



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Gulledge Elementary School

Principal: Deni Bleggi

Mission Statement: Gulledge students will develop a vision to achieve their unique potential as innovative lifelong learners and leaders, inspired on the journey by the nurturing Gulledge community.

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, October 04, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Tuesday, January 10, 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	Enter funding \$	i.e. Teacher	
Parental Engagement	Enter funding \$	i.e. Parent programs, RAMP up for Kindergarten Program	
Student and Campus Capacity Building	Enter funding \$	i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities	

SBIC Committee

Committee Member's Name	Role	Year 1st Participated on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Chris Taylor	Faculty Member	2015-2016	X	X	X
Bree Talsma	Faculty Member	2016-2017	X	X	X
Jamie McClendon	Faculty Member	2016-2017	X	X	X
Denise Goodwyn	Faculty Member	2016-2017	X	X	X
Pam Spraetz	Faculty Member	2015-2016		X	X
Rania Ghazzawi	Faculty Member, Special Education	2015-2016	X	X	X
Deni Bleggi	Principal	2011-2012	X	X	X
Melissa Bailey	District Professional	2016-2017	X		X
Patricia Hempstead	Campus Professional, Non-teaching	2016-2017	X	X	X
Sarah Huechteman	Support Staff Member	2016-2017	X	X	X
Alma Pedroza	Parent-Selected by PTA	2015-2016	X	X	X
Buffy Bynum	Parent-Selected by Principal	2016-2017	X	X	X
Misbah Jabeen	Parent	2016-2017			
Berhanu Andarge	Parent	2016-2017			
Sobia Iqbal	Parent	2016-2017			
Jonathan Sieders	Parent	2015-2016		X	X
Zaddie Colquitt	Community Member	2015-2016		X	
Sara Meyer	Community Member	2016-2017	X		
Billy Long	Business Representative	2015-2016	X	X	X
Steve Bleggi	Business Representative	2016-2017			

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>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.</p>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<p>Violence Prevention and Bullying</p>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<p>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.</p>	<p>1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)</p>	<p>All</p>
<p>Highly Qualified Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.</p>	<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)</p>	<p>All</p>
<p>Transition of Pre-KN Students: The transition from early childhood to elementary school is supported by the campus and district. (Title I Campuses only)</p>	<p>1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)</p>	<p>Title I only</p>

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. Supplement classroom intervention with targeted support for students who perform below grade level and those who demonstrate early mastery of the TEK objectives and curriculum. (PPPA SW Critical Action 17 and Comprehensive Needs Data)
2. Students will use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply prior grade level standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. (Comprehensive Needs Assessment and STAAR Gap Analysis)
3. Define high-yield instructional strategies and reinforce their use in all classrooms. (SW PPPA Critical Action 11 and Comprehensive Needs Data)
- 4.
- 5.

Critical Action 1

Critical Action: Supplement classroom intervention with targeted support for students who perform below grade level and those who demonstrate early mastery of the TEK objectives and curriculum. (PPPA SW Critical Action 17 and Comprehensive Needs Data)

Project Lead:	Principal, Assistant Principal & Team Leadership Members							
Staff, Title I Staff:	Grade Level Team Members, Specials Teachers, Special Education Teachers, & District Curriculum Support Specialists							
Materials and Resources:	TEKS, Lesson Plans, Local, State & District Assessment Data, PISD Curriculum, & Professional Development Plan							
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>Proactively develop intervention plans for students performing below grade level</p> <ul style="list-style-type: none"> Grade level teams and special education prioritized 8:00 – 8:30 a.m. as building-wide IE time Teachers will disaggregate available student data to evaluate student need in order to fluidly group for remediation Special education staff and grade level teams partner to address special education safeguard group in reading Weekly Kid Talk identifies, monitor and adjust instructional groupings and instructional practices; notes shared with instructional team Instructional Specialist supports 3-5 Counselor supports K- 2 Principal, AP, IS, ESL and Counselor meet with each team monthly 	<ul style="list-style-type: none"> Weekly Grade Level Team Planning Weekly Kid Talk meetings Monthly meetings with Administrators and Instructional Support 	<ul style="list-style-type: none"> Lesson Plans Planning Notes Meeting Notes State/Local Assessments 	<p>Formative Notes: Week of 10/10-10/14 teams worked to align Tier II data and interventions for each student</p> <p>Summative Notes: The master schedule did not allow time for the 5th grade to conduct IE at 8, but instead 2:00. The 2017-2018 master schedule will allow all grades to conduct IE at 8:00am to ensure consistency and follow through building wide.</p>
<p>Provide proactive support for students performing below grade level</p> <ul style="list-style-type: none"> Grade level teams will develop menu of learning tasks based on targeted areas for intervention, reteach, and skill building Counselor, IS, SPED TL, and ESL pushing into each grade level for six week sessions to provide additional teaching support Special education teachers will provide targeted reading instruction to identified students 	<ul style="list-style-type: none"> Weekly Grade Level Team Planning Review every 6 weeks Daily Targeted Intervention 	<ul style="list-style-type: none"> Lesson Plans Tiered Intervention Documentation IEP 	<p>Curriculum specialists meeting with each team to review how to write IE lessons specific to student needs</p> <p>Summative Notes: Grade level teams met with curriculum specialists and used assessment data to ensure targeted areas were being addressed. The support team will pull more intervention groups to meet the needs of a wider range of students in 3-5th grade for the 2017-2018 school year as</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
			available based on current staffing.
<p>Proactively develop intervention plans for students demonstrating early mastery of the curriculum</p> <ul style="list-style-type: none"> Teachers will disaggregate available student data to evaluate student need in order to fluidly group for enrichment Family involvement incorporated as individual plans are developed 	<ul style="list-style-type: none"> Weekly Grade Level Team Planning 	<ul style="list-style-type: none"> Lesson Plans MAP data State/Local Assessments 	<p>Summative Notes: After reviewing data, we realized that this is an area for growth regarding students with early mastery of the curriculum. After conducting the PPPA, it was decided that this will be an early of focus during the next school year.</p>
<p>Provide enhanced learning opportunities for students demonstrating early mastery of the curriculum</p> <ul style="list-style-type: none"> PACE, AP and Principal pushing into each grade level for six week sessions to provide additional teaching support PACE specialist working in fourth grade to support above level math groupings Book review clubs with various teachers to focus on literacy and encourage individual study Pretests in science 2-5 to determine grouping 	<ul style="list-style-type: none"> Review every 6 weeks 	<ul style="list-style-type: none"> Lesson Plans 	
<p>Provide academic support aligned with the district curriculum</p> <ul style="list-style-type: none"> Pre-assessments and post assessments related district curriculum for all subjects Provide Guided Reading Lessons, specifically designed for students within the reading group based upon reading level and identified comprehension needs ELD strategies to address language development 	<ul style="list-style-type: none"> Weekly Grade Level Team Planning 	<ul style="list-style-type: none"> Lesson Plans State/ Local Assessments 	<p>Summative Notes: The campus focused on Guided Reading during the school year. 2 of our Team Leaders attended extensive training in order to facilitate this goal at our school. The teachers have seen improvement in this area and are looking forward to continued improvement during the 2017-2018 school year.</p>
<p>Evaluate the effectiveness of student intervention each nine weeks based on formative and summative data sources to regroup and rework intervention delivery</p>	<ul style="list-style-type: none"> Weekly Grade Level Team Planning Monthly Kid Talk/CMIT Nine week reviews 	<ul style="list-style-type: none"> MAP, testing data, Plano Literacy, T observation Agendas and minutes from meetings Lesson Plans 	<p>Summative Notes: The grade level teams evaluated the intervention results each 6 weeks and modified grouping based on the individual needs of students.</p>

Critical Action 2

Critical Action: Students will use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply prior grade level standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.

Project Lead:	Principal, Assistant Principal & Leadership Team Members							
Staff, Title I Staff:	Grade Level Team Members, Specials Teachers, Special Education Teachers, & District Curriculum Support Specialists							
Materials and Resources:	TEKS, Lesson Plans, Local, State & District Assessment Data, PISD Curriculum, & Professional Development Plan							
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>Promote an understanding of high-yield guided reading instructional strategies</p> <ul style="list-style-type: none"> Team leaders will be guiding lesson planning sessions to include guided reading strategies targeting each like group of students in weekly lesson plans Teachers will design a variety of reading lessons based on student instructional level Teachers will bring detailed and differentiated plans to planning to dialogue prior to the week of instruction Scaffold Comprehension Strategies into plans targeting: Literal, Interpretive, and Evaluative thinking 	<ul style="list-style-type: none"> Weekly Grade Level Team Planning 	<ul style="list-style-type: none"> Lesson Plans Planning Notes 	<p>Formative Notes: 9/30/16 K-2 and 3-5 reps meet to align lesson planning based on district training and to prepare faculty training on 10/19/16 and implement on 10/26 10/5/16 Leadership Team reviewed progress with TEKS verbiage 11/9/16 Guided Reading Specialists will lead PDH and 11/16/16 teams will work to implement</p> <p>Summative Notes: The administrative team attended grade level planning meetings to help facilitate a more in-depth conversation amongst teachers and to ensure that students were challenged and participated in rigorous activities and discussions.</p>
<p>Reinforce the understanding of readiness and supporting standards, reporting categories, genres and Reading Comprehension student expectations</p> <ul style="list-style-type: none"> Instructional Support Team will work with grade level and special education teachers to align TEKS and to scaffold reading accordingly Questioning at higher levels of thinking written into reading plans 	<ul style="list-style-type: none"> Daily Tiered Instruction IEP 	<ul style="list-style-type: none"> Lesson Plans Planning Notes Comprehension flip charts Questioning posted in room and T use charts 	<p>Summative Notes: To reinforce the understanding and supporting standards, 3rd and 4th grade teachers conducted a STAAR blue print study and item analysis.</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>Implicitly teach students how to think using higher levels of questioning and metacognition</p> <ul style="list-style-type: none"> 70% of each lesson will include 70% application or higher levels of Blooms questioning as planned in lesson design and implemented in lesson delivery and student tasks Teams will plan how to include the four levels of WEBBS. 	<ul style="list-style-type: none"> Weekly Grade Level Team Planning 	<ul style="list-style-type: none"> Lesson Plans Planning Notes 	<p>Summative Notes: The 3rd grade team decided that each teacher bring 2 higher order thinking questions weekly planning to ensure a wide range of higher level questioning in each subject.</p>

Critical Action 3

Critical Action: Define high-yield instructional strategies and reinforce their use in all classrooms. (CA 11 and Comprehensive Needs Assessment)

Project Lead:	Principal, Assistant Principal & Team Leadership Members							
Staff, Title I Staff:	Grade Level Team Members, Specials Teachers, Special Education Teachers, & District Curriculum Support Specialists							
Materials and Resources:	TEKS, Lesson Plans, Local, State & District Assessment Data, PISD Curriculum, & Professional Development Plan							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 3:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Promote an understanding of high-yield instructional strategies</p> <ul style="list-style-type: none"> Mastery teaching based on assessment; student reflection/self-assessment Development of higher level questioning Flexible grouping UbD Marzano 7 Steps to Language Rich Classroom 	<ul style="list-style-type: none"> Daily Weekly planning 	<ul style="list-style-type: none"> Tiered Instruction IEP 	<p>Formative Notes: Curriculum support working with UbD planning 8/18/16</p> <p>Summative Notes: We decided we will narrow the focus for next year and pick one strategy.</p>
<p>Reinforce the use of high yield instructional strategies</p> <ul style="list-style-type: none"> Team leaders will be guiding lesson planning sessions to include high-yield strategies in daily lesson plans Principals and staff report out and share summaries of classroom visitations and best practices 	<ul style="list-style-type: none"> Weekly Grade Level Team Planning 	<ul style="list-style-type: none"> Daily Tiered Instruction IEP 	
<p>Identify best instructional practices based on student performance data</p> <ul style="list-style-type: none"> Staff observations in other classrooms focusing on high yield strategies, ESL strategies, and Plano Walk Through Teams plan common assessments using district curriculum and hold collaborative conversations for alignment 	<ul style="list-style-type: none"> 2 per sem Monthly mtgs 	<ul style="list-style-type: none"> Observation sheets Data 	<p>Staff selected four observation tools for use based on personal interest and professional goal setting Principals joining teams at team planning 1 X month</p> <p>Summative Notes: Principal reviewed data from the Walkthroughs and areas of improvement. Our focus will be to have richer conversations during grade level planning and continue to use data to drive our instruction.</p>

Health, Fitness and Attendance

Critical Action:

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

Strategies for Accomplishing Health, Fitness and Attendance Critical Action:

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
COORDINATED SCHOOL HEALTH:				
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. (Required - Form Provided)	Principal	Campus Wellness Plan	Formative Notes: Summative Notes: Completed
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	Summative Notes: Completed
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	Summative Notes: PE team and assistant principal met with Bryan McCord to review best practices, safety guidelines, and procedures to ensure maximum instructional time.
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	Summative Notes: Completed- There were several programs implemented to promote a healthy lifestyle such as the Healthy Snack challenge tied to Math, Weekly Health tips, and the annual Gatorthon challenge
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or Google Sites.	Campus Wellness Captain/Principal	Campus Wellness Plan	Summative Notes: Completed
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	Summative Notes: Completed

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
4 th & 7 th	(NEW ACTION STEP) Ensure all data for 3 rd -8 th grade students is entered on timely basis, fitness report cards are printed (4th and 7th grade) and sent to parents or linked through myPISD. (Required)	P.E. Teacher	Fitnessgram Student Report	Summative Notes: PE Team met deadlines to input data for students.
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	Summative Notes: PE team and assistant principal met with Bryan McCord to review best practices, safety guidelines, and procedures to ensure maximum instructional time. Mr. McCord will also meet with the team during the next year to provide support and guidance.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	Summative Notes: Completed
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	Summative Notes: PE team and assistant principal met with Bryan McCord to review best practices, safety guidelines, and procedures to ensure maximum instructional time.
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	Summative Notes: Completed
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	Summative Notes: PE team and assistant principal met with Bryan McCord to review best practices, safety guidelines, and procedures to ensure maximum instructional time.
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	Summative Notes: The assistant principal met with families throughout the year who needed to withdraw and re-enroll during the year due to international travel. Also, she met and worked with students and families with chronic tardies and late pick-ups. The office team and staff worked hard to reach out to families and assist where needed.

Violence Prevention and Bullying

Critical Action:

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

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	PREVENTION:			
	Identify high risk areas. (Required)	Principal/ Assistant Principal	Staff feedback/ survey	<p>Formative Notes: High risk areas were identified at the beginning of the year</p> <p>Summative Notes: Any issues or new high risk areas were addressed during staff meetings throughout the year.</p>
	Monitor high risk areas. (Required)	Principal/ Assistant Principal	Staff assignments/ schedule	<p>Summative Notes: Any issues regarding high risk areas were addressed during staff meetings. Staff and administration shared duties to monitor all areas to ensure the safety of all school community members.</p>
	Follow Campus Rules/Expectations. (Required)	All Staff	Code of Conduct, District Handbook Campus Handbook	<p>Summative Notes: The Campus /Rules and Expectations were implemented throughout the year. The staff reviewed these with students and parents throughout the year.</p>
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Assistant Principal	Handouts/PowerPoint	<p>Summative Notes: The principal, assistant principal, and counselor provided the staff with training regarding bullying and sexual harassment during in-service training August 2016. Problems were addressed by administrative staff as needed.</p>
	Review referral process. (Required)	Counselor/ Inst. Spec./SPED TL & Speech Path.	Campus referral plan	<p>Summative Notes: Completed</p>
Staff	INTERVENTION:			

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal/ Assistant Principal	Discipline Management Plan	Summative Notes: After reviewing Gulledge discipline data, the administrative team decided to reach out to the counselor and SPED Team Leader to update the discipline management plan according to the needs of students.
	Implement campus referral plan. (Required)	Counselor	Campus Referral Plan	Summative Notes: Completed
	Utilize Discipline Management strategies. (Required)	Counselor/ SPED TL	Discipline Management Plan	Summative Notes: The assistant principal met with the counselor and SPED team leader to review discipline management plan and make changes needed to delineate differences between major and minor offenses and refining procedures for the next year.

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	PREVENTION:			
	Clearly state student expectations/campus rules/citizenship. (Required)	Principal	Code of Conduct/ Student-Parent Handbook	Summative Notes: Teachers and staff refer to Code of Conduct throughout the year when addressing discipline issues.
	Monitor high risk areas. (Required)	All staff	Duty Schedule	Summative Notes: Staff and administration share duties to monitor all areas to ensure the safety of all school community members.
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan, Think Sheets, Goal Setting, Office Referral (major/minor) form	8/23 and 8/25 Staff to Parents at Parent Information Nights Summative Notes: Completed
All Students	INTERVENTION:			
	(Please complete cells below)			

	Apply classroom interventions: (Required)	All teachers	Gulledge Handbook, 4 R's posted, Friday Morning Live, and GNN	Summative Notes: For the upcoming year, GNN will be replaced with Classroom meetings and restorative circles.
	Employ discipline interventions: (Required)	Counselor/Leadership Team	Gulledge Handbook, Positive Behavior Supports	9/13 and 9/15 Kid Talk Grade Level Team meetings Summative Notes: The staff and administration will implement the use of restorative practices such as restorative circles and morning meetings to proactively address discipline for the upcoming year.
	Use other intervention strategies as necessary/appropriate. (Required)	Counselor/Leadership Team	Gulledge Handbook, Positive Behavior Supports	Summative Notes: The staff and administration will implement the use of restorative practices such as restorative circles and morning meetings to proactively address discipline for the upcoming year.
	Conference with parents/students. (Required)	All Teachers	K-2 Substitute Codes, K-5 Tier data collection, communication cards and parent contact logs	Summative Notes: The committee addressed the need of agendas and communication cards as forms of communication between parents and school. It was determined that there is a need for both and the teachers will continue to use these as tools of communication.

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 and Grade Level Teachers	Upon Registration and follow up two weeks following start date.	Formative Notes: Completion list printed each week during the first nine weeks and attendance clerk and teachers followed up personally to encourage parents to complete on-line forms. New student folders created and worked through between new family and attendance clerk. Summative Notes: Administrative team will attend Raise Your Hand Texas training for parent involvement in Austin July 16-20. PTA developed Family Engagement Plan.
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	Communications Committee & Grade Level Teachers	Upon Fall Registration	Summative Notes: Completed- Ms. Blasik, CTA followed up throughout the year to assist where needed.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	Librarian/ Teams	Weekly updates	8/14/16 and 10/10/16 Grade level teachers established team Google Sites (N. Watson) Summative Notes: Ms. Sayed worked very hard to help implement the Gulledge Google site. The staff met to determine the essential items that needed to be included to ensure a cohesive and easy to navigate site.
Communicate information through eNews. Funding source: state & local	Librarian	Weekly eNews	Summative Notes: Ms. Felts, Librarian publishes the weekly e-news and adheres to the district guidelines.
Utilize social media to keep parents and community informed. Funding source: state & local	Communications Committee	Weekly updates	Summative Notes: The parents have expressed that they appreciate the different communication tools the school uses to keep them informed.

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. Funding source: state and local	Principal	Monthly Meetings	Summative Notes: The principal and PTA representative met monthly and as needed to discuss school needs. The PTA created the Family Engagement plan that will be used during the Raise Your Hand Texas training in Austin July 2017.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: state & local	Principal	Monthly Board meetings	August 26, 2016 Established routine meeting dates Summative Notes: The school and PTA partnered for several events throughout the year. The school and PTA were recognized for the most participation during the Great American Cleanup in Plano.

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	Formative Notes: Summative Notes: Principal and Assistant principal participated in district recruiting at District Job Fairs.
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	Summative Notes: Completed
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	Summative Notes: Completed
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	Summative Notes: Completed
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	Summative Notes: Completed