



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Rasor Elementary

Principal: Zack Pruett

Mission Statement: Rasor Elementary, with the community, will give us a safe, caring place to learn and reach our 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): **Monday, October 03, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Sunday, January 29, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Tuesday, May 30, 2017**

2016-2017 Campus Status

Check all that apply

Title III English Learner Campus

Non-Title I Campus

Title I School-wide Campus

Title I Information

Title I Components			
1 (CNA)	Comprehensive Needs Assessment	6 (PI)	Strategies to Increase Parental Involvement
2 (RS)	Reform Strategies	7 (Tran)	Transition (Elementary schools only)
3 (HQ)	Instruction by State Certified Staff	8 (A)	Teacher Decision-Making Regarding Assessments
4 (PD)	High-Quality Professional Development	9 (M)	Effective and Timely Assistance to Students
5 (R/R)	Strategies to Attract State Certified Teachers	10 (Coord)	Coordination and Integration
Program Funding			
Staffing	\$60,000	Total Funding for 1 Title I Support Teacher	
Parental Engagement	\$2,000	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	\$4,000	Additional Title I Funding (i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities)	

SBIC Committee

Committee Member's Name	Role	Year 1st Participated on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Ashley Bearden	Faculty Member	2015	x	x	x
Sonja Brock	Faculty Member	2015	x		x
Diana Moore	Faculty Member	2014	x	x	x
Pam Hackney	Faculty Member	2012	x	x	x
Jenny Uberta	Faculty Member	2016	x	x	x
Samantha Fisk	Faculty Member, Special Education	2016	x	x	x
Zack Pruett	Principal	2006	x	x	x
Margaret Dyer	District Professional	2011			
Staci Camp	Campus Professional, Non-teaching	2015	x	x	x
Peggy Bridge	Support Staff Member	2007		x	x
Chris Summer	Parent-Selected by PTA	2016	x	x	x
Elisabeth Elliston	Parent-Selected by Principal	2016	x		
Danyel Horton	Parent	2015	x	x	
Tori Phelps	Parent	2016	x	x	
Tony Phelps	Parent	2016	x		
Minal Desai	Parent	2016	x	x	
Janis Rowe	Community Member	2016	x	x	x
Perry Gaudet	Community Member	2016	x	x	
David Feiser	Business Representative	2016			
Brent McMillan	Business Representative	2015			

Information regarding the SBIC Committee (BQB Local) may be accessed here: <http://pol.tasb.org/Policy/Code/312?filter=BQB>

District-Wide Goals

1. Increase the percentage of students meeting STAAR Satisfactory performance rates.
2. Ensure that all students meet STAAR and MAP Growth Standards in all subject areas.
3. Increase Satisfactory and Advanced performance rates for Economically Disadvantaged student group – Closing Performance Gaps.
4. Increase the percentage of students meeting STAAR Advanced performance rates.
5. Increase high school graduation rates and ensure students are on track to graduate.
6. Ensure that all students graduate College and Career Ready or are on track to College and Career Readiness.
7. Ensure that all student groups (7 race/ethnicity and Sp.Ed, ELL, ED) meet the Accountability Safeguard measures (60% meet the Level II Satisfactory Standard on STAAR/EOC).

District-Wide Goals	Title I Components	Applicable Student Groups
Health, Fitness and Attendance: The campus will utilize their coordinated health program and analyze their student fitness data to set goals and objectives to encourage the health, fitness and attendance of their students.	10 (Coordination and Integration)	All
Violence Prevention and Bullying	10 (Coordination and Integration)	All
Parental Involvement: The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.	1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)	All
Highly Qualified Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.	1 (Comprehensive Needs Assessment) 3 (Instruction by State Certified Staff) 4 (High-Quality Professional Development) 5 (Strategies to Attract State Certified Teachers) 10 (Coordination and Integration)	All
Transition of Pre-KN Students: The transition from early childhood to elementary school is supported by the campus and district. (Title I Campuses only)	1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)	Title I only

Improvement Plan Critical Actions

The areas for school-wide and/or targeted core-subject Critical Actions were identified using the following sources:

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P³A School Wide and Classroom Level);
- STAAR/EOC Gap Analysis;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

School Wide and/or Targeted Grade Level Critical Actions

1. Teach students to monitor their own progress. (PPPA CL 12)
2. Teachers will participate in peer classroom visits in order to improve the instructional practices of the team. (PPPA CL 5)
3. Increase the Writing STAAR passing rate, specifically males and Economically Disadvantaged students.
4. Increase the Reading STAAR passing rate, specifically all 3-5th grades, economically disadvantaged, and ESL students.

Critical Action 1

Critical Action: Teach students to monitor their own progress. (PPPA CL 12)

Project Lead:	Zack Pruett							
Staff, Title I Staff:	Team Leaders, Instructional Team, Classroom Teachers, Title I Teacher							
Materials and Resources:	RTI Plan; 7 Steps to a Language-Rich Interactive Classroom; student data; researched best practices							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 1:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Teach students to self-monitor learning with multiple performance indicators.</p> <ul style="list-style-type: none"> Team meetings to discuss methods currently used specific to academic objectives. Teams meet to determine set of strategies to work with. Teachers develop performance indicators and monitor use of strategies to determine effectiveness. Teachers implement strategies and monitor progress. Teams share specific strategies they find working with other teams/grade levels. 	<ul style="list-style-type: none"> Weekly team planning Vertical Team meetings twice a month 	<ul style="list-style-type: none"> List of strategies by 10/31 Team planning time during Nov to develop indicators/implement week after Thanksgiving Monitor progress before Christmas break Begin sharing data/successes with vertical teams beginning in January 	<p>Formative Notes:</p> <ul style="list-style-type: none"> Instructional Specialists use graphed pre/post tests, fluency probes and repeated time readings to help students monitor their own progress; monthly assessments are also compared to previous assessments so students can monitor their growth. 5th Grade monitor their growth on Think Through Math and iStation through graphed reports, which helps with students setting goals. Results are put in students' agendas so both parent and student can monitor progress. 4th Grade uses Steps for Fluency which includes leveled Fluency probes which allows the student to monitor their progress by level. 4-5th grade students listed their goals for display on a hallway bulletin board. <p>Summative Notes: Overall we have seen success with the listed ways teachers have supported our students to self-monitor their learning. 4th grade presented their management and use of the fluency probes at one of our Professional Learning Community (PLC) to other grade level teachers.</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>Teach students to set specific learning goals</p> <ul style="list-style-type: none"> Determine the extent to which teachers help all students to target specific learning goals for improvement. Follow SMART to write goals as a grade level team 	<ul style="list-style-type: none"> By Oct. 30 By Winter Break 	<ul style="list-style-type: none"> Survey sent to teachers , survey studied in teams Follow guide of SMART (specific, measurable, attainable, relevant, and time-based) to develop grade/subject goals 	<ul style="list-style-type: none"> With the addition of the goal component for T-TESS, this was done differently than originally planned. Teacher set goals for their own learning with student learning outcomes in mind. Some teachers chose a goal for themselves to help students with goal setting and moved in stages with it throughout the year.
<p>Teach Students to use performance rubrics</p> <ul style="list-style-type: none"> Meet with team to determine strengths/weaknesses with rubric writing. Share with other teams to gain insight and examples; offer training by those experienced on staff Pick unit of study to create a rubric for and develop rubric; carry out plan using rubric, including time to monitor progress of rubric usage. Monitor success/ease/understanding of rubric usage and, make adjustments as needed. Begin planning other units for remainder of year and prepping for following year. 	<p>After Winter Break. :</p> <ul style="list-style-type: none"> Weekly team planning Twice Monthly Vertical teams Mini PLC's in March, April, and May 	<ul style="list-style-type: none"> By end of January, 2017 Determine unit of study and carry out unit before Spring Break. During unit, teams meet at least weekly to discuss strengths and weaknesses with rubric, make adjustments as needed Develop rubrics for other units of study 	<ul style="list-style-type: none"> Rubrics are a work in progress as the majority of the year has been focused on goal setting, which lays the foundation for learning how to use a rubric to monitor and assess your performance on a task. The instructional team planned a unit of study to team oral retelling to meet comprehension goals. Students were taught to evaluate one another using the student friendly rubric. Following this instruction they independently read a story, retold it and were evaluated using the rubric. Some of our student progressed and used the same rubric for a written retelling.

Critical Action 2

Critical Action: Teachers will participate in peer classroom visits in order to improve the instructional practices of the team. (PPPA CL 5)

Project Lead:	Zack Pruett							
Staff, Title I Staff:	Team Leaders, Instructional Team, Classroom Teachers, Title I Teacher							
Materials and Resources:	Lesson plans, grade level TEKS, classroom visit forms							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 2:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Provide opportunities for teachers to visit other team members' classrooms.</p> <ul style="list-style-type: none"> Every teacher observes two teammates per semester. Teacher schedules single period of observation with another team member and one teacher in a different grade level Two observations per semester. 	2 in the fall and 2 in the spring	Teachers observe 1 time each semester, observing a different teacher each time.	<p>Formative Notes:</p> <ul style="list-style-type: none"> Weekly data digs, team meetings, and team plannings are all times for teachers to discuss student data, share strategies, and learn from each other. Beginning in the February, teachers will begin seeing evidence of how the Swivel robot helps teachers learn more about their own teaching and the benefits of seeing another teacher in action. We are in the beginning stages of this. <p>Summative Notes: Two teachers utilized the Swivel robot this year, recording themselves and sharing with team members and during one of our PLC's. This helped other teachers see what the process of videoing yourself looked and felt like, which helped with the early stages of buy in. This will continue to be a focus as we look for ways to always learn and grow as teachers.</p>
<p>Provide structured time for teachers to debrief following a visit.</p> <ul style="list-style-type: none"> Visiting teacher coordinates with class teacher a time to debrief the lesson noting strategies used and observed. Initiate discussions about what may not have worked by asking questions. 	Following each of the two visits in the fall and the two visits in the spring	Visiting teacher coordinates with class teacher a time to debrief lesson.	<ul style="list-style-type: none"> Beginning in the February, teachers will begin seeing evidence of how the Swivel robot helps teachers learn more about their own teaching and the benefits of seeing another teacher in action. We are in the beginning stages of this.

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
			<ul style="list-style-type: none"> Summative: Each teacher who did a Swivel recording did share their experience, as stated earlier, which helps other teachers understand better what the process is like in hopes of the teachers not feeling intimidated to try it.
<p>Participate in focused learning team walks with discussions of strategies following observation.</p> <ul style="list-style-type: none"> Visiting team coordinates with class teacher a time to observe lesson noting strategies used and a time to debrief, which includes discussions on what may have not worked by asking questions. 	Between January and Spring Break, 2017	Team completes 1 learning walk with another grade level and debriefs with that teacher.	<ul style="list-style-type: none"> Beginning in the February, teachers will begin seeing evidence of how the Swivel robot helps teachers learn more about their own teaching and the benefits of seeing another teacher in action. We are in the beginning stages of this. Summative: Each teacher who did a Swivl recording did share their experience, as stated earlier, which helps other teachers understand better what the process is like in hopes of the teachers not feeling intimidated to try it.
<p>Reflect on lessons as a team.</p> <ul style="list-style-type: none"> Visiting teacher reflects on lesson observed (keeps copy for self and turns one copy in) for individual observation. Visiting team reflects on lesson observed (keeps copy for self and turns one copy in) for team observation. This is completed individually. 	Follows the team walks between January and Spring Break, 2017	Completed at the end of each observation by each teacher.	<ul style="list-style-type: none"> Beginning in the February, teachers will begin seeing evidence of how the Swivel robot helps teachers learn more about their own teaching and the benefits of seeing another teacher in action. We are in the beginning stages of this. Summative: Each teacher who did a Swivl recording did share their experience, as stated earlier, which helps other teachers understand better what the process is like in hopes of the teachers not feeling intimidated to try it.

Critical Action 3

Critical Action: Increase the Writing STAAR passing rate, specifically males and Economically Disadvantaged students.

Project Lead:	Zack Pruett							
Staff, Title I Staff:	4 th Grade, AVID and Instructional Team							
Materials and Resources:	AVID materials, the writing process							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 3:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Implement a classroom routine to improve student writing at the sentence level through the use of mentor sentences.	<ul style="list-style-type: none"> Weekly Review every 9 weeks 	<ul style="list-style-type: none"> Imitation of Mentor sentences Creative Writing Quickwrites 	<p>Formative/Summative Notes:</p> <ul style="list-style-type: none"> Mentor sentences were used in upper grades for classroom instruction and during intervention time to teach complex sentence structure. This technique comes from a workshop a group of teachers attended (Jeff Anderson workshop). In 4th grade, teachers had sub codes and met one day each with students individually to discuss their strengths and areas for improvement in writing. They also had a writing boot camp in preparation for STAAR Writing. <p>As of May 30, 2017, STAAR scores have not been received.</p>
Use AVID binders and spirals to develop writing on a daily basis to improve organization skills. Students will use 2 column notes for note taking and will journal across content areas.	<ul style="list-style-type: none"> Daily Review every 9 weeks 	<ul style="list-style-type: none"> AVID organizational system taught Binder checks Notes taken in all subjects 	<ul style="list-style-type: none"> Students in 3-5 use the AVID binder system, which includes organizing work and materials, and keeping an up-to-date agenda. Binder checks are periodically done on morning announcements, and students can earn AVID bucks to spend at the AVID store.
Use the NO Excuse writing list to incorporate campus – wide: K – Writing sentences and full name by the end of the year; correct letter formation in manuscript 1 – Writing complete sentences with correct punctuation and capitalization; correct letter formation in manuscript	<ul style="list-style-type: none"> Weekly Review every 9 weeks 	Per grade level, each focus is carried out in reading class and in other subjects	<ul style="list-style-type: none"> No Excuse writing is an expectation imbedded within the curriculum, so these occur daily in the classroom. We also use morning announcement time to emphasize speaking in complete sentences,

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
2 – Writing 2-5 sentences to complete a paragraph with correct punctuation and capitalization 3 – Develop paragraph writing with supporting details and a main idea 4 – Develop paragraphs to different types of essays 5 – Maintain essay writing and focus on conventions including main idea, supporting details, and including introductory and closing paragraphs		as well on daily and/or weekly basis, depending on the lesson taught.	writing in complete sentences, etc. to help emphasize the school-wide expectation. <ul style="list-style-type: none"> Mentor sentences were used in upper grades for classroom instruction and during intervention time to teach complex sentence structure. This technique comes from a workshop a group of teachers attended (Jeff Anderson workshop). In 4th grade, teachers had sub codes and met one day each with students individually to discuss their strengths and areas for improvement in writing. They also had a writing boot camp in preparation for STAAR Writing.
Train all 2 nd -4 th Grade teachers in Empower Writers	Remaining teachers not trained last year will be trained this year.	4 teachers trained during 2015-2016. Remaining teachers trained 2016-2017	<ul style="list-style-type: none"> This is an ongoing goal.

Critical Action 4

Critical Action: Increase the Reading STAAR passing rate, specifically all 3-5th grades, economically disadvantaged, and ESL students.

Project Lead:	Zack Pruett							
Staff, Title I Staff:	Team Leaders, Instructional Team, Classroom Teachers, Title I Teacher							
Materials and Resources:	RTI Plan; 7 Steps to a Language-Rich Interactive Classroom; student data; researched best practices							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 4:

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>Teachers will use student data, observations, formal and informal assessments, to develop and implement targeted instructional strategies to meet the needs of all students.</p> <ul style="list-style-type: none"> Targeted instruction in the classroom. Targeted instruction with reading specialists – highest need students 	Daily, bi-weekly RtI Mtgs and CMIT mtgs, weekly instructional mtgs	<ul style="list-style-type: none"> Groups pulled throughout year. New groups pulled during STAAR prep 	<p>Formative Notes:</p> <ul style="list-style-type: none"> Data Dig Meetings, Vertical Team Meetings, which alternate each week, are specific times when teachers get together with teams and across grade levels to discuss and decipher student data, using a variety of measures including subject assessments, MAP testing, TPRI, formal assessments, etc. Specific targets are set, strategies discussed, materials are discussed, and interventions are put in place considering the individual needs of students through analysis of grade level data. Students receiving interventions are regularly assessed and regrouped as needed based on changing needs. <p>Summative Notes: Following each assessment period the instructional team reviews the student's progress, groups the student's by common need and implements targeted instruction in that area. STAAR results have not been received as of May 30, 2017</p>
<p>Teacher will involve students in goals setting.</p> <p>Using SMART guidelines:</p> <ul style="list-style-type: none"> Specific – a specific goal more likely to be accomplished (who, what, where, which, why) Measurable – establish concrete criteria for measuring progress toward attaining goal. 	<ul style="list-style-type: none"> By Thanksgiving break, writing goals Students will use rubrics 	<ul style="list-style-type: none"> Goal Sheets/record of goal discussions with teacher Use of rubrics 	<ul style="list-style-type: none"> Instructional Specialists use graphed pre/post tests, fluency probes and repeated time readings to help students monitor their own progress; monthly assessments are also compared to previous assessments so students can monitor their growth.

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
<ul style="list-style-type: none"> • Attainable – planning steps wisely and establish time frame to carry out steps. • Realistic – a goal must represent an objective toward which students are willing and able to work. • Timely/tangible – a goal should be grounded within a time frame. When a goal is tangible, there is a better chance of making it specific and measurable and thus attainable. 	beginning in January	(Spring)	<ul style="list-style-type: none"> • 5th Grade monitor their growth on Think Through Math and iStation through graphed reports, which helps with students setting goals. Results are put in students' agendas so both parent and student can monitor progress • We have chosen one goal for our Tier 3 students in math and reading, chose a objective assessment and check progress every 2-3 weeks and adjusted the instruction based on the assessment results.
<p>Analyze subgroup data, to facilitate instructional support for students based on need.</p> <ul style="list-style-type: none"> • Targeted instruction in the classroom. • Targeted instruction with reading specialists depending on need – highest need students 	<ul style="list-style-type: none"> • Daily • Weekly • Review each 9 weeks 	<ul style="list-style-type: none"> • Groups pulled throughout year. • New groups pulled during STAAR prep 	<ul style="list-style-type: none"> • Data Dig Meetings, Vertical Team Meetings, which alternate each week, are specific times when teachers get together with teams and across grade levels to discuss and decipher student data, using a variety of measures including subject assessments, MAP testing, TPRI, formal assessments, etc. • Specific targets are set, strategies discussed, materials are discussed, and interventions are put in place considering the individual needs of students through analysis of grade level data. • Students receiving interventions are regularly assessed and regrouped as needed based on changing needs, whether the interventions occur within the classroom or with an instructional specialist. • Groups of students were identified for extra STAAR support before the state test. • We are learning to set goals for targeted instruction, assess progress more frequently and adjust instruction. We are sharing or attempts and with our coworkers in order to give feedback on our instructional focus and strategies.

Health, Fitness and Attendance

Critical Action:

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

Strategies for Accomplishing Health, Fitness and Attendance Critical Action:

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
COORDINATED SCHOOL HEALTH:				
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. (Required - Form Provided)	Principal	Campus Wellness Plan	Amanda Valentini Serves as captain of the Wellness Team. The team met each nine weeks to ensure all components of the school health program were being covered. Coach Valentini ensured components were documented and information sent out as needed.
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	Yalan Connell is also the PTA Wellness Chair.
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. (Required)	Principal	Coordinated School Health Curriculum	Coach Stone and Coach Valentini implement all CHS lessons in the fitness room year-round
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. (Required)	P.E. Teacher/ Staff	Coordinated School Health Curriculum	Bulletin boards are used in fitness room.
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	Tinyurl.com/rasorpe website up and running. October: Rasor participated in National Walk to School Day & Fun Family Night and parents were notified of all events via eNews, flyers, marquee, class DoJo and GL news.
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	Fall testing completed in November and spring testing is completed in March. Data analyzed after testing is complete.
4 th & 7 th	(NEW ACTION STEP) Ensure all data for 3 rd -8 th	P.E. Teacher	Fitnessgram	All data due to district by June 9 th . Student reports for 4 th grade

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	grade students is entered on timely basis, fitness report cards are printed (4th and 7th grade) and sent to parents or linked through myPISD. (Required)		Student Report	These were printed and handed out in last report card.
PHYSICAL ACTIVITY REQUIREMENTS:				
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. (Required - Form Provided)	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	We get 125 minutes through PE/Fitness classes. The students walk around the gym (20-25 minutes) in the mornings. That is structured time and should be allowed to cover the 10 minute deficit from the required 135 minutes. We try and get them to jog or do some sort of MVPA fitness activity the first 25 minutes they are in the gym. This is at least twice a week. The second half of the time they are in the gym, they participate in the planned unit. In fitness, students are moving at least 20 minutes.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	We purchased pedometers in Spring of 2014. K-5 wears them when they are in fitness.
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. (Required - Form Provided)	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	Principal and Assistant Principal observe with power walkthroughs and T-TESS
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	Recess occurs daily in each grade level.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	Teachers in all grade levels offer brain breaks. Younger grades (K-2) take 10 min brain breaks outside each day.
ATTENDANCE: Forms are available on inside.pisd				
K-8	Monitor attendance of students and follow up on prominent and chronic absences. (Required)	Principal	Pinnacle, Attendance Sheet	Bi-weekly reports are run to regularly address tardies, unexcused absences, and excessive excused absences. Teacher phone calls, letters, and administrator phone calls are all part of the process of monitoring truancy. For students with excessive tardies and unexcused absences who have an IEP or a 504, meetings will be held to address issue before filing truancy.

Violence Prevention and Bullying

Critical Action:

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

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	PREVENTION:			
	Identify high risk areas. (Required)	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	<ul style="list-style-type: none"> Counselor met with students during her counseling sessions to identify areas where students have seen or experienced negative interactions with peers. She shared strategies and steps to take when dealing with these types of issues. At the end of each school year, the principal and assistant principal work to identify duty areas based on areas of need from previous year; the duty schedule adjusted as needed throughout the year.
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	<ul style="list-style-type: none"> A duty schedule is followed throughout the year to cover cafeteria, gym, hallways, bus drop off and arrivals, and dismissal areas
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	Students and parents were given a copy of the district code of conduct.
Staff	EDUCATION:			
All Campus Staff	Participate in annual staff training on bullying/sexual harassment. (Required)	School Counselor	Handouts/PowerPoint	District required training on bullying/sexual harassment was conducted at the beginning of the school year.
	Review referral process. (Required)	Principal or designee	Campus referral plan	Principal and Assistant Principal reviewed the referral process with staff members and provided the steps in the staff handbook. The PBS team reviewed this process throughout the school year.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	Intervention strategies were established in every classroom at Rasor Elementary.

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	A campus referral plan was implemented at the beginning of the 2016-2017 school year.
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	<p>Rasor Elementary utilized a variety of discipline management strategies to address bullying and bullying situations amongst the student population.</p> <p>K-2nd grade uses a clip system to reinforce good behavior in the classroom.</p> <p>ISS is assigned for needed students.</p> <p>Parent phone calls and conferences are held for significant behavior issues.</p> <p>Rasorbucks and Rasor Market are used as incentives for good behavior.</p> <p>Class Dojo is utilized in 1st, 2nd, and 3rd grade as an incentive for good behavior.</p>

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	PREVENTION:			
KG-5th	Clearly state student expectations/campus rules/citizenship. (Required)	Principal or designee	Code of Conduct/ Student-Parent Handbook	The expectations for student conduct and citizenship are stated on the daily announcements. Administrators meet with grade levels weekly to discuss any pertinent discipline issues. Grade levels have KidTalks once a month or more to discuss any behavioral issues. Grade levels have a family time each day to reinforce relationships and expectations.
KG-5th	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	A duty schedule is followed throughout the year to cover cafeteria, gym, hallways, bus drop off and arrivals, and dismissal areas
All Students	EDUCATION:			
KG-5th	Explain referral process/contacts. (Required)	All teachers	Staff/Referral Plan	Students are informed of strategies to use for help when having conflict with peers. PE/Fitness implanted a Conflict Corner to help students work through issues without interrupting lessons. Principal and Assistant Principal reviewed the steps during beginning of the year staff training and provided information in the Staff Handbook. Teachers discuss with students expectations and referrals to the office.
All Students	INTERVENTION:			
			(Please complete cells below)	
KG-5th	Apply classroom interventions: (Required)	All teachers	Staff/Discipline management plan for school/grade level	Students are informed of strategies to use for help when having conflict with peers.

KG-5th	Employ discipline interventions: (Required)	Designated staff	Staff/ management plan for school/grade level	In classroom and or office referrals are handled on a case by case basis.
KG-5th	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Teacher/administrator/counselor emotional training information/counseling services	Teachers. Principal, Assistant Principal, and Counselor conduct individual and small group counseling as needed to address emotional needs.
KG-5th	Conference with parents/students. (Required)	Teachers or other staff	Teacher/administrator/counselor	Teachers. Principal, Assistant Principal, and Counselor conduct individual and small group counseling as needed to address emotional needs.

Parent Involvement

Critical Action:

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

Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds	Office Staff	August 2016, during each student registration	Parents are given the information needed to go online and register in Parent Portal; names of teachers are not released to parents until paperwork on parent portal has been completed. When new students register, the parent liaison and secretary inform parents about parent portal, how to login, and discuss eNews with them as well.
Identify parents without computer/internet access to offer hard copies of school information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds	Parent Liaison, Title I Coordinator	August 2016, and as new student enroll	This hard copy information is sent home to the youngest student in the family. We also offer assistance on campus for those who do not have wifi and/or computer access or need a Spanish interpreter.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	Office Staff	August 2016, and as the need arises	Maintained and updated on a regular basis.
Communicate information through eNews. Funding source: state & local	Administrators	Weekly, and as the need arises	Sent out weekly and more frequently when special events or announcements occur.
Utilize social media to keep parents and community informed. Funding source: state & local	Administrators	Weekly during the 2016-2017 school year	Posting weekly Smore, special events, and announcements on Twitter and Facebook
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	Administrator and PTA representative	Monthly during the school year	Monthly meetings held during the school year.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: state & local	School Staff and PTA		<ul style="list-style-type: none"> • Book fair • Family Movie Night • Chic Fil A Night • Multicultural Night • Literacy Night

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
			<ul style="list-style-type: none">• Math Night• Open House• Family Fun Night• Parenting Workshops• New Kindergarten Orientation• Middle School Orientation

State Certified Teachers and Highly Qualified Paraprofessionals

Critical Action:

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

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

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

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. Title I Component 5 Funding source: State and Local	August 2016 to May 2017	The district arranges visits to recruit applicants for PISD.
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. Title I Component 5 Funding source: State and Local	Monthly Bilingual Stipends, July 2016 to June 2017	Rasor is not a bilingual campus.
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. Title I Component 5 Funding source: State and Local	August 2016 to May 2017	Rasor had 1 student teacher this year. She worked in Special Education with Speech students.
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators. Title I Component 4 and 5 Funding source: State and Local	July 2016 to June 2017	Rasor teachers attend all required professional development.
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards. Title I Component 5 Funding source: State and Local	July 2016 to June 2017	All of Rasor's staff is 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.

Project Lead:	Zack Pruett
Staff, Title I Staff:	Pre-K and Kindergarten staff
Materials and Resources:	Curriculum, transition books meetings, IEPs Ramp Up Kits, books

Strategies for Accomplishing Transition Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Pre-K staff work collaboratively with Kindergarten staff throughout the school year.	Yearly	Rasor receives children who attended Pearson ECS.
Parent orientations are held to explain the kindergarten program to parents.	May and August, 2017	Rasor receives children who attended Pearson ECS. A class was held at Rasor in April for parents of incoming Kindergarten children.
Transition books are used with students and families to provide pictorial support during transition. Components: 5, 6, 7 and 9 Funding Sources: Title I, State and Local	April 2017	Rasor receives children who attended Pearson ECS. A book is made and given to incoming students to help them get to know Rasor.
Have preschool teachers provide the future kindergarten teacher with children’s portfolios or a written record of their learning during preschool.	June 2017	There is not a preschool classroom at Rasor.
Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in pre-kindergarten activities and are encouraged to work with their children at home. All participants go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep.	April 2017	A Kindergarten meeting was held for parents of incoming kindergarteners. RAMP UP kits were given to incoming Kindergarteners during registration.
NEW - Arrange for new preschool teachers to visit each Kindergarten classrooms.	May 2017	N/A