p> <p>Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds</p>	<p>Parent Liaison, Classroom Teachers</p>	<p>Meet the Teacher Nights, Parent/Teacher Conferences & at Parent Requests, as the need arises</p>	<p>Formative Notes: August 2016 – June 2017 – Hard copies of school information (i.e. PTA newsletters) are sent home on a weekly basis.</p> <p>Summative Notes: Hard copies of school information were shared with parents frequently. Weekly PTA newsletters were sent home as well as monthly grade level newsletters.</p>
<p>Upgrade and maintain the campus website for easy access and increased communication with the community.</p> <p>Funding source: state & local</p>	<p>CTA, Administrators or Designee</p>	<p>Monthly Review</p>	<p>Formative Notes: August 2016 – May 2017 – Campus Administrators and CTA are working to update and maintain the school website</p> <p>Summative Notes: Due to anticipated changes and software for the website, trainings were not offered for the previous</p>

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
			<p>program. Campus administrators and CTA worked diligently throughout the year to update the campus website. On a few occasions district personnel assisted with changes as we were not equipped to do so. Hopefully with the new website program, everyone will be trained and able to help maintain the campus website.</p>
<p>Communicate information through eNews. Funding source: state & local</p>	Administrators	Weekly/Monthly Updates	<p>Formative Notes: September 2016 – June 2017 - School Messenger has been a more effective tool in reaching our families. Messages are sent 1-2 per week.</p> <p>Summative Notes: Parents received frequent communication through the School Messenger system.</p>
<p>Utilize social media to keep parents and community informed. Funding source: state & local</p>	Teachers, CTA, Administrators or Designee	Weekly/Monthly Updates	<p>Formative Notes: Social Media is used to highlight special guests & student successes.</p> <p>Summative Notes: Parents and the community were informed about various events, activities, special guests and student successes through the use of social media.</p>
<p>PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local</p>	PTA Representatives and Administrators	Monthly Meetings	<p>Formative Notes: August and December 2016 - planning meetings were held with PTA president, Parent Liaison and Admin Team.</p> <p>June 2017 – Planning Meeting with PTA President and Admin Team to review the year and discuss events/activities for the upcoming school year.</p> <p>Summative Notes: Meetings with Admin and a PTA representative occurred on an as needed basis throughout the year. The goal for next year is to establish a more consistent meeting schedule to gain insight to student/parent needs.</p>

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).</p> <p>Funding source: state & local</p>	<p>Parent Liaison, PTA President, Administrators</p>	<p>Back to School Events, PTA Board Meetings, PTA President/Principal Meetings</p>	<p>Formative Notes: August 2016 – May 2017 - Parent Liaison works with the District and community to offer parental programs/classes and information to families. A variety of Parent Education classes have been offered.</p> <p>Summative Notes: The Parent Liaison at Memorial worked diligently throughout the year to offer parental programs on a variety of topics. A partnership between the North Texas Food Bank was established and district supports and services were utilized to help parents.</p>

State Certified Teachers and Highly Qualified Paraprofessionals

Critical Action:

The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

Project Lead:	Plano ISD HR Employee Recruitment & Retention Department
Staff, Title I Staff:	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
Materials and Resources:	Operating Fund, HR Budget, Campus/Curriculum Budget

Strategies for Accomplishing State Certified Teachers and Highly Qualified Paraprofessionals Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. Title I Component 5 Funding source: State and Local	August 2016 to May 2017	Formative Notes: March- May- Evaluated hiring needs and have made several recommendations. April- Participated in District Recruitment Open House Summative Notes: Several opportunities occurred throughout the school year for state certified candidates interested in teaching in Plano ISD to be identified. Hiring needs were assessed and there were some recommendations for hire.
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	Formative Notes: Salary stipends are awarded to certified applicants for bilingual students. Summative Notes: Per district guidelines, certified applicants for bilingual students will continue to receive a salary stipend.
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	Formative Notes: Students from local universities were given the opportunity to student teach at Memorial. Summative Notes: Several students at local universities completed their student teaching and/or observation hours at Memorial.
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.	July 2016 to June 2017	Formative Notes: Campus needs were assessed and professional development was identified based on campus/district need. Summative Notes:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>Title I Component 4 and 5 Funding source: State and Local</p>		<p>High quality professional development was provided to teachers in core subjects throughout the school year. Guided Reading, AVID and Social Emotional Learning were the three main focuses for the year.</p>
<p>The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards.</p> <p>Title I Component 5 Funding source: State and Local</p>	<p>July 2016 to June 2017</p>	<p>Formative Notes: District hiring procedures are followed when identifying teaching staff and paraprofessionals.</p> <p>Summative Notes: All teaching staff and paraprofessionals meet the district highly qualified standards.</p>

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.

Project Lead:	Kindergarten Teachers, Special Education Staff, Speech Pathologist
Staff, Title I Staff:	Pre-K and Kindergarten staff, Special Education Teachers
Materials and Resources:	Transition Books, RAMP Up for Kindergarten Kits

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.	Ongoing August 2016-June 2017	<p>Formative Notes: October 2016 - Pre K teachers observe in Kinder classrooms</p> <p>January 2017 - Pre K teachers observe in Kinder classrooms, Kinder teachers met with pre- K students & Pre- K students visited Kinder classrooms.</p> <p>Summative Notes: Pre-K and Kindergarten staff developed a working relationship and maintained communication throughout the year. The Pre-K students and teachers participated in a tour of the Kindergarten area and Pre-K teachers observed at least twice during the school year.</p>
Parent orientations are held to explain the kindergarten program to parents.	August 2016	<p>Formative Notes: August 2016 - Meet the Teacher Night & Counselor hosted parent meeting with new Pre Kinder and Kinder parents. Parent Teacher conference days</p> <p>Summative Notes: The Memorial Counselor and Parent Liaison provided opportunities for parents to learn more about the kindergarten program. Parent Orientations and Coffee with the Counselor helped to make the families feel welcome.</p>
Transition books are used with students and families to provide pictorial support during transition. Components: 5, 6, 7 and 9 Funding Sources: Title I, State and Local	May-June 2017	<p>Formative Notes: Books used with Special Needs students and by request.</p> <p>Summative Notes: Transition notebooks were given to incoming PPCD students and families.</p>

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Have preschool teachers provide the future kindergarten teacher with children's portfolios or a written record of their learning during preschool.	May-June 2017	<p>Formative Notes: Pre-K and Kindergarten teachers will create a plan for the transfer of records.</p> <p>Summative Notes: June 2017 – Pre-K student portfolios/work samples were shared with kindergarten teachers.</p>
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.	April - May 2017	<p>Formative Notes: Title 1 will plan a RAMP Night to distribute information to kindergarten parents.</p> <p>Summative Notes: May 30, 2017 – Kindergarten RAMP Night hosted by Title 1</p>
NEW - Arrange for new preschool teachers to visit each Kindergarten classroom.	At least twice a year	<p>Formative Notes: October 2016 – Pre-K teachers observe in Kinder classrooms. January 2017 - Pre- K teachers observe in Kinder classrooms, Pre-K students visit Kinder classrooms & Kinder teachers meet with pre- K students</p> <p>Summative Notes: Pre-K and Kindergarten staff developed a working relationship and maintained communication throughout the year. The Pre-K students and teachers participated in a tour of the Kindergarten area and Pre-K teachers observed at least twice during the school year.</p>