



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

## Mathews Elementary

Principal: Jill Stoker

**Mission Statement:** The mission of Mathews Elementary is to provide a quality education for all students in a positive learning environment.



Approved by DBIC on November 14, 2016

## Verification Page

### Planning Timelines

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

### Meeting Dates

- Meeting 1: SBIC approves the improvement plan (by October 7, 2016): **Thursday, September 22, 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): **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>	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 1 <sup>st</sup> Participated on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Jayne Lynch, ESL	Faculty Member	2016-2017	yes	yes	yes
Liz Bender, K	Faculty Member	2015-2016	yes	yes	yes
Karen Nielson, Gr. 1	Faculty Member	2016-2017	yes	yes	yes
Juanita Hall Gr. 2	Faculty Member	2016-2017	yes	yes	yes
Jen Martellotto, Gr. 3	Faculty Member	2016-2017	yes	yes	yes
Rebecca Orr, Gr 4	Faculty Member	2016-2017	yes	yes	yes
Melanie Willett, Gr 5	Faculty Member	2016-2017	conflict	conflict	Anitha Reddy
Cindi Stevens, Instructional Specialist	Faculty Member	2016-2017	yes	yes	yes
Marion Robinson, SpEd	Faculty Member, Special Education	2016-2017	yes	yes	yes
Jill Stoker, Principal	Principal	On-Going	yes	Len Stevens	yes
Belinda Kinney, Curriculum	District Professional	2014-2015	conflict	yes	conflict
Patricia Powell, Assistant Principal	Campus Professional, Non-teaching	2015-2016	yes	yes	conflict
Mary Alice Hendrix, Counselor	Support Staff Member	On-Going	yes	yes	yes
Susan Sutherland, PTA President	Parent-Selected by PTA	2016-2017	yes	yes	yes
Terri Ellis-Schmidt	Parent-Selected by Principal	2015-2016	yes	yes	yes
Amy Nisbet	Parent	2016-2017	yes	yes	yes
Annie Chan	Parent	2016-2017	yes	conflict	conflict
Scott Beery	Parent	2016-2017	yes	conflict	no
Lauren Akolkar	Parent	2016-2017	yes	yes	yes
Laura Hargrove, Davis Library	Community Member	2016-2017	yes	yes	yes
Tammy Nash	Community Member	2016-2017	yes	conflict	yes
Jamahla Murgerson (Rita's)	Business Representative	2016-2017	conflict	conflict	conflict
Pam Parham, (MOOyah's)	Business Representative	2014-2015	yes	yes	yes

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. Supplement district professional development to address school-specific needs. PPPA SW #7
2. Supplement classroom intervention support for students who perform below grade level or demonstrate early mastery of the curriculum. PPPA SW #17
3.
4.
5.

**Critical Action 1**

**Critical Action:** Supplement district professional development to address school-specific needs. PPPA SW #7

<b>Project Lead:</b>	Principal, Assistant Principal; Counselor							
<b>Staff, Title I Staff:</b>	Grade Level Teams, Specials, Specialist, Special Education							
<b>Materials and Resources:</b>	Walkthroughs, District Personnel, Outside Resources, Time, Finances, PISD Curriculum Data Base, Local/State Assessments, Teacher Leaders							
<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>Plan Professional development that addresses student needs.</b></p> <p>1) Plan school level professional development activities for teachers based on a detailed analysis of student assessment data documenting teaching/learning need.</p> <ul style="list-style-type: none"> <li><i>Social/Emotional Learning</i></li> <li><i>Guided Reading/Comprehension Toolkits</i></li> <li><i>Technology to Support Student Growth/ETSI</i></li> <li><i>Differentiation: PACE, ESL, Intervention &amp; Enrichment time.</i></li> </ul> <p><b>PLC Book Study. (Selection based on Goals)</b></p> <ul style="list-style-type: none"> <li>-The Morning Meeting,</li> <li>-The Third Teacher,</li> <li>- Gifts of Imperfection,</li> <li>-Project Based Learning</li> <li>-7 Steps to Lang Rich Interactive Classroom</li> <li>-Pure Genius</li> <li>-Innovator’s Mindset</li> </ul> <p><b>Monthly Staff/PDH Flex Meetings</b></p> <ul style="list-style-type: none"> <li>- Momentous Institute Staff training</li> <li>- Edugence: Data Jennifer Ruth</li> <li>- PACE/Glasscock Planned Experiences</li> </ul>	<ul style="list-style-type: none"> <li>District Teacher Survey- data comparison district to Mathews (May, 2016)</li> <li>BOY Data Analysis of MAP</li> <li>Data Analysis/GAP Analysis of STAAR Performance</li> <li>Monthly PLC Meetings Book Study. <i>(Selection based on Goals)</i></li> <li>Monthly Staff/Campus Flex PDH Meetings</li> <li>Monthly TL Meetings</li> <li>Mentor/Mentee Meetings</li> </ul>	<ul style="list-style-type: none"> <li>PES &amp; Growth Distribution Review</li> <li>STAAR GAP Analysis</li> <li>Outlook Calendar</li> <li>MAVS Memo Weekly Reminder</li> <li>PLC Book Study Notes/Share</li> <li>PD MLP Documentation</li> <li>TL Minutes</li> <li>Mentor/Mentee Agenda/Minutes</li> </ul>	<p>Formative Notes:</p> <p>Upon review of PLC Book Studies: All are valued resources; however, due to the selection of 7 topics, limited opportunity for feedback and reflection across the campus. (Teachers selected one book per semester.)</p> <p>Summative Notes:</p> <p>To build as a campus team, limited PLC book studies to topics that support campus wide initiatives identified through the leadership team for the 2017-2018 school year.</p> <p>(Guided Reading and SEL/Restorative Practices) This will allow a more thorough, campus wide reflection and opportunity for consistent application.</p> <p>Develop opportunities for PD to develop more utilization/application of technology on our campus.</p>

<b>Action Step (Title I Component # and Funding Amounts per Action Step)</b>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
<ul style="list-style-type: none"> <li>- Guided Reading</li> <li>- Social/Emotional Training</li> <li>- ETSI Training</li> <li>- Cultural Competencies</li> </ul>			<p>Encourage teachers to pursue individual learning goals for their TTESS goals in areas outside of the campus goals to enrich professional development if they so choose.</p>
<p>2) Embed professional development activities into the teacher's day to the greatest extent possible.</p>	<ul style="list-style-type: none"> <li>● District PDH as assigned</li> <li>● Monthly Campus PDH/flex</li> <li>● Monthly Campus PLC</li> <li>● District Curriculum Training I-Lead; as scheduled</li> <li>● District Curriculum Visits as scheduled</li> <li>● Monthly TL Meetings</li> <li>● Weekly GL Planning Meetings</li> <li>● Kid-Talk Meetings</li> <li>● TTESS Goal Meetings</li> <li>● TTESS Appraisals</li> <li>● Peer Observations</li> </ul>	<ul style="list-style-type: none"> <li>● PDH Plan/Agendas</li> <li>● MLP Registration</li> <li>● PLC Notes</li> <li>● Kid Talk Notes</li> <li>● TL Minutes</li> <li>● TTESS Goal Monitoring</li> <li>● TTESS Appraise Conference</li> <li>● Peer Observation pre/post conf.</li> <li>● Mentor/Mentee Peer Observation Schedule</li> </ul>	<p>Formative Notes:</p> <p>Walk-Throughs, GL meetings, reflect several teachers incorporating PD strategies from PLC: flexible seating, Morning Meetings, Genius Hour (3<sup>rd</sup> gr. PACE), PBL (3<sup>rd</sup>) Science &amp; Math Differentiation based on Data Analysis (5<sup>th</sup>)</p> <p>MOY TTESS Conferences reflected teachers utilizing strategies gained through their goal objectives into their instruction/classroom.</p> <p>Summative Notes:</p> <p>With proactive planning/timing of our Campus Goals and Critical Actions coupled with the EOY TTESS Conferences and discussion regarding '17-'18 TTESS Goals, as a staff we are proactively planning PD both as a campus and individually to best meet the needs of our staff and students for the upcoming '17-'18 year.</p> <p>To promote further growth, consider incorporating peer observations/reflection to reinforce PD across the campus.</p> <p>Consider Mavs Memo to be monthly or bi-weekly. Focus on PD articles/reflection to further elaborate on during TL or faculty</p>

<b>Action Step (Title I Component # and Funding Amounts per Action Step)</b>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
			meetings; not on management matters...calendar, etc. (Encourage utilization of campus Outlook calendar by team/teachers)



**Critical Action 2**

**Critical Action:** Supplement classroom intervention support for students who perform below grade level or demonstrate early mastery of the curriculum.  
 PPPA SW #17

<b>Project Lead:</b>	Principal, Assistant Principal, Instructional Specialist							
<b>Staff, Title I Staff:</b>	Grade Level Teams, Specials, Specialist, and Special Education							
<b>Materials and Resources:</b>	Walkthroughs, District Personnel & Resources, Outside Resources, Time, Finances, PISD Curriculum Data Base, Local/State Assessments, Teacher Leaders, Team Planning, Kid Talks, Lesson Plans, TTESS							
<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>Proactively develop intervention plans for students performing below grade level.</b></p> <p>1) Review, modify, and present a written intervention plan that clearly identifies the school level support used to assist students in need of intervention/support.</p>	<ul style="list-style-type: none"> <li>TL Meeting: September</li> <li>GL/Instructional Specialist meetings monthly</li> <li>PDH Meeting 10/12/16</li> <li>MOY Data Analysis for TL meeting. Work with Grade Levels to further utilize Edugence for small group instruction.</li> <li>GL monthly meetings</li> <li>Weekly meetings Instructional Specialist and Administration</li> </ul>	<ul style="list-style-type: none"> <li>BOY, MOY, EOY data Analysis Edugence by Class, Grade Level.</li> <li>Kid Talk, CMIT, Conf.</li> <li>Tier 2 and 3 in Gr Level Reports turned in each Semester.</li> <li>Instructional Specialist Intervention groups.</li> </ul>	<p><b>Formative Notes:</b></p> <p>Further PD to 1) enhance the campus plan and 2) educate staff on campus intervention plan in order to differentiation for Intervention across disciplines in each grade level based on individual student need.</p> <p><b>Summative Notes:</b></p> <p>PD Before School Year: Review current intervention plan with TL and faculty to further fine-tune. Provide PD specific to utilizing Edugence and teaching strategies to support differentiated learning and how to document RTI in Edugence (i.e. Guided Reading and Technology) Embed structured times for review/reflection throughout the</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
			2017-2018 school year.
<p>2) Use Student assessment data and teacher input to identify at risk students. Actively monitor differentiation and additional services as deemed necessary for student success.</p>	<ul style="list-style-type: none"> <li>● Spring 2016 PES (Plano Effect Score)</li> <li>● STAAR                             <ul style="list-style-type: none"> <li>○ GAP Analysis Review</li> <li>○ Question Analysis</li> </ul> </li> <li>● B.O.Y. MAP/Edugence</li> <li>● B.O.Y. TPRI</li> <li>● Fall 2016 CogAt data</li> <li>● Monthly TL meetings</li> <li>● Monthly CMIT Meeting</li> <li>● 504 Meeting: Annual Review/as needed</li> <li>● Weekly GL planning</li> <li>● LPAC Meetings -BOY, -MOY, -EOY</li> <li>● Kid Talk GL Meetings</li> <li>● ARDS/IEP/Progress Reports</li> <li>● Power Walk Through</li>   <li>● Target Walk Through</li> <li>● TTESS Appraisal Observations</li> </ul>	<ul style="list-style-type: none"> <li>● PES Grade Level Analysis</li> <li>● STAAR                             <ul style="list-style-type: none"> <li>○ GAP Analysis</li> <li>○ Test Analysis</li> </ul> </li> <li>● MAP Analysis Strands</li> <li>● TPRI Data Analysis</li> <li>● TL Agenda/Minutes</li> <li>● CMIT minutes</li> <li>● 504 minutes</li> <li>● Front Loaded Lesson Plans for Differentiation</li> <li>● LPAC Minutes</li> <li>● Kid Talk Minutes/Plan of Action</li>   <li>● EP/Deliberation</li> <li>● Power Walk Through Analysis</li> <li>● Target Walk Through Feedback</li> <li>● Appraisal Data Analysis</li> </ul>	<p>Formative Notes:</p> <p>Further PD to enhance teacher utilization of student data to develop intervention plans to support differentiation for intervention based on individual student need to maximize each student’s growth.</p> <p>Summative Notes:</p> <p>PD Before School Year: Review current intervention plan with TL and faculty to further fine-tune. Provide PD specific to utilizing Edugence (Class by RIT) and teaching strategies to support differentiated learning (i.e. Guided Reading and Technology) Embed structured times for review/reflection throughout the 2017-2018 school year.</p> <p>Review/Improve: Refocus on utilizing Power Walk-Throughs/Targeted Feedback to reinforce expectations for differentiation.</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><b>Provide proactive support for students performing below grade level.</b></p> <ol style="list-style-type: none"> <li>1) Provide just in time support to ensure that students who are performing below grade level gain the specific prerequisite skills needed before they are introduced to new content.                             <ul style="list-style-type: none"> <li>• Words Plus</li> <li>• Rite Flight</li> <li>• Motivation Math</li> <li>• TPRI intervention guide for lower grades</li> <li>• Numeracy Solutions training – September 2016</li> <li>• Jeff Anderson Writing – Dec./March</li> <li>• Interactive Word Walls - October</li> </ul> </li> <li>2) Identify pre-requisite skills students need to be successful in learning new content areas successfully.</li> <li>3) Utilize formal and informal data as well as pre assessments to identify which students need intervention regarding prerequisite skills so students will be successful in learning new content.</li> </ol>	<ul style="list-style-type: none"> <li>• Tier II Scheduled Instruction</li> <li>• Tier III Scheduled Instruction</li> <li>• Daily Intervention/Enrichment Time</li> <li>• Weekly Team Planning</li> <li>• Monthly Team Kid Talk</li> <li>• Targeted TEKS Tutoring</li> <li>• Training on Targeted Intervention</li> <li>• Training on Tier II resources for new teachers/refreshers.</li> </ul>	<ul style="list-style-type: none"> <li>• Tier II Documentation</li> <li>• Tier III Documentation</li> <li>• Flexible Group Lists based on identified student needs/TEKS</li> <li>• Instructional Specialist Case Load/Schedule</li> <li>• Kid Talk On-going monitoring</li> <li>• Targeted Tutoring Documentation</li> <li>• TTM/I-Station Reports</li> <li>• Curriculum Training on Tier II Resources</li> <li>• Lesson Plans referencing Tier II Resources being utilized</li> </ul>	<p>Formative Notes:</p> <p>Further PD to enhance teacher utilization of student data to develop intervention plans to support differentiation based on individual student need to maximize each student’s growth.</p> <p>Summative Notes:</p> <p>PD Before School Year: Review current intervention plan with TL and faculty to further fine-tune. Provide PD specific to utilizing Edugence and teaching strategies to support differentiated learning (i.e. Guided Reading and Technology) Embed structured times for review/reflection throughout the 2017-2018 school year.</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><b>Proactively develop intervention plans for students demonstrating early mastery of the curriculum.</b></p> <p>1) Identify school level support for teachers to best serve students demonstrating early mastery of any given unit through pre-assessment.</p>	<ul style="list-style-type: none"> <li>● Monthly TL Meetings</li> <li>● Faculty PD: As Needed</li> <li>● Utilize Cur. Dept. for resources/training identifying resources to enrich</li> <li>● Seek out new resources/training</li> <li>● Utilize PACE teacher for resources and enrichment strategies in the general education classrooms for students demonstrating early mastery of curriculum.</li> <li>● Utilize district curriculum for resources/strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Math Rocks Roster/Cur</li> <li>● PACE</li> <li>● Geography Bee</li> <li>● Continental Math League</li> <li>● Spelling Bee Gr 5</li> <li>● Word Masters</li> <li>● Great Books Foundation</li> <li>● Science Fair</li> <li>● Coding</li> <li>● Think Tank Gr. 1 &amp; 2</li> <li>● Strain Your Brain Gr. 1 &amp; 2</li> <li>● Groups by RIT, SEL, MAP data</li> <li>● PACE teacher resources and curriculum planner for enrichment</li> <li>● Genius Hour and PBL differentiated projects</li> </ul>	<p>Formative Notes:</p> <p>Further PD to 1) enhance the campus intervention plan and 2) educate staff on campus intervention plan in order to differentiation for Enrichment.</p> <p>Summative Notes:</p> <p>PD Before School Year: Review current intervention plan with Leadership team and faculty to further fine-tune. Provide PD specific to utilizing Edugence and teaching strategies to support differentiated learning to enrich (i.e. Guided Reading and Technology) Embed structured times for review/reflection throughout the 2017-2018 school year.</p>
<p><b>Provide enhanced learning opportunities for students demonstrating early mastery of the curriculum.</b></p> <p>1) Ensure that any school-level learning opportunity for students who demonstrate mastery is to extend learning opportunities and activities to enrich requiring deeper level of thinking and research.</p> <ul style="list-style-type: none"> <li>● BOY Data Analysis:             <ul style="list-style-type: none"> <li>○ STAAR data,</li> <li>○ PES Quintiles</li> <li>○ MAP</li> <li>○ CogAt</li> </ul> </li> <li>● PACE: Planned Experience Training 9/28/16</li> </ul>	<ul style="list-style-type: none"> <li>● GL Planning (Protect Tuesday planning)             <ul style="list-style-type: none"> <li>○ Pre Assessments</li> <li>○ Differentiation</li> </ul> </li> <li>● Scheduled Enrichment</li> <li>● Kid Talk: Enrichment</li> <li>● Scholastic Competitions</li> <li>● Utilize Curriculum Dept. for resources/strategies</li> <li>● Utilize PACE teacher for enrichment strategies in general education classrooms for students demonstrating early mastery of curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>● GL Lesson Plans</li> <li>● GL Meeting Minutes</li> <li>● Math Rocks Roster/Cur</li> <li>● PACE</li> <li>● Geography Bee</li> <li>● Continental Math League</li> <li>● Spelling Bee Gr 5</li> <li>● Word Masters</li> <li>● Great Books Foundation</li> <li>● Science Fair</li> <li>● Coding</li> <li>● Think Tank Gr. 1 &amp; 2</li> <li>● Strain Your Brain Gr. 1 &amp; 2</li> <li>● Groups by RIT, SEL, MAP data</li> </ul>	<p>Review curriculum and planning to embed opportunities for pre-assessment to determine specific learning needs of students to maximize student <b>growth</b>.</p>

## Health, Fitness and Attendance

### Critical Action:

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

### Strategies for Accomplishing Health, Fitness and Attendance Critical Action:

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
<b>COORDINATED SCHOOL HEALTH:</b>				
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. <b>(Required - Form Provided)</b>  Wellness Team Meetings: 10/6/16	-Assistant Principal	<ul style="list-style-type: none"> <li>• Campus Wellness Plan</li> <li>• Campus Wellness Team</li> <li>• Agenda</li> <li>• Campus Wellness Meetings</li> </ul>	<p><b>Formative:</b> 2 goals were developed by the CW team.</p> <p>STUDENTS:</p> <ol style="list-style-type: none"> <li>1) Students will participate in Pack week by bringing healthy fruits/vegetables and wear color that matches the healthy fruit/snack.</li> </ol> <p>STAFF:</p> <ol style="list-style-type: none"> <li>2) Provide a Nutrition, Exercise, Weight loss initiative for faculty during the second semester. Include nutritional information, weekly weight checks and exercise classes twice a week after school for 30 minutes.</li> </ol> <p><b>Summative:</b></p> <p>STUDENTS:</p> <ol style="list-style-type: none"> <li>1) 12% increase in student participation with over 3,086 combined participation during the week. 90 Students and 60 adults participated. 50 students completed and returned their Healthy Living Challenge Worksheet.</li> </ol> <p>STAFF:</p> <ol style="list-style-type: none"> <li>2) Weekly weight check and monitoring of progress of 18 staff members. Yield a -138 pounds.</li> <li>3) 7-15 staff members attended T/Th yoga, walking, and Tabata workouts for exercise and stress reduction.</li> </ol>

				4) Weekly Educational E-Mails on nutrition & recipes.
K-8	<p>Include at least one Parent on Campus Wellness Team. <b>(Required)</b></p> <p>Wellness Team:</p> <ul style="list-style-type: none"> <li>• Campus Wellness Captain: Carol Bohnstengel (Fitness Coach)</li> <li>• Amy Cimino (Nurse)</li> <li>• Patricia Powell (Assistant Principal)</li> <li>• Ginny Selec (Teacher)</li> <li>• Mandy Palazzo (FANS Manager)</li> <li>• Katrina Rushing (Parent)</li> </ul>	Campus Wellness Captain	<ul style="list-style-type: none"> <li>• Campus Wellness Plan</li> <li>• Campus Wellness Team</li> <li>• Meeting Agenda &amp; Minutes</li> </ul>	<p>Wellness Team Meetings:</p> <p>10/6/16, 12/1/16, 3/14/17, &amp; 5/25/17.</p> <p>Completed and Ongoing 2016-2017</p>
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. <b>(Required)</b>	Principal PE Coaches Fitness Coach	Coordinated School Health Curriculum	Completed and Ongoing 2016-2017. Tied to curriculum and reinforced during instruction. Fitness and PE Instruction
K-8	<p>Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. <b>(Required)</b></p> <ul style="list-style-type: none"> <li>• Located in the gym</li> <li>• Fitness Room</li> </ul>	P.E. Teacher/ Staff	Coordinated School Health Curriculum	Completed and Ongoing 2016-2017. Tied to curriculum and reinforced during instruction. Fitness and PE Instruction
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	Parents/Community are notified via marquee, e-news, FB and webpage; i.e. Field Day and Bike Rodeo.
	<b>FITNESS:</b>			
3-8	<p>Pre and Post Assess all eligible students using fitness test components. <b>(Required - Form Provided)</b></p> <ul style="list-style-type: none"> <li>• Informal, ongoing Pre-Test completed In October</li> <li>• Post Test dates set for March</li> </ul>	P.E. Teacher	Student Exemption Form	<p>Fitness Gram data is analyzed in August to set program goals for the year.</p> <p>All eligible students are assessed on PACER: Shoulder Stretch, Sit &amp; Reach, Push-Ups, Curl-Ups, and Trunk Lift</p>

				Completed and On-going.
4 <sup>th</sup> & 7 <sup>th</sup>	<p><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> <ul style="list-style-type: none"> <li>• Students are tested in March</li> <li>• Data sent home in May</li> </ul>	P.E. Teacher	Fitness-gram Student Report	All data is entered by April and Fitness Gram reports are sent home in report cards at the end of the year.
<b>PHYSICAL ACTIVITY REQUIREMENTS:</b>				
K-8	<p>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></p> <ul style="list-style-type: none"> <li>• 150 minutes weekly</li> <li>• Pedometers are utilized throughout the year for PE</li> <li>• Fitness HR monitors are utilized in the spring.</li> </ul>	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	<ul style="list-style-type: none"> <li>• All students receive 150 minutes of PE a week. Students are achieving moderate to vigorous physical activity 75% of the 150 minutes.</li> </ul>
K-8	<p>Measure MVPA and physical activity time using pedometers and heart rate monitors. <b>(Required)</b></p> <ul style="list-style-type: none"> <li>• Lesson Plans</li> </ul>	P.E. Teacher	Pedometers; heart rate monitors	<ul style="list-style-type: none"> <li>• Heart Rate Monitors/Pulse Check/Perceived rate exertion</li> <li>• Pedometers</li> </ul>
K-8	<p>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></p> <ul style="list-style-type: none"> <li>• 150 minutes weekly</li> </ul>	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	<ul style="list-style-type: none"> <li>• Year at a Glance/Scope &amp; Sequence</li> <li>• Weekly Lesson Plans</li> </ul>
K-5	<p>Ensure students are receiving daily unstructured play during recess. <b>(Required)</b></p> <ul style="list-style-type: none"> <li>• Unstructured play occurs daily</li> <li>• Scheduled into the master school schedule by grade level</li> </ul>	Principal Assistant Principal	Master Schedule, Staff Supervising Schedule	<ul style="list-style-type: none"> <li>• Monitored by classroom teacher</li> <li>• School Master Schedule has recess incorporated for all grade levels.</li> </ul>
K-5	<p>Encourage opportunities for brain breaks and short activity breaks throughout the day.</p>	Principal Assistant Principal	Resources available upon request	<ul style="list-style-type: none"> <li>• Natural breaks during instruction; Go Noodle, Brain Breaks, Assemblies, etc.</li> </ul>

	<p><b>(Required)</b></p> <ul style="list-style-type: none"> <li>Brain breaks are utilized by teachers/grade levels throughout the day at set times and when needed.</li> </ul>			
<p><b>ATTENDANCE: Forms are available on inside.pisd</b></p>				
K-8	<p>Monitor attendance of students and follow up on prominent and chronic absences.</p> <p><b>(Required)</b></p> <ul style="list-style-type: none"> <li>Parents are contacted regarding students' who are exhibiting an absence pattern, prominent or chronic, including late arrivals or frequent early pickups.</li> </ul>	Principal Assistant Principal	Pinnacle, Attendance Sheet	<ul style="list-style-type: none"> <li>Teachers reinforce expectation for attendance with students and parents.</li> <li>Teachers notify office of concerns. Administration work with teachers and parents to communicate to monitor/improve attendance.</li> </ul>



## Violence Prevention and Bullying

### Critical Action:

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

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

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	<b>PREVENTION:</b>			
	Identify high risk areas. <b>(Required)</b>  Active monitoring/duties assigned (before/after school as well as within the school day by staff/grade level teachers: <ul style="list-style-type: none"> <li>Halls</li> <li>Restrooms</li> <li>Recess</li> <li>Lunch</li> <li>Class</li> </ul>	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	Identified Areas for active monitoring include <ul style="list-style-type: none"> <li>Main hallways</li> <li>Restrooms</li> <li>Cafeteria</li> <li>Grade Level Halls</li> <li>Recess</li> </ul>
	Monitor high risk areas. <b>(Required)</b> <ul style="list-style-type: none"> <li>Duty Schedule: Campus Wide Before/After School</li> </ul> Grade Level Schedule: Hall, Lunch, Recess	Principal Designee	Staff assignments/ schedule	<ul style="list-style-type: none"> <li>Before school/After school duty</li> <li>Grade Level Schedules: Lunch/Recess/Halls</li> </ul>
	Follow Campus Rules/Expectations. <b>(Required)</b> <ul style="list-style-type: none"> <li>Reviewed by faculty/staff BOY Professional Development requirements</li> </ul>	Principal	Code of Conduct, District Handbook Campus Handbook	<ul style="list-style-type: none"> <li>Reviewed by faculty &amp; staff beginning of the year (PD)</li> <li>Kid Talks &amp; Faculty Meetings</li> <li>Reviewed by classrooms/specials as needed</li> </ul>
Staff	<b>EDUCATION:</b>			
	Participate in annual staff training on bullying/sexual harassment. <b>(Required)</b> <ul style="list-style-type: none"> <li>B.O.Y. PD: Compliance Training/Certification</li> <li>B.O.Y. In-service Training with 8/12</li> </ul>	Counselor	Handouts/PowerPoint	Beginning of the Year Professional Development: <ul style="list-style-type: none"> <li>Bullying</li> <li>Sexual Harassment</li> </ul>
	Review referral process. <b>(Required)</b> <ul style="list-style-type: none"> <li>B.O.Y. In-service Training</li> </ul>	Counselor	Campus referral plan	Beginning of the Year Professional Development:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				<ul style="list-style-type: none"> <li>Faculty Review</li> <li>TL Meeting</li> </ul>
<b>Staff</b>	<b>INTERVENTION:</b>			
	Establish recommended intervention strategies for classroom/campus. <b>(Required)</b> <ul style="list-style-type: none"> <li>Positive Behavior Discipline Training</li> <li>Momentous Training</li> </ul>	Principal or designee (campus discipline staff)	Discipline Management Plan	Beginning of the Year Professional Development: <ul style="list-style-type: none"> <li>PB Discipline</li> <li>8/10 Momentous all day training</li> <li>SEL training- Nov pdh</li> </ul>
	Implement campus referral plan. <b>(Required)</b>	Principal or designee	Campus Referral Plan	Beginning of the Year Professional Development
	Utilize Discipline Management strategies. <b>(Required)</b> <ul style="list-style-type: none"> <li>Positive Behavior Intervention Strategies</li> <li>Momentous Strategies</li> <li>Kid Talk</li> <li>CMIT</li> <li>Conferences</li> </ul>	Principal or designee	Discipline Management Plan	<ul style="list-style-type: none"> <li>Intervention Strategies:</li> <li>Kid Talk,</li> <li>CMIT,</li> <li>Conferences</li> </ul>

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

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
<b>All Students</b>	<b>PREVENTION:</b>			
	Clearly state student expectations/campus rules/citizenship. <b>(Required)</b> <ul style="list-style-type: none"> <li>B.O.Y. Grade Level Meetings</li> <li>Campus Wide Assemblies</li> <li>Classroom Meetings                             <ul style="list-style-type: none"> <li>R-Time</li> <li>Morning Meetings</li> <li>As Warranted</li> </ul> </li> <li>Counselor Visits:                             <ul style="list-style-type: none"> <li>Kelso Choices</li> <li>Anti-Bullying Lessons</li> <li>Friendship Skills</li> </ul> </li> </ul>	Principal or designee	Code of Conduct/ Student-Parent Handbook	<ul style="list-style-type: none"> <li>Beginning of the Year Class Meetings</li> <li>First Five Days</li> <li>Conferences</li> <li>Campus Assemblies</li> </ul>

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Monitor high-risk areas. <b>(Required)</b> <ul style="list-style-type: none"> <li>• Cafeteria/Gym Duty: Before and After School</li> <li>• Active Monitoring Lunch/Recess</li> <li>• Hall Duty Before and After School</li> <li>• Carpool, Bus/Day Care and Walker Duties</li> </ul>	All staff	Schedule (if necessary)	Active Monitoring: <ul style="list-style-type: none"> <li>• Main hallways</li> <li>• Restrooms</li> <li>• Cafeteria</li> <li>• Grade Level Halls</li> <li>• Recess</li> <li>• Parameter of school property (Recess)</li> <li>• After School Dismissal</li> </ul> Review through faculty meetings/TL meetings areas to address/improve to increase student safety and well-being.
<b>All Students</b>	<b>EDUCATION:</b>			
	Explain referral process/contacts. <b>(Required)</b>	All teachers	Referral Plan	Beginning of the Year Professional Development Campus Contacts and Procedures
<b>All Students</b>	<b>INTERVENTION:</b>			
	Apply classroom interventions: <b>(Required)</b>	All teachers	R-Time Morning Meeting PBIS	Introduction of Circle Time to close classes for the day.
	Employ discipline interventions: <b>(Required)</b>	Designated staff	-Kid Talks -Social Emotional Learning -Sensory Buckets -PBIS: <i>Ind. Pos. Beh. Plans</i> -CPI Training Core Team A) Practice B) Review -The Teaching Zone	
	Use other intervention strategies as necessary/appropriate. <b>(Required)</b>	Administrative staff or counselors	<b>Guidance Lessons by Counselor:</b> <ul style="list-style-type: none"> <li>• Kelso's Choices</li> <li>• Anti-Bullying Lessons</li> </ul>	Summative: Beginning of the Year: Feedback from staff for 2017-2018 Insight in planning Guidance Lessons, Small groups, etc.

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
			<ul style="list-style-type: none"> <li>• Friendship Skills</li> <li>• Internet/Digital Citizenship</li> <li>• Self-Concept &amp; Self Discipline</li> </ul>	
	Conference with parents/students. <b>(Required)</b> <ul style="list-style-type: none"> <li>• Teachers, Counselors, Administrators</li> <li>• Edugence and TEAMS documentation as needed regarding Intervention Plans &amp;/or Discipline Referrals.</li> <li>• Kid Talk</li> <li>• CMIT</li> </ul>	Teachers or other staff	<ul style="list-style-type: none"> <li>• Phone</li> <li>• Emails</li> <li>• Conferences</li> <li>• KidTalk Minutes</li> <li>• CMIT Minutes</li> </ul>	Summative: Beginning of the Year: Feedback from staff for 2017-2018 Insight in planning Guidance Lessons, Small groups, etc.

## Parent Involvement

### Critical Action:

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

### Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and electronic information. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local Funds</b> <ul style="list-style-type: none"> <li>• Marquee,</li> <li>• eNews,</li> <li>• Remind,</li> <li>• School Messenger</li> <li>• PTA Facebook</li> <li>• Mathews Facebook</li> <li>• Registration at school/Meet the Teacher</li> <li>• Computer Access at Mathews during summer enrollment</li> <li>• Parent Conference: Remind parents to utilize Parent Portal</li> </ul>	Staff Adm. Asst. Principal Counselor Teachers -E-News -Marquee -Grade Level News -Social Media SMORES/Gr Level Facebook -Meet the Teacher -Parent Conferences -Available computers	Initial July/August, as needed: <ul style="list-style-type: none"> <li>• Marquee</li> <li>• E-News</li> <li>• Remind</li> <li>• School Messenger</li> <li>• PTA FB</li> <li>• Mathews FB</li> <li>• Reg. @ school</li> <li>• Meet the teacher day</li> <li>• Parent Conf</li> </ul>	Parents are required to log into Parent Portal in order to gain accesses to 2016-2017 classroom assignment.
Identify parents without computer/internet access to offer hard copies of school information. <ul style="list-style-type: none"> <li>• Grade Level Surveys</li> <li>• New Enrollment in Office</li> <li>• Teacher Conferences</li> </ul> <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local Funds</b>	Fall Registration Classroom teacher	<ul style="list-style-type: none"> <li>• First Day Packets</li> <li>• Fall/Registration: Hard copies provided</li> <li>• Thursday Take Home folders</li> <li>• As the need arises</li> </ul>	Teams Identify parents without computer access and send home hardcopies of the weekly grade level newsletter.
Upgrade and maintain the campus website for easy access and increased communication with the community. <b>Funding source: state &amp; local</b>	CTA	<ul style="list-style-type: none"> <li>• Beginning of the Year Updates</li> <li>• Upcoming Events</li> <li>• As the need arises</li> </ul>	Website has been updated to reflect information for the 2016-2017 school year.
Communicate information through eNews. <b>Funding source: state &amp; local</b>	Principal	<ul style="list-style-type: none"> <li>• Weekly e-News &amp; Reminders</li> </ul>	Ongoing throughout the year - 2016-2017

Utilize social media to keep parents and community informed. <b>Funding source: state &amp; local</b>	Principal, Assistant Principal CTA	<ul style="list-style-type: none"> <li>• Facebook</li> <li>• Remind</li> <li>• Twitter</li> <li>• School Messenger</li> </ul>	Ongoing throughout the year – 2016-2017
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	<ul style="list-style-type: none"> <li>• Monthly PTA Board Meetings</li> <li>• Weekly PTA President Visit</li> </ul>	Ongoing throughout the year – 2016-2017
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). <b>Funding source: state &amp; local</b> <ul style="list-style-type: none"> <li>• Red Ribbon Week/Substance Abuse Prevention</li> <li>• “Mean Girls...&amp; Friends Who Think They Are Cool”</li> <li>• “Social Media &amp; Your Child”</li> <li>• “Whose Homework is it Anyway”</li> <li>• “I Never Planned to Yell So Much”</li> </ul>	Counselor	Various programs through the year. <ul style="list-style-type: none"> <li>• Red Ribbon Week</li> <li>• 10/19,</li> <li>• 12/1,</li> <li>• 2/9,</li> <li>• 4/11</li> </ul>	Ongoing throughout the year – 2016-2017

## 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	Ongoing 2016-2017
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	Ongoing 2016-2017
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	Ongoing 2016-2017
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	Ongoing 2016-2017
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	Ongoing 2016-2017