



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Davis Elementary

Principal: Kristin Bishop

Mission Statement: Davis Elementary seeks to provide a nurturing environment to achieve individual potential and challenge academic growth for life-long learning.



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 03, 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, May 29, 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	\$60,000	Total Funding for 1 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	\$3,000	Additional Title I Funding (i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities)	

Committee Member's Name	Role	Year 1st Participated on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Melissa Candelaria	Faculty Member	2015	X	X	X
Leslie Leach	Faculty Member	2015	X	X	
Angella McGee	Faculty Member	2015			
Brenda Terenas	Faculty Member	2016	X		
Sarafina Haws	Faculty Member	2016	X	X	
Adriane Schoch	Faculty Member	2015	X	X	X
Edie Saruk	Faculty Member	2015		X	X
Cody Gibson	Faculty Member	2015	X	X	X
Amy Aldridge	Faculty Member, Special Education	2016	X	X	X
Kristin Bishop	Principal	2008	X	X	X
Debbie Martin	District Professional	2014		X	
Barbara York	Campus Professional, Non-teaching	2013	X	X	X
Vanessa Borton	Support Staff Member	2016	X	X	X
Kasi Chaloupka	Parent-Selected by PTA	2015			
Jodi Wright	Parent-Selected by Principal	2015			
Ken Gagliano	Parent	2015			
Suzana Spina	Parent	2016	X	X	
Wendy Coleman	Parent	2015		X	X
Samantha Foster	Parent	2016			
Mary Tate	Community Member	2016	X	X	
Ethel Powell	Community Member	2015			
John Stoker	Business Representative	2015			
Kemberly Wilshire	Business Representative	2015			

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. Participate in peer classroom visits in order to improve the instructional practices of the team. PPPA CL #5
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. Build support structures to enable increasing numbers of students to engage successfully in 21st Century Learning.
- 4.
- 5.

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>than analyzing instruction. Help them work toward the latter.</p> <p>4. Ultimately, work to develop an observation schedule that provides three to six opportunities per school year for this type of collaboration. Set specific goals for observations, and provide the structure to make them effective by determining what would best serve each team's needs.</p>	<p>May Leadership Retreat</p>	<p>Meeting Notes</p>	<p>Formative Notes: Teachers participated in Critical Friends group on Oct. 26 and Nov 14. Teachers were given feedback based on a recorded (Swivl) lesson. Feedback over the structure of this meeting was favorable. Teachers will continue this process during each month of the second semester.</p> <p>Summative Notes: This practice was continued on March 15th. The tuning protocol was used to guide these meetings. This will continue in 2017-18.</p> <p>Formative Notes: We gather feedback from the system that is in place this year and make any appropriate adjustments. Currently teachers decide when they observe, but a meeting to debrief is scheduled monthly.</p> <p>Summative Notes: At EOY TL retreat on May 25th, team leaders discussed their team needs in regards to Critical Friends. AP also sent staff professional videos and information about the purpose and implementation of Critical Friends on April 7th.</p>
<p>Fully discuss instructional strategies following observations</p> <p>1. Provide structured time for teachers to meet following any peer observation to discuss the instructional strategies that were used and observed.</p> <p>2. Model the type of sharing that we would like to see (e.g., an analytical discussion of what did and did not work in the lesson). Initially, many teachers may be somewhat uncomfortable with this new form of collaboration. However, their comfort levels will typically increase as they become more skilled at focusing on an objective analysis of what was and was not working in a lesson.</p> <p>Initiate discussions about what may not have worked by asking</p>	<p>Monthly Critical Friends Groups Meetings</p> <p>October, 2016</p>	<p>Meeting Notes, Observation Forms</p> <p>Meeting Notes</p>	<p>Formative Notes: Teachers participated in Critical Friends group on Oct. 26 Nov 14. Teachers were given feedback based on a recorded (Swivl) lesson. Feedback over the structure of this meeting was favorable. Teachers will continue this process during each month of the second semester.</p> <p>Summative Notes: This practice was continued on March 15th. The tuning protocol was used to guide these meetings. This will continue in 2017-18.</p> <p>Formative Notes: At our October Critical Friends meeting (Oct. 26), we discussed the Critical Friends protocol that guide the discussion portion.</p> <p>Summative Notes: Due to the tuning protocol training completed in October, teams utilized it to guide their discussions.</p>

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<p>questions (e.g., "What did you intend for students to do when they broke into small groups?"). Be an investigator, not an evaluator. These questions can be excellent lead-ins to more objective analysis of the lesson.</p>			
<p>Reflect on lessons as a team</p> <p>1. During our monthly Critical Friends Groups meeting, teams will provide feedback for an observed lesson by using the Critical Friends protocol.</p> <p>As confidence in this review process grows, have one teacher observe another's lesson so that he/she can offer additional insight during the review process. You might also consider recording the lesson so that the presenting teacher can observe the lesson even more objectively before reporting back to the group.</p>	<p>Monthly Critical Friends Groups Meetings</p>	<p>Meeting Notes, Observation Form</p>	<p>Formative Notes: We have dates scheduled for each month of the Spring semester for teams to discuss and provide feedback for a recorded lesson. We had our first meeting on Nov. 16th, and the feedback was very positive.</p> <p>Summative Notes: The staff met in their Critical Friends group on March 15th and provided valuable feedback. We will continue this practice during the 2017-18 school year.</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. PPPA SW #17

Project Lead:	Principal, Team Leaders, Instructional Support Team							
Staff, Title I Staff:	All Staff, Title 1 Teacher, Adult Temp							
Materials and Resources:	Access to district curriculum department							
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>Provide proactive support for students performing below grade level</p> <ol style="list-style-type: none"> 1. Provide just in time support to ensure that economically disadvantaged students who are performing below grade level in science and writing gain the specific prerequisite skills needed before they are introduced to new content. 2. Provide targeted support to ensure that Special Education students performing below grade in reading and math gain the specific prerequisite skills needed before they are introduced to new content. 3. Ensure that each unit of study (no longer than six weeks) in all core content areas has been carefully analyzed to determine what necessary prerequisite skills students must possess to be able to engage with the new learning content successfully. Use pre-assessments and MAP data to accurately assess whether students in their classrooms have the necessary skills for the new content. 4. Structure specific instruction opportunities during intervention and extension time (embedded in the school schedule) for the prerequisite skills that precede the new unit of study. Have students from across classrooms that need this instruction take 	<p>Weekly, Tiered instruction</p> <p>Daily, Small Group</p> <p>Weekly UbD planning meeting</p> <p>Daily I/E time</p>	<p>Lesson Plans</p> <p>Lesson Plans</p> <p>Planning Notes</p> <p>Intervention/ Extension Lesson Plans</p>	<p>Formative Notes: Teachers are using multiple data sources to identify struggling students in these areas. These groups will be pulled weekly to provide effective and timely assistance to students. Summative Notes: Completed, May 2017</p> <p>Formative Notes: MAP and classroom data identify these students. SpEd and General Ed Teachers are pulling these groups and teaching them the prerequisite skills that are necessary to be successful on the new concept. Summative Notes: Both parties worked collaboratively to ensure that all students received appropriate instruction in reading and math. Completed, May 2017</p> <p>Formative Notes: Teachers have met before each unit to determine the necessary skills for the unit. Teachers regroup IE groups based on current data several times a year. Summative Notes: Teachers changed I/E groups ever 6-9 weeks depending on the strand that they were teaching. Each student was provided the prerequisite skills required to be successful. Formative Notes: 1st-5th grades have a scheduled I/E time where this intervention takes place daily.</p>

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<p>part in the intervention/extension time. Title 1 teacher and adult temp teacher will pull small students groups for intense targeted instruction.</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>			<p>Summative Notes: Specialists are utilized during this time to create smaller groups and a more targeted instruction.</p> <p>Formative Notes: In Progress</p> <p>Summative Notes: Team leaders requested that part of the professional learning for next year center around differentiation for higher level students. Formative Notes: In Progress</p> <p>Summative Notes: Davis staff uses pre-assessment at some grade levels. The teachers discussed pooling ideas for pre-assessment techniques next school year. Formative Notes: In Progress</p> <p>Summative Notes: One grade level offered a differentiation group working on skills at a deeper level in math for one semester. While considering this option, staff in that grade level are considering a similar system to be taught by teachers within the grade level next year.</p>
<p>Proactively develop intervention plans for students demonstrating early mastery of the curriculum</p> <ol style="list-style-type: none"> 1. Brainstorm with our leadership team to determine what school-level support you might be able to provide for teachers whose students demonstrate early mastery of any given unit of study. 2. Clarify the methods teachers might use to identify early mastery. 3. Choose one of the support options from our brainstorming session to implement during the current school year. 	<p>October, 2016 Team Leader Meeting</p> <p>October, 2016 Staff Meeting</p> <p>October, 2016 Staff Meeting</p>	<p>Meeting Notes</p> <p>Meeting Notes</p> <p>Meeting Notes</p>	<p>Formative Notes: Programs such as M squared and M cubed, novel studies and Math Minds are opportunities at Davis for early mastery students to extend on the concept. Summative Notes:</p> <p>Formative Notes: Teachers meet once every unit (units vary) and break up each unit using the UbD framework. Summative Notes: Teams met every unit (additional planning time) to plan using UbD.</p> <p>Formative Notes: Programs such as M squared and M</p>

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			<p>cubed, novel studies and Math Minds are opportunities that are utilized at Davis for early mastery students to extend on the concept.</p> <p>Summative Notes: Each team spent 30 minutes of extension time 4 days a week.</p>
<p>Provide enhanced learning opportunities for students demonstrating early mastery of the curriculum</p> <ol style="list-style-type: none"> 1. Ensure that any school-level learning opportunity we provide for students who demonstrate early mastery of the stated curriculum extends their thinking about the standard(s) being studied. 2. Teachers will study the academic objectives for any given unit of study to determine what types of knowledge and skills students would be developing if their learning was to be taken to a deeper level. 3. Determine our course of action to begin providing intellectually demanding learning opportunities for students who demonstrate early mastery of specific curricular content. 	<p>August, 2018</p> <p>August, 2018</p> <p>August, 2018</p>	<p>Intervention/ Extension Lesson Plans</p> <p>Planning Notes</p> <p>Meeting Notes</p>	<p>Formative Notes: Teachers use both formal and informal data to determine the effectiveness of interventions. Once 4-6 week has passed, the intervention can be substituted. This is done continuously.</p> <p>Summative Notes: Ongoing</p>
<p>Evaluate the effectiveness of student interventions</p> <ol style="list-style-type: none"> 1. Abandon interventions that do not result in increased student performance. <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	<p>As the need arises</p>	<p>MAP, State/Local assessments</p>	<p>Formative Notes: Teachers are using multiple data sources to identify struggling students in these areas. These groups will be pulled weekly to provide effective and timely assistance to students.</p> <p>Summative Notes: Completed, May 2017</p> <p>Formative Notes: MAP and classroom data identify these students. SpEd and General Ed Teachers are pulling these groups and teaching them the prerequisite skills that are necessary to be successful on the new concept.</p> <p>Summative Notes: Both parties worked collaboratively to ensure that all students received appropriate instruction in reading and math. Completed, May 2017</p> <p>Formative Notes: Teachers have met before each unit</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>to determine the necessary skills for the unit. Teachers regroup IE groups based on current data several times a year.</p> <p>Summative Notes: Teachers changed I/E groups ever 6-9 weeks depending on the strand that they were teaching. Each student was provided the prerequisite skills required to be successful.</p> <p>Formative Notes: 1st-5th grades have a scheduled I/E time where this intervention takes place daily.</p> <p>Summative Notes: Specialists are utilized during this time to create smaller groups and a more targeted instruction.</p> <p>Formative Notes: In Progress</p> <p>Summative Notes: Team leaders requested that part of the professional learning for next year center around differentiation for higher level students.</p> <p>Formative Notes: In Progress</p> <p>Summative Notes: Davis staff uses pre-assessment at some grade levels. The teachers discussed pooling ideas for pre-assessment techniques next school year.</p> <p>Formative Notes: In Progress</p> <p>Summative Notes: One grade level offered a differentiation group working on skills at a deeper level in math for one semester. While considering this option, staff in that grade level are considering a similar system to be taught by teachers within the grade level next year.</p>

Critical Action 3

Critical Action: Build support structures to enable increasing numbers of students to engage successfully in 21st Century Learning.

Project Lead:	Principal, Team Leaders							
Staff, Title I Staff:	All Staff							
Materials and Resources:	Access to district curriculum department, research materials, funds for Makerspace							
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>Provide learning supports for rigorous coursework</p> <ol style="list-style-type: none"> 1. Create school-level support systems to give teachers access to resources for training on and implementation of project and problem based learning, as well as the engineering design process and “teacher as facilitator” model. 2. Give students multiple opportunities to engage in project and problem based learning experiences using a classroom tested framework that leads to critical thinking, collaboration, communication, and creativity. 3. Increase the amount of opportunities students have to attend the Maker Space and participate in the engineering process. 4. Students will have the opportunity to participate in multiple afterschool extension activities that promote 21st century learning such as robotics and coding. <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	<p>June, 2017</p> <p>June, 2017</p> <p>January, 2017</p> <p>October, 2016</p>	<p>Meeting Notes</p> <p>Lesson Plans</p> <p>Maker Space Schedule</p> <p>Lesson Plans</p>	<p>Formative Notes: Sep 21 3-5pm: Professional Staff participated in a differentiated PBL training. New staff visited the PBL Academy High School. More advanced PBL staff members worked on creating PBL lessons. Summative Notes: Each grade level successfully completed at least 2 PBL experiences this year.</p> <p>Formative Notes: During the fall semester, each grade level participated in a PBL experience such as Cain’s Arcade, Housing for the Impoverished in Plano as well as others. Summative Notes: The second semester offered engineering projects and a financial PBL for all students to engage in PBL.</p> <p>Formative Notes: Each grade level have a schedule time. Mrs. Graham rearranged the schedule to allow the lower grades to go every week. The upper grades bring materials back to class if they need them and it’s not their schedule time. Summative Notes: Students frequented MakerSpace several times a month. Challenges were created so that students could (sometimes) engineer for a purpose.</p> <p>Formative Notes: Julie Seymour has sponsored both a coding and robotics club after school. The robotics club has participated in a couple of Saturday competitions.</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>The campus participated in Hour of Code during the second week of December. A technology has been assembled to better assist teachers with effective technology integration in the classroom.</p> <p>Summative Notes: Ongoing</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	Campus Nurse serves as captain of the wellness team. She and the team met to brainstorm strategies for wellness among the adults in the building.
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	Parent Included
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	Gym is used as well as the cafeteria for Health and Wellness class.
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 in located inside the gym and is changed monthly.
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	Ongoing as we receive information.
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	Fitness gram pretesting is in September. Test will be in March.
4 th & 7 th	(NEW ACTION STEP) Ensure all data for 3 rd -8 th grade students is entered on timely basis, fitness report cards are printed (4th and 7th grade) and sent to parents or linked through myPISD. (Required)	P.E. Teacher	Fitnessgram Student Report	Information will be printed and sent home in the final report card at the end of the year.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
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	Students attend PE class three times a week for 50 minutes. They participate in MOVS for more than 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	Pedometers are used in conjunction with Walk Across America program. Students' learn about heart rate monitoring during class.
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	Coaches follow the scope and sequence from the district curriculum. PWT's and observations will be conducted to ensure this.
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	This is built into our schedule.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	Students are taught brain gym in PE, and use this in the classroom. Teachers use various activities to give brain breaks during class.
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	Attendance reports are monitored bi-weekly and letters and phone calls are made to parents who have excessive absences or tardiness. Parents will be invited to I'm Present class, and referrals are made to the truancy office when needed.

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	Summer discussion by administrators, discussed with team leaders at August retreat.
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	Schedule for morning and afterschool duties was revised in August
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	All teachers agreed to and signed in August.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	Barbara York, counselor, held trainings for staff at start of school year. Online training was also completed regarding Sexual Harassment by all staff members.
	Review referral process. (Required)	Principal or designee	Campus referral plan	Discussed with team leaders at August Team leader meeting.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	This was discussed during team leader meeting on August 9, and with the staff on August 15.
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	Implemented.
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	Use PBIS strategies

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	
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	Principals will ensure that duty schedules are followed.
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	A new referral form was created this year to allow students to be more reflective.
All Students	INTERVENTION:			
	Apply classroom interventions: (Required)	All teachers	Curriculum Documents	
	Employ discipline interventions: (Required)	Designated staff	TBSI Course	
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Intervention & Extension Time	Administrators, Counselor and Learning Specialist discussed restorative discipline. Admin visited Harrington on April 7 th to learn about implementation.
	Conference with parents/students. (Required)	Teachers or other staff	Conference Days	

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	Office Staff	August 2016, as the need arises	School Messenger, Phone Calls, Face to Face Contact-reminding them at Back to School nights or just other times they were at school
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	Classroom Teachers	August 2016, as the need arises	Teachers gathered this information from parents in September.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	Librarian	Monthly	Erin Graham updates this website monthly. Each grade level also updates their page approximately every month.
Communicate information through eNews. Funding source: state & local	Principal	Weekly, as needed	Also use Smore.
Utilize social media to keep parents and community informed. Funding source: state & local	Classroom Teachers, Office Staff	Weekly, as needed	Facebook, Smore, and Remind are utilized to inform and connect parents.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	Principal	Monthly	PTA Board Meetings
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: state & local	Office Staff	Discussed at monthly board meetings	Administration works with the PTA program chair to offer parenting programs during the school year. School counselor sets up two parent education programs each year.

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	HR Department
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	HR department, Job Fair in April
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	HR department
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	Davis plans high quality professional development, and allows for teacher choice in professional learning
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	HR department

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 Team Leaders, Special Education Team Leader, Deaf Education Team Leader
Staff, Title I Staff:	Pre-K and Kindergarten staff
Materials and Resources:	

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.	Via frequent emails and ARD invitations	On-going
Parent orientations are held to explain the kindergarten program to parents.	March and May, 2016	Programs are conducted in the spring of each year. KG sneak peek took place May 16 th .
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	Summer, 2016	
Have preschool teachers provide the future kindergarten teacher with children’s portfolios or a written record of their learning during preschool.	May/June, 2017	
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.	May, 2017	
NEW - Arrange for new preschool teachers to visit each Kindergarten classrooms.	Spring, 2017	