



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

## Thomas Elementary

Principal: Lynn Swanson

**Mission Statement:** At Thomas Elementary, we celebrate diversity and committed to providing excellence in education for all students. We empower our students to be caring, responsible, life-long learners with big dreams.



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): **Tuesday, September 27, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Tuesday, January 31, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Tuesday, May 23, 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>	\$240,000	i.e. Teacher	
<b>Parental Engagement</b>	\$2000	i.e. Parent programs, RAMP up for Kindergarten Program	
<b>Student and Campus Capacity Building</b>	\$7000	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
Nadine Reid	Faculty Member	2015	✓		✓
Monica Anderson	Faculty Member	2016	✓	✓	✓
Alice Hembree	Faculty Member	1996	✓	✓	✓
Kelly Pennock	Faculty Member	2016	✓	✓	✓
Christine Leftwich	Faculty Member	2004	✓	✓	✓
Sarah Clopton, Tiffany McDaniel, Ana Gurrola, Allison Manktelow, Susan Soledade, Stephanie Robinson, Amy Rouquette, Daniela Kerpens, Ayanna Black, Amber Gist, Jami Lamar	Faculty Members –Ad Hoc		✓		
John Harsh	Faculty Member, SpEd	2014	✓	✓	✓
Lynn Swanson	Principal	1996	✓	✓	✓
Kim O'Bryon	District Professional	2008		✓	✓
Kimberly Blackwell	Campus Professional, Non-teaching	2016	✓		✓
Mirna Martinez	Support Staff Member	2015	✓	✓	✓
Jada Watson	Parent-Selected by PTA	2015		✓	
Nicole Smiley	Parent-Selected by Principal	2016		✓	
Maria Bucio	Parent	2016	✓		
Dilma Sanchez	Parent	2016			
Sandra Valazquez	Parent	2015	✓	✓	✓
Erica Donnelly	Parent	2015	✓	✓	
Kathy Kehoe	Community Member	2013	✓	✓	✓
Keith Robinson	Community Member	2016		✓	
Dr. Rast	Business Representative	2015			
Adan Cervantes	Business Representative	2014			✓

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
<p><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.</p>	10 (Coordination and Integration)	All
<p><b>Violence Prevention and Bullying</b></p>	10 (Coordination and Integration)	All
<p><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.</p>	1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)	All
<p><b>Highly Qualified Staff:</b> The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.</p>	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
<p><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)</p>	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. Monitor instructional practice using student performance data and classroom observations.
2. Identify best instructional practices based on student performance data.
3. Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum.
- 4.
- 5.

## Critical Action 1

**Action:** Monitor instructional practice using student performance data and classroom observations.

<b>Project Lead:</b>	Principal, Assistant Principal, Instructional specialists							
<b>Staff, Title I Staff:</b>	Teachers, title I instructional support teachers							
<b>Materials and Resources:</b>	Title I funds will be used to purchase materials for Social Emotional Learning, <u>Tools for Engagement</u> materials, and training on strategies from <u>Classroom Instruction that Works</u>							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input checked="" type="checkbox"/> Kinder	<input checked="" type="checkbox"/> 1 <sup>st</sup> grade	<input checked="" type="checkbox"/> 2 <sup>nd</sup> grade	<input checked="" type="checkbox"/> 3 <sup>rd</sup> grade	<input checked="" type="checkbox"/> 4 <sup>th</sup> grade	<input checked="" type="checkbox"/> 5 <sup>th</sup> grade	<input checked="" type="checkbox"/> Other: pre-K

### 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
1. Teachers will participate in professional development to prepare for the implementation of each Marzano strategy.	2 months per strategy starting in October	-PDH Handouts	<p><b>Formative Notes:</b> <u>Tools for Engagement &amp; Classroom Instruction That Works</u></p> <p><b>October 12</b> – Recognizing Effort and Providing Recognition (Marzano: Chap 4)</p> <p><b>October 26</b> - TFE- Teach the 11 Emotional States (ch. 1, 2 &amp; 10)</p> <p><b>November 9</b> – TFE ch. 4 and ch. 9</p> <p><b>November 16</b> – TFE ch. 6</p> <p><b>January 2</b> – review TFE ch. 2, 4, 6, 9, 10</p> <p><b>January 18</b> – Summarizing and Note Taking (Marzano Ch. 3 embed non-linguistic representation)</p> <p>TFE- ch. 8 and ch. 3</p> <p><b>March 22</b> – Similarities and Differences ( Marzano Ch. 2)</p> <p>TFE- ch. 5 and ch. 7</p> <p><b>May</b> – Culminating PDH on all 3 Marzano strategies, review TFE ch. 3, 5, 7, 8</p> <p><b>Summative Notes:</b></p>
2. Weekly walk-throughs by the administrative team and lead teachers support the faculty's use of the Marzano strategies from <u>Classroom Instruction that Works</u> : ( <i>similarities and differences, summarizing and note taking, recognizing effort and providing recognition</i> ) studied in joint collaborative time. Administrative team and lead teachers will specify the strategy of focus for the walk-through team. Strategies from <u>Tools for Engagement</u> will be used with the identified Marzano strategy.	Weekly November – May	- <b>Student Work Samples</b> - <b>Lesson plans</b> - <b>Walk-through Document</b>	<p><b>October 28</b> – walk-through document was created</p> <p><b>November 9</b> – Teachers were given rubrics</p> <p><b>November 18</b> – Teachers were given QR codes for walk-throughs</p> <p><b>Jan –present</b> – Walk-throughs started with leadership team only and will continue through June 2<sup>nd</sup></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
3. Teachers practice these strategies and receive immediate, specific feedback to develop their skills and accelerate student achievement. Walk-through summaries help to determine the next steps for professional development.	Weekly November - May	<b>-Walk-through Documents</b>	Teachers have access to walk-through responses through a Google Spreadsheet  Grade levels are implementing lessons and activities Pre-Kinder and 2nd - 5 <sup>th</sup> – morning Kinder – after recess 1 <sup>st</sup> – Monday mornings and throughout the day
4. Teachers will study Social Emotional Learning and the impact that understanding has on student learning. Strategies will be implemented with students.	Weekly November - May	PDH agendas and copies of articles	At all staff meetings strategies have been and will be shared. See meeting dates above (#1).

## Critical Action 2

**Critical Action:** Identify best instructional practices based on student performance data.

<b>Project Lead:</b>	Principal and Assistant Principal, Instructional Specialists							
<b>Staff, Title I Staff:</b>	Title I support teachers, certified staff							
<b>Materials and Resources:</b>	Rubrics							
<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
1. Teachers work collaboratively in grade-level meetings three times a month to analyze student work to determine necessary instructional changes.	3 times a month	-Teacher notes on student work	1 <sup>st</sup> , 3 <sup>rd</sup> grade – bi-weekly analysis of student work Other grade levels have implemented this step sporadically
2. Students monitor their own effort and/or achievement through the use of self-assessment rubrics.	At least once a week	-Rubric -Self-assessment	p. 110 of the participants manual – <i>Classroom Instruction That Works</i>
3. Teacher will have extended time to analyze data and the impact of high yield strategies on student performance 4 times a year.	½ days- 4 times a year	Agendas from meetings	Substitutes will be provided for each teacher for ½ day planning four times per year.



### Critical Action 3 Use targeted interventions to address learning needs of teachers and students

**Critical Action:** Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum.

<b>Project Lead:</b>	Principal, Assistant Principal, Instructional Support							
<b>Staff, Title I Staff:</b>	Title I teachers, all grade level teachers							
<b>Materials and Resources:</b>	PISD curriculum							
<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: Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum.**

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
1. Students must be taught at grade level while simultaneously receiving the necessary review and reinforcement to master the grade-level prerequisites. Student groups not meeting the accountability system safe guards will be monitored for growth: <b>Hispanic – Writing, Economically Disadvantaged – writing, Special Education Reading and Math, ELL – reading and writing.</b>	Weekly from September 27 – May 2	Tier 2 lesson plans, Tier 2 documentation, IEP goals documentation, TELPAS, MAP, STAAR, rubrics, and anecdotal records	All tier 2 lessons are based on pre-requisite skills for upcoming units in all grade levels.
2. 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 designed around these prerequisite skills so that teachers can know whether students in their classrooms have the necessary skills for the new content. Students will receive instruction in the prerequisite skills along with grade level instruction.	Prior to each new unit	Pre and Post-assessment item analysis	Curriculum is analyzed for pre-tests  Pre-tests in all subjects are based on prior grade level teks along with a few current teks to determine mastery, and plan for intervention.  Teams will continue to grow in the area of pre-assessment of reading skills
3. Intervention will be specifically aligned to the prior objectives that are necessary for current learning.	Weekly from September 27 – May 2	Tier 2 lesson plans, Tier 2 documentation, and anecdotal records	Tier 2 is provided by classroom teachers and instructional specialists
*Students who are performing below grade level may require remediation beyond the classroom teacher if they are to get back on track.	Weekly from September 27 – May 2	Tier 3	Tier 3 instruction was provided by the campus specialists.

## 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	<b>Formative Notes:</b> Wellness team was created and meeting dates set.  <b>Summative Notes:</b> See attached Wellness plan for completion of action steps and dates.
K-8	Include at least one Parent on Campus Wellness Team. <b>(Required)</b>	Campus Wellness Captain	Campus Wellness Plan	3 parents were members. See attached Wellness Plan
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	Components were delivered. Classroom G107 was used for instruction.
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	On the wall in the gym we keep a bulletin board up with the current health lesson. Students not only hear the information from coaches on the lesson, they can look/read as they walk by daily.
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	Jogging club, Family Fitness night, walk/ bike to school events were communicated by flyer, marquee, callout, webpage
<b>FITNESS:</b>				
3-8	Pre and Post Assess all eligible students using fitness test components. <b>(Required - Form Provided)</b>	P.E. Teacher	Student Exemption Form	All 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade students are tested on the Fitness Gram twice each school year. A fall test and a spring test allow the students to compare their results and see improvements and also areas that need improvement.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
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	Fitness gram Student Report	Fitness Gram has been tested for both fall and spring for the 2016-2017 school year. Student reports will be sent home, with individual results, the last week of school.
<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	Master schedule provided the correct number of minutes and lesson plans were monitored.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. <b>(Required)</b>	P.E. Teacher	Pedometers; heart rate monitors	Before and after cardio exercising the students use a free standing heart rate monitor to compare their heart rates. Healthy heart rates are discussed.
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	The district curriculum was implemented to meet this action step
K-5	Ensure students are receiving daily unstructured play during recess. <b>(Required)</b>	Principal	Master Schedule, Staff Supervising Schedule	Recess time for each grade level was unstructured play.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. <b>(Required)</b>	Principal	Resources available upon request	Brain breaks were given throughout the day: Go Noodle, Mind Games, Mindful breathing
<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	Attendance was closely monitored by teachers, administration, front office attendance clerk. Calls were made to parents when students began to accumulate excessive absences and truancy was filed.

## Violence Prevention and Bullying

### Critical Action:

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

### Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	<b>PREVENTION:</b>			
	Identify high risk areas. <b>(Required)</b>	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	<p><b>Formative Notes:</b> Discipline referrals were used to identify high risk areas. Staff security audit was evaluated.</p> <p><b>Summative Notes:</b> School counselors and administration were involved in investigating and providing additional instruction to students in need of assistance in this area.</p>
	Monitor high risk areas. <b>(Required)</b>	Principal Designee	Staff assignments/schedule	Duty schedule is used to plan for monitoring during arrival, dismissal, locker time, transitions, lunch and recess.
	Follow Campus Rules/Expectations. <b>(Required)</b>	Principal	Code of Conduct, District Handbook Campus Handbook	Staff was made aware of the state bully laws, and district and campus procedures.
Staff	<b>EDUCATION:</b>			
	Participate in annual staff training on bullying/sexual harassment. <b>(Required)</b>	Principal or designee	Handouts/PowerPoint	<p><u>Bullying/Sexual Harassment: August 15<sup>th</sup> PDH</u></p> <ul style="list-style-type: none"> <li>-Signs of bullying</li> <li>-Procedures to follow when there is an accusation of bullying</li> <li>-Prevention of bullying</li> <li>-Importance of bully prevention program</li> </ul> <p><u>Suicide: August 15<sup>th</sup> PDH</u></p> <ul style="list-style-type: none"> <li>-Factual information about suicide</li> <li>-Suicide statistics in children</li> <li>-Signs of suicidal behavior/thoughts</li> <li>-Procedures/Policies to follow when a student exhibits suicidal behavior/thoughts</li> </ul> <p><u>Child Abuse/CPS: August 15<sup>th</sup> PDH</u></p> <ul style="list-style-type: none"> <li>-Signs of abuse; statistics of abuse with children</li> <li>-Laws and guidelines regarding abuse and reporting</li> <li>-How to make a report; timeframe for a report to be made</li> <li>-What to do if questioned by a parent about making a CPS call</li> </ul> <p>**All staff attended training; evidenced by sign-in sheet</p>

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Review referral process. <b>(Required)</b> Campus discipline and harassment/bully form will be used to track infractions. Team leaders will review the data	Principal or designee	Campus referral plan	Discipline and harassment/bullying forms were used and monitored to plan for any needed additions or changes to our discipline plan or teacher training.
<b>Staff</b>	<b>INTERVENTION:</b>			
	Establish recommended intervention Self-manager plan will be used in all grade levels strategies for classroom/campus	Principal or designee (campus discipline staff)	Discipline Management Plan	All staff re-enforces the self-manager plan.
	Implement campus referral plan. <b>(Required)</b> Campus discipline and harassment/bully form will be used to track infractions	Principal or designee	Campus Referral Plan	Form is used for all discipline. Harassment/bully form is used for this behavior.
	Utilize Discipline Management strategies. Building wide self-manager plan will be used. <b>(Required)</b>	Principal or designee	Discipline Management Plan	This plan is used by all staff members.

**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	Character Education will be taught through classroom guidance lessons by the counselors twice a month to all students; in addition, character ed. is taught weekly within the classroom through the Right Choice Lessons. Students are reminded of the weekly lessons through morning announcements.
	Monitor high risk areas. <b>(Required)</b>	All staff	Schedule (if necessary)	Duty schedule was created for before and after school, lunch and recess.
<b>All Students</b>	<b>EDUCATION:</b>			
	Explain referral process/contacts. <b>(Required)</b>	All teachers	Referral Plan	Students can self-refer themselves to see the counselors; as well as teachers can make referrals for students to see the counselors.
<b>All Students</b>	<b>INTERVENTION:</b>			
	(Please complete cells below)			
	Apply classroom interventions: <b>(Required)</b>	All teachers Counselors	District curriculum	Guidance lessons are taught by the counselors twice a month in the classrooms on various topics. Small group lessons and activities are targeted towards the different traits of character and are implemented with students throughout the school year.
	Employ discipline interventions: <b>(Required)</b>	Designated staff	Code of Conduct	All district interventions are used as necessary.
	Use other intervention strategies as necessary/appropriate. <b>(Required)</b>	Administrative staff or counselors	Materials that focus on Social Emotional Learning	School-wide assembly will be held that focuses on bullying, drug-prevention, and character traits on 10/31/2016. Restorative Practices are held in classrooms as needed to develop community and to manage conflict and tensions by repairing harm and building relationships. Small group lessons and activities are targeted towards the social and emotional growth of students. Teachers were given the book "Mindful Games" as well as a resource to develop social and emotional growth.
	Conference with parents/students. <b>(Required)</b>	Teachers or other staff	District Edugence data will be provided to the parents	Conferences will be conducted by administration and teachers.

## 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>	Office staff, teachers, parent liaison, Title I teachers, ESL teachers	Monthly reminders and offer assistance	<b>Formative Notes:</b>  <b>Summative Notes:</b> Parents were notified that we would have computers and assistance would be available on: Tuesday, September 8 <sup>th</sup> from 8 am to 10 am and from 12 pm to 2 pm to assist them in registering for parent portal, free/reduced lunch, and Pay Pam
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 Liaison, office staff	August ,2016	Hard copies were sent to all parents in English and Spanish/ District Computer Bus came to our school on the following dates:  April 6            3 parents        3 students April 13           4parents April 20           3 parents April 27           4 parents
Upgrade and maintain the campus website for easy access and increased communication with the community. <b>Funding source: state &amp; local</b>	Office staff	August 2016 – May 2017	Website has been updated throughout the year
Communicate information through eNews. <b>Funding source: state &amp; local</b>	Office staff	At least once per month	E-news has been sent throughout the year and the call-out system was used
Utilize social media to keep parents and community informed. <b>Funding source: state &amp; local</b>	Teachers, administrative staff	weekly	Teachers used the Bloomz app, e-mail, twitter, Thomas Facebook to communicate

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
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 and Assistant Principal	Monthly	Board meeting monthly and 5 general meetings
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). <b>Funding source: state &amp; local</b>	Principal and Assistant principal Parent Liaison	3 times a year	Spanish Parent Academy: Parent Academy  October 6th, 2016 – Getting ready for conferences December 13th, 2016 – How to develop language using ELMS Club games February 7th, 8th and 9th --- parents and students in grades 3-5. Went over students profiles and talked about our students' potential. May 11th – Spanish games – how to develop our vocabulary at home. Parent Academy October: What are our children doing in the digital age (October 25, 2016) December: Let's Talk, communication with our children (December 5, 2016) February: Managing anger within the family (February 16, 2017) April: Parental Guilt (April 11, 2017)



## 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	<b>Formative Notes:</b> District teacher and paraprofessional allocations were used to identify highly qualified instructional needs.  <b>Summative Notes:</b> District hiring practices were used to retain and hire new staff.
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	Highly qualified bilingual staff were attracted and retained.
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	Education major students were allowed to receive observation hours in several classrooms.
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	Professional development was offered throughout the year based on campus survey. (see action steps 1, 2, 3)
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	Thomas worked closely with the district certification to ensure all potential staff were highly qualified.

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

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

<b>Project Lead:</b>	<b>Lynn Swanson, Amy Rouquette</b>
<b>Staff, Title I Staff:</b>	Pre-K and Kindergarten staff
<b>Materials and Resources:</b>	<b>District curriculum</b>

**Strategies for Accomplishing Transition Critical Action:**

<b>Action Step</b>	<b>Implementation Timeline per Action Step</b>	<b>Formative &amp; Summative Notes (Evidence of Implementation and Impact)</b>
Pre-K staff work collaboratively with Kindergarten staff throughout the school year.	Spring 2017	<b>Formative Notes:</b> Thomas was a site for 2 pre-k classrooms. We collaborated with district personnel.  <b>Summative Notes:</b> District early childhood meetings were attended by administration, teachers, pre-k specialist. Thomas teachers observed and participated in ARD meetings for students transitioning to Thomas.
Parent orientations are held to explain the kindergarten program to parents.	March 2017	Parent training was held in conjunction with an incoming kindergarten student and parent orientation night.
Transition books are used with students and families to provide pictorial support during transition. <b>Components: 5, 6, 7 and 9</b> <b>Funding Sources: Title I, State and Local</b>	May 2017	Parents were trained and given materials to use with their child.
Have preschool teachers provide the future kindergarten teacher with children’s portfolios or a written record of their learning during preschool.	May 2017	Portfolios and testing information was transferred from pre-k campuses to Thomas.
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.	March and May 2017	Ramp Up meetings were held.
<b>NEW</b> - Arrange for new preschool teachers to visit each Kindergarten classrooms.	Fall 2016	Pre-k teachers from other campuses observed in kindergarten.