



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

## Saigling Elementary

Principal: Chris Dunkle

**Mission Statement:** Saigling, a heart-based school, provides a positive environment to promote individual potential, encourage academic growth, and develop respectful, responsible citizens who are life-long learners.



Approved by DBIC on November 14, 2016

## Verification Page

### Planning Timelines

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

### Meeting Dates

- Meeting 1: SBIC approves the improvement plan (by October 7, 2016): **Wednesday, October 05, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Wednesday, February 01, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Wednesday, May 31, 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>	Enter funding \$	i.e. Teacher	
<b>Parental Engagement</b>	Enter funding \$	i.e. Parent programs, RAMP up for Kindergarten Program	
<b>Student and Campus Capacity Building</b>	Enter funding \$	i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities	

**SBIC Committee**

Committee Member's Name	Role	Year 1st Participated on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Jennifer Howe	Faculty Member	2009-2010	✓	✓	✓
Carol Groen	Faculty Member	2015-2016	✓		
Mindy Tol	Faculty Member	2014-2015	✓	✓	✓
Andrea Ayala	Faculty Member	2014-2015	✓	✓	✓
Julie Christian	Faculty Member	2015-2016	✓	✓	✓
Cheryl Gradney	Faculty Member, Special Education	2015-2016	✓		
Chris Dunkle	Principal	2014-2015	✓	✓	✓
Jessica Raiden	District Professional	2013-2014			
Regina Anderson	Campus Professional, Non-teaching	2014-2015	✓	✓	✓
Jen Methvin	Support Staff Member	2016-2017	✓		
Candace Waits	Parent-Selected by PTA	2015-2016			
April Willers	Parent-Selected by Principal	2013-2014			
Laura Hughes	Parent	2013-2014	✓		✓
Shannon Beckmann	Parent	2014-2015	✓	✓	
Maria Ojeda	Parent	2014-2015			
Julia Leung	Parent	2014-2015			
Barbara Reynolds	Community Member	2014-2015	✓		
Jackie Estes	Community Member	2014-2015	✓	✓	
Sharon Goldblatt	Business Representative	2004-2005	✓	✓	✓
Rich Brown	Business Representative	2014-2015			

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
<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. Model and promote substantive collaboration to foster a learning community. (PPPA SW #9)
3. Define high-yield instructional strategies and reinforce their use in all classrooms. (PPPA SW #11)

### Critical Action 1

Action: Study and use the district’s written curriculum. (PPPA SW #1)

<b>Project Lead:</b>	Administrators, Support Team, and Team Leaders							
<b>Staff, Title I Staff:</b>	All Staff							
<b>Materials and Resources:</b>	PISD Curriculum, Curriculum Planner, TEKS							
<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>Be fully aware of learning outcomes of the district curriculum:</b></p> <ol style="list-style-type: none"> <li>In weekly team meetings, leaders will spend time and energy ensuring that all members of team are using district curriculum in school improvement efforts. Together teams will study the format and structure of the written curriculum and will identify learning and skill gaps that concern them.</li> <li>Leaders will communicate across grade levels skill gaps so that all understand what must be learned at each grade level.</li> <li>Leaders will be in classrooms regularly so that they are aware of the overall implementation of curriculum and research-based strategies that address standards and engage students.</li> <li>Administrators will attend weekly planning meetings a minimum of twice a month to focus of student learning outcomes.</li> </ol>	<ol style="list-style-type: none"> <li>Weekly Extended Planning</li> <li>Up/Down Meetings, PLC Meetings</li> <li>Daily walkthroughs</li> <li>Weekly planning meetings</li> </ol>	<p>Calendar PLC Agendas #Saigling Shines teacher feedback, PWT data</p>	<p>Formative Notes: Discuss the weekly targets to assure that curriculum is being followed. Use UBD as guide for team planning. Use Map data to reduce skill gaps. Using I &amp; E to target “like” skill groups to fill in learning gaps as well as supporting/enriching higher leveled learners. Map and TPRI scores have increased. Students are applying the targeted skills in their daily classwork</p> <p>Summative Notes: Extended planning will continue to facilitate discussions around the curriculum, use of UBD planning, targeted I&amp;E time, and cross curricular connections.</p>
<p><b>Use the curriculum to diagnose learning problems:</b></p> <ol style="list-style-type: none"> <li>In weekly meetings, leaders, teams, and vertical teams will keep detailed notes regarding their curriculum and student performance problems that are likely the result of curricular rather than instructional issues. This information will be shared with the district at the end of each semester. The teams will understand that making such a distinction is essential for providing appropriate solutions to identified problems. We will ask questions like: 1. Is the problem widespread or fairly specific (i.e., none of the 4th graders can write an essay). 2. Does a review of the curriculum prior grades include learning objectives taught at sufficient levels to provide students with</li> </ol>	<ol style="list-style-type: none"> <li>Team Leader, Weekly Team Planning or PLC Meetings</li> <li>Weekly Team Planning, Team Leader or PLC Meetings</li> <li>After MAP</li> </ol>	<p>Calendar PLC Agendas Grade level plans Edugence</p>	<p>Formative Notes: Discuss the weekly targets to assure that curriculum is being followed. Use UBD as guide for team planning. Use Map data to reduce skill gaps.</p> <p>Beginning of the year and end of the year vertical alignment data meetings to plan and communicate gaps between grade levels and how to effectively address and close them.</p> <p>Edugence will be used to review prior skills to</p>

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>the necessary prerequisite skills to do grade-level work? (A learning problem in 5th grade math could be traced to a 1st grade curriculum issue.)</p> <ol style="list-style-type: none"> <li>An awareness of the importance of the curriculum will be communicated at all meetings, planning sessions and professional development by leadership teams. Every school leader will be encouraged to ask, "What is it that you want students to know or be able to do as a result of this lesson, homework, assignment, strategy, field trip, etc...?"</li> <li>Utilize Class by RIT report to identify current level of instruction and TEKS to target instruction for students.</li> </ol>	testing and adjusted based on RtI		<p>determine if student is on grade level or needs extra support to fill in learning deficits.</p> <p>During lesson planning, lessons are written and implemented to support the essential questions and understandings of each objective, so the students will be able transfer their skills and knowledge to the next grade level</p> <p>Utilize Class by RIT to differentiate instruction during I &amp; E time.</p> <p>Utilize TPRI and student assessment data to target the learning needs of students. Use of small groups to close gaps and differentiate learning.</p> <p>Summative Notes: Class by RIT was used effectively to target instruction for students. Where used consistently and with fidelity, we saw the most academic gains for students. Data and methodology were shared with each time on campus to replicate consistently.</p>
<p><b>Study curriculum connections across school levels:</b></p> <ol style="list-style-type: none"> <li>Principal will arrange an annual meeting with leaders from the middle school to study curricular connections to ensure that learning transitions across schools are seamless</li> </ol>	1. Feeder Pattern Meeting with Haggard Middle School	Meeting Agenda	<p>Formative Notes: Edugence will be used to review prior skills to determine if student is on grade level or needs extra support to fill in learning deficits. PLC's (Professional Learning Communities) to support school learning and sharing of skills amongst staff members (educators).</p> <p>Summative Notes: This meeting is scheduled for July to plan for the next academic year.</p>

## Critical Action 2

**Critical Action: Model and promote substantive collaboration to foster a learning community. (PPPA SW #9)**

<b>Project Lead:</b>	Administrators, Support Team, and Team Leaders							
<b>Staff, Title I Staff:</b>	All Teachers							
<b>Materials and Resources:</b>	Kid Talk tracking form							
<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 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><b>Participate Actively in Team Meetings:</b></p> <ol style="list-style-type: none"> <li>Administrators will attend weekly team meetings. Support, resources, and ideas will be discussed during this time to ensure best lesson development and planning, as well as, to discuss student progress.</li> <li>Grade level teams will attend a monthly Kid Talk meeting to discuss strategies to support student learning, closing the achievement gap, and whether additional support through CMIT or 504 may be necessary.</li> </ol>	<ol style="list-style-type: none"> <li>Weekly Planning</li> <li>Monthly Kid Talk Meeting</li> </ol>	Calendar Kid Talk Notes	<p>Formative Notes: Meet monthly to bring attention to students that are struggling. Grade level teams meet weekly to discuss student progress and interventions, and collaborate on strategies to enhance student achievement. Students are then referred for a CMIT or special education testing/services.</p> <p>Summative Notes: All grade levels attended monthly Kid Talk/CMIT/504 to discuss strategies to support student learning. The administrator attended most of the weekly planning meetings.</p>
<p><b>Build Teacher Capacity for Collaboration:</b></p> <ol style="list-style-type: none"> <li>Facilitate collaborative team planning by blocking off extended time for teams to meet together to be fully engaged in the team meeting, discuss what is and is not working, and brainstorm the best way to help students make meaning from the curriculum.</li> <li>Implement "Family Time" activities to build relationships off team to facilitate collaboration building wide.</li> <li>Begin Professional Learning Communities (PLC) to facilitate shared learning and collaboration throughout the building.</li> </ol>	<ol style="list-style-type: none"> <li>Weekly Extended Planning</li> <li>Family Time Activities, Support Team Meetings</li> <li>Quarterly PLC Meetings</li> </ol>	Calendar Saigling Staff Events Calendar Staff Meetings PLC Agendas	<p>Formative Notes: Meet with PLC to collaborate and listen to ideas and teaching strategies. Staff relationship building through team level challenges and seasonal activities.</p> <p>Summative Notes: PLCs were implemented this year. As the year went on great discussion and direction for staff professional learning emerged.</p>

### Critical Action 3

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

<b>Project Lead:</b>	Administrators, Support Team, and Team Leaders							
<b>Staff, Title I Staff:</b>	All Teachers							
<b>Materials and Resources:</b>	Comprehension Toolkit, B.U.G.S poster, Plano Walkthrough Data, Feedback Form, State and District Testing							
<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 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><b>Promote a Common Understanding of High-Yield Instructional Strategies:</b></p> <ol style="list-style-type: none"> <li>Utilize Comprehension Toolkit and the “Hand Plan” as advanced organizers for students in the content area of Reading/Language Arts to help students organize the information within reading passages, stories, and scenarios.</li> <li>Implement B.U.G.S. as an advanced organizer for students in the content area of Mathematics to aid organization of the information within story problems, charts, graphs, and tables</li> <li>Apply “Claim, Evidence, Reasoning” advance organizer for students in the content area of Science to assist in the organization and reasonableness of outcomes.</li> <li>Book study and staff development on <a href="#">7 Steps to a Language-Rich Interactive Classroom</a>.</li> <li>PLCs will research and share high-yield instructional strategies that they have researched</li> </ol>	<ol style="list-style-type: none"> <li>Daily, as needed</li> <li>Daily, as needed</li> <li>Daily, as needed</li> <li>Oct, Nov, Jan, Feb, Mar, Apr, &amp; May Staff Professional Learning</li> <li>Quarterly PLC meetings and ongoing communications</li> </ol>	<p>Hand Plan Visual BUGS Visuals Claim, Evidence, Reasoning Visuals 7 Steps Smore newsletter</p>	<p>Formative Notes: Use of interactive notebooks and/or word walls in order to allow students to go back and use as a re-teaching resource and to build vocabulary.</p> <p>Scholarly Language is available and used for students to refer to in their classroom responses (written or verbal)</p> <p>Strategies and ideas are shared during the book study discussions.</p> <p>PLCs have provided vital instructional strategies to incorporate technology, enhance student leadership, and increase the rigor of curriculum instruction.</p> <p>Summative Notes: These advanced organizers were used in each curricular area as appropriate. A modified version was made for the lower grades that naturally transitioned to the full plan. This has been helpful for our students as they problem solve and answer questions.</p>
<p><b>Reinforce the Use of High-Yield Instructional Strategies:</b></p> <ol style="list-style-type: none"> <li>During PLC meetings, teacher will share the high-yield instructional strategies that are working with their group.</li> <li>Plano Walkthrough data and feedback from that time will be used by</li> </ol>	<ol style="list-style-type: none"> <li>Quarterly PLC meetings and ongoing communications</li> </ol>	<p>PLC Agendas PWT Data</p>	<p>Formative Notes: I &amp; E is used to differentiate instructional strategies in order to promote/support growth for students of all skill levels</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
the administrators to reinforce and record the high-yield strategies used.	2. As Plano Walkthroughs occur		Summative Notes: As PLCs were implemented this year, it became a great sharing ground for classroom practices that work and research based ideas that came out of new learning.
<b>Identify Best Instructional Practices Based on Student Performance Data:</b> 1. Utilize MAP, TPRI, TELPAS, and STAAR data to determine which strategies are yielding the best results.	1. At the end of each testing window for MAP, TPRI, TELPAS and STAAR	Edugence	Formative Notes: Study and reflect on edugence data to help with planning for remediation or enrichment lessons Using TPRI, MAP data, state assessments, and class observations/performance, flexible grouping is used so students are moved to support skill mastery.  Summative Notes: Data has been utilized throughout the year to help guide implementation of our Intervention and Extension (I/E) time. As results varied teams made adjustments in implementation.

## 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	Formative Notes: The committee has been formed and has had two meetings this school year.  Summative Notes: The Campus Wellness Team met a total of three times this year to monitor progress towards their goals.
K-8	Include at least one Parent on Campus Wellness Team. <b>(Required)</b>	Campus Wellness Captain	Campus Wellness Plan	Formative Notes: Our parent representative is Mrs. Emily Lee.  Summative Notes:
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	Formative Notes: Each nine weeks, we are covering the material from our Coordinated School Health curriculum.  Summative Notes:
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	Formative Notes: We have our HIP bulletin board in the gym as well as the bulletin board in the main hallway that changes according to the current curriculum topic.  Summative Notes:
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	Formative Notes:  Summative Notes: Parents and the community were notified using marquee, newsletters, and electronic communication
	<b>FITNESS:</b>			
3-8	Pre and Post Assess all eligible students using fitness test components. <b>(Required - Form</b>	P.E. Teacher	Student Exemption Form	Formative Notes: Our fall fitnessgram is complete and the

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	<b>Provided)</b>			spring fitnessgram testing is planned for early April.  Summative Notes: Completed by the P.E. staff
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 grade) and sent to parents or linked through myPISD. <b>(Required)</b>	P.E. Teacher	Fitnessgram Student Report	Formative Notes: Fall fitnessgram scores are entered for all students in grades 3, 4 and 5. Spring scores will be entered by the first of May.  Summative Notes: All Fitnessgram data was entered during the appropriate time frame sent to parents
<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	Formative Notes: Students in grades 3-5 receive 100 or 150 minutes per week and students in grades 2, 1, and K receive 150 minutes each week.  Summative Notes:
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. <b>(Required)</b>	P.E. Teacher	Pedometers; heart rate monitors	Formative Notes: Students wear pedometers and can track their MVPA.  Summative Notes:
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	Formative Notes: Walkthroughs to ensure students are active during PE  Summative Notes: Observation by the principal throughout the year ensured that students were active a minimum of 70% of the class time
K-5	Ensure students are receiving daily unstructured play during recess. <b>(Required)</b>	Principal	Master Schedule, Staff Supervising Schedule	Formative Notes: Daily recess time is built into the master schedule for each grade level. Limitations have been placed on the amount of time students may miss.  Summative Notes:
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	Formative Notes: Brain breaks used throughout the building and look different at each grade level.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	<b>(Required)</b>			Summative Notes:
<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	Formative Notes: Assistant Principal and Secretary work with our families to address any attendance concerns.  Summative Notes:

## 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)
<b>Staff</b>	<b>PREVENTION:</b>			
	Identify high risk areas. <b>(Required)</b>	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	High risk areas were identified before school and frequently monitored by staff.
	Monitor high risk areas. <b>(Required)</b>	Principal Designee	Staff assignments/schedule	High risk areas were identified before school and frequently monitored by staff.
	Follow Campus Rules/Expectations. <b>(Required)</b>	Principal	Code of Conduct, District Handbook Campus Handbook	Discussed rules, procedures, and expectations at the beginning of the year.
<b>Staff</b>	<b>EDUCATION:</b>			
	Participate in annual staff training on bullying/sexual harassment. <b>(Required)</b>	Principal or designee	Handouts/PowerPoint	Aug 2016 Training conducted by Regina Anderson
	Review referral process. <b>(Required)</b>	Principal or designee	Campus referral plan	Aug 2016 Training conducted by Regina Anderson
<b>Staff</b>	<b>INTERVENTION:</b>			
	Establish recommended intervention strategies for classroom/campus. <b>(Required)</b>	Principal or designee (campus discipline staff)	Discipline Management Plan	Aug 2016 Training conducted by Regina Anderson
	Implement campus referral plan. <b>(Required)</b>	Principal or designee	Campus Referral Plan	Aug 2016 Training conducted by Regina Anderson
	Utilize Discipline Management strategies. <b>(Required)</b>	Principal or designee	Discipline Management Plan	Aug 2016 Training conducted by Regina Anderson

**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)
<b>All Students</b>	<b>PREVENTION:</b>			
	Clearly state student expectations/campus rules/citizenship. <b>(Required)</b>	Principal or designee	Code of Conduct/ Student-Parent Handbook	Discussed and reinforced throughout the school year
	Monitor high risk areas. <b>(Required)</b>	All staff	Schedule (if necessary)	Monitored throughout the school year
<b>All Students</b>	<b>EDUCATION:</b>			
	Explain referral process/contacts. <b>(Required)</b>	All teachers	Referral Plan	Explained during CMITs, conferences, and parent meetings
<b>All Students</b>	<b>INTERVENTION:</b>			
	(Please complete cells below)			
	Apply classroom interventions: <b>(Required)</b>	All teachers	Implement School-wide rules SEL Time Daily	R Time lessons conducted in each classroom a minimum of once per week
	Employ discipline interventions: <b>(Required)</b>	Designated staff	Implement School-wide rules SEL Time Daily	Used as needed throughout the school year
	Use other intervention strategies as necessary/appropriate. <b>(Required)</b>	Administrative staff or counselors	Implement School-wide rules SEL Time Daily	Used as needed throughout the school year
	Conference with parents/students. <b>(Required)</b>	Teachers or other staff	Parent/Teacher Conference days Positive Parent Communication	As needed throughout the year.

## 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>	Parent Portal and computers	August and September 2016, and as new students enroll throughout the year	Parents are required to complete their registration in Parent Portal before finding out who their child's teacher is.
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>	Parent/Teacher Conferences	, and as new students enroll throughout the year	Items sent both electronically and in hard copy. Every other PTA newsletter was sent as a hard copy
Upgrade and maintain the campus website for easy access and increased communication with the community. <b>Funding source: state &amp; local</b>	Librarian/ CTA, Website software	Updated as needed	Campus website maintained and updated as needed
Communicate information through eNews. <b>Funding source: state &amp; local</b>	CTA, eNews platform	Weekly eNews communication	E-News sent on a weekly basis
Utilize social media to keep parents and community informed. <b>Funding source: state &amp; local</b>	Librarian, Principal, Asst. Principal, Team Designee, Facebook, Twitter, Remind	Facebook, Twitter, & Remind posts as needed	A school Facebook and Twitter account are in place. The use of this means of communicating with the community is a growth area for us next year.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. <b>Funding source: state and local</b>	Principal	Monthly meetings	Monthly meetings with PTA President, 1 <sup>st</sup> VP and principal
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). <b>Funding source: state &amp; local</b>	Counselor and Family Guidance Center	3 programs annually	School/PTA parent education classes offered three times during the 2016-17 school 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.

<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	Implemented by HR
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	Implemented by HR
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	Implemented by HR
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	Implemented by HR
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	Implemented by HR