Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Barksdale Elementary

Principal: **Jennifer Caplinger**

Mission Statement: **Where children feel safe, are loved, and enjoy learning; where children see themselves as responsible lifelong learners; where respect and kindness define our Bronco spirit; where the commitment of school and community is celebrated.**

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 24, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Tuesday, May 16, 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
Lindsey Shellstrom, Kindergarten	Faculty Member	2016-2017	✓	✓	✓
Allison Landers, 1st Grade	Faculty Member	2015-2016	✓	✓	✓
Carla Duke, 2nd Grade	Faculty Member	2016-2017	✓	✓	✓
Celene Rosen, 3rd Grade	Faculty Member	2011-2012	✓	✓	✓
Natalie Carman, 4th Grade	Faculty Member	2016-2017	✓	✓	✓
Carolina Disney, 5th Grade	Faculty Member	2016-2017	✓	✓	✓
Cheryl Kool	Faculty Member *Ad Hoc*	2011-2012	✓	✓	✓
Katharine Chamberlain	Faculty Member, Special Education	2016-2017	✓	✓	✓
Jennifer Caplinger	Principal	2011-2012	✓	✓	✓
DeLynn Brennan	District Professional	2014-2015	✓	✓	✓
Carolina Armstrong, Assistant Principal	Campus Professional, Non-teaching	2016-2017	✓	✓	✓
Stacey Rodriguez, Counselor	Campus Professional, Non-teaching *Ad Hoc*	2014-2015	✓	✓	✓
Anisha Patel, Instructional Specialist	Support Staff Member	2016-2017	✓	✓	✓
Stella Heidman	Parent-Selected by PTA	2016-2017	✓	✓	
Lisa Carlson	Parent-Selected by Principal	2014-2015	✓	✓	✓
Gillian Hublall	Parent	2014-2015	✓	✓	✓
Ben Weber	Parent	2013-2014	✓	✓	
Liz Snodgrass	Parent	2016-2017	✓	✓	✓
Tatiana Morosyuk	Parent	2016-2017	✓	✓	
Julie Mortillaro	Parent *AD Hoc*	2016-2017	✓	✓	✓
Susan Valesano	Community Member	2015-2016	✓	✓	✓
Poornima Poondi	Community Member	2015-2016	✓	✓	
Ashley Monville	Business Representative	2016-2017	✓		
Jim Armstrong	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
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 (P[3]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 classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum   PPPA SW #17
2. Use instructional coaches to strengthen teachers' instructional skills.   PPPA SW #8
3. Model and promote substantive collaboration to foster a learning community.   PPPA SW #9
4.
5.

Critical Action 1

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

Project Lead:	Administration
Staff, Title I Staff:	Classroom teachers and support staff, Parent volunteers
Materials and Resources:	Essential Questioning, Academic Vocabulary lists, Marzano strategies, KID talk and CMIT notes, Assessment data

Targeted Area:	☑ School-wide	☐ Kinder	☐ 1st grade	☐ 2nd grade	☐ 3rd grade	☐ 4th grade	☐ 5th grade	☐ 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
Proactively develop intervention plans for students performing below grade level. 1. Pre Assess all students to identify their present levels of performance and appropriate intervention. 2. Analyze data of students that did not meet their Target Growth scores. 3. Kid Talk and CMIT will be utilized to determine, implement and monitor effective interventions for Tier 2 and Tier 3 students. 4. At risk students will receive targeted instruction/interventions during Skill Builders. 5. Provide Study Buddy program for struggling students. 6. PLCs will meet to explore and develop instructional strategies that promote critical thinking as well as foundation skills. Example: Academic Vocabulary and Marzano Strategies, Essential Questioning.	1. Prior to new subject taught 2. Kid Talk during lesson planning 3. Kid Talk and CMIT monthly meetings 4. Skill builders daily on need basis 5. Study Buddy program weekly for students 6. Monthly PLC meetings	• Rosters of students in different Tiers • Differentiated Skill Builders • Daily Skill builder groups • Monthly meetings for Kid Talk in every grade level • CMIT Meetings & Agendas • Study Buddy mentors weekly meetings. • PLCs Meeting	Each grade level pre assessed students throughout the year using formal and informal measures. (i.e. TPRI, MAP, IRI, math assessments, Plano Literacy) We analyzed the data to determine how to best make accommodations for students who did not meet their target. Skill Builder groups were formed (differentiated groups) and specific interventions were used to target students during that time. Our skills groups are also based on the student's growth. Grade levels met monthly to recommend, monitor and discuss students needing more. At-risk students received interventions during skill builders and tutoring. Students who performed below grade level expectations were given a Study Buddy that worked with them once or twice a week for 30 minutes. This was either in the area of math or reading, or both. Critical Thinking question cards shared with upper grades to use as small group guiding questions and whole group discussion.

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
		sign in sheets & meeting notes	
Proactively develop intervention plans for students demonstrating early mastery of the curriculum. 1. PLCs will meet to explore and develop higher level activities that promote critical thinking. These activities can be used as learning extensions for students who master content early. Example: Analogies/Marzano Strategies, PBL. 2. During Team planning, teachers will differentiate lessons to develop and facilitate plans for our early mastery learners with PACE instructor, district specialist and instructional specialist. 3. Early mastery students will receive enrichment opportunities through differentiated Skill Builders groups.	1. PLC groups meet once a month. 2. Team planning meetings the week of the trainings 3. Skill builder groups daily as needed	• PLCs Meeting sign in sheet & Meeting notes • Lesson Plans including differentiated activities to different groups. • Skill builders groups/rotations	Guided Reading information from district presented on a monthly basis with pertinent information Guided Reading Lesson Flipbook and questioning created by ELA PLC and given to teachers on each grade level to help promote higher level questioning. 01/18/2017 - Jennifer Ruth provided staff training over the Depth of Knowledge questioning techniques. Think Through Math, Prodigy and *Khan Academy* are used to differentiate the needs of our higher-level students. In small groups, Motivation Math, Motivation Science and Depth of Knowledge questioning (DOK) are being completed. Skill builder groups provide enrichment opportunities.
Utilize MAP-PES Data to support learning growth for all students.	Tiered Instruction & Support (Skill Builders & Tutoring groups)- Beginning of the year, Middle of the year and then adjusted accordingly throughout the year.	• Students in tiered groups • Data driven lesson plans that meet the needs of all students.	School wide skill builders and tutoring groups were formed based on MAP scores at the beginning and middle of the school year then adjusted accordingly throughout the year in order to meet students' needs. PACE teacher supported and co-taught higher math group in 3rd Grade and pulled 5th grade group close achieving Level III on science according to MAP and STAAR practice data.

Critical Action 2

Critical Action: Use instructional coaches to strengthen teachers' instructional skills.   PPPA SW #8

Project Lead:	Administration
Staff, Title I Staff:	Classroom teachers, support staff and district instructional coaches
Materials and Resources:	Peer Observation forms, District Personnel and materials

Targeted Area:	☑ School-wide	☐ Kinder	☐ 1st grade	☐ 2nd grade	☐ 3rd grade	☐ 4th grade	☐ 5th grade	☐ 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
Use instructional coaches to serve all teachers. 1. Provide trainings for teachers and staff that will reestablish best and most current teaching practices. 2. PLCs meet to discuss school-wide needs and seek district personnel to provide support. 3. Teacher Peer Observations with identified targeted goals, followed up with post conferences for reflection.	1. During faculty meetings throughout the year 2. During PLC meetings throughout the year 3. 1x semester teacher observes another classroom teacher	• Sign-in sheets • Handouts • Implementations of practices evidenced in LPs. • Sign-in sheets • Meeting notes • Implementation of best practices • Peer Observation Calendar • Observation reflections.	2/20/17 Cathy Ledsome and Allison Hoffmann presented information over Book Clubs and using student discourse to elevate comprehension and critical thinking District Curriculum/coaches visited grade levels to support teachers and to observe teachers. Mary Swinton, curriculum coach analyzed STAAR data and helped create a plan in the area of Science. We studied the vertical alignment of the TEKS. She provided tips on how to strengthen our instructional skills in Science.

Critical Action 3

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

Project Lead:	Administration
Staff, Title I Staff:	Classroom teachers and support staff
Materials and Resources:	Kid Talk notes and CMIT notes, STAAR scores and MAP data

Targeted Area:	☑ School-wide	☐ Kinder	☐ 1st grade	☐ 2nd grade	☐ 3rd grade	☐ 4th grade	☐ 5th grade	☐ 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
Build teachers capacity for collaboration. 1. Planning time is provided for grade-level teachers. 2. Above and below grade-level meetings to help teachers and students close gaps between grade levels. 3. Teachers and administration will meet to discuss students and interventions in Kid Talk and CMIT.	1. Daily planning time with teachers. 2. 1x semester teachers meet with grade level below and above them 3. Monthly Kid Talk and CMIT meetings	• Lesson Plans • Vertical Meetings • Meeting notes • Meeting agendas & notes	Teachers are given 50 minutes of planning period each day to collaboratively meet with team to plan lessons and address student concerns. 2/20/17 Above and below grade level meetings during Professional Development Day. Information was gathered by grade levels both above and below. This information was important to design a plan in different areas that the TEKS were not addressed for that grade level. Math/Science teachers collaborated regularly to foster a learning community through TTESS, observations, PDH, PLC, staff meetings, and goal-setting meetings. Kid Talk and CMIT meetings occurred twice a month. Teachers and administration staff, along with the counselor and special Ed team member discussed strategies and interventions for students that were not performing on grade level or had behavior concerns.
Promote collaboration through structured peer classroom visit. 1. Teacher Peer Observations with identified targeted goals, followed up with post conferences for reflection. 2. My Learning Plan (MLP) will foster relationships with teachers	1. Once a sem. teachers will observe another classroom teacher	• Peer Observation Calendar • Post-	Teachers completed one observation of a colleague in the spring and one in the fall. Teacher observation forms/documentation were submitted to Mrs. Caplinger for review.

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
in other buildings to help achieve best strategies.	2. Ongoing communication with other staff members	conferences reflections • Campus like EdCamp in January.	Teachers met to discuss observations and notes in order to answer questions from peers and improve instruction.

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	Wellness Captain is Cheryl Kool. The team members are Laurie Kane, Ericka Freeman, Lori McCaffrey, Kristen Grassi, Lizz Chun and Linda Cisneros The committee planned and implemented the Color Run and a JDRF fundraiser in conjunction with PTA.
K-8	Include at least one Parent on Campus Wellness Team. (**Required**)	Campus Wellness Captain	Campus Wellness Plan	2 parent representatives served on the committee. Lisa Carlson and Amber Ostrander.
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	Coordinated school health is delivered in the classroom and in Fitness, as well as posters and information through the food and nutrition department.
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	A coordinated school health bulletin board is located in the Fitness room. It is changed for each new unit.
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	Color Run and JDRF Fundraisers were well publicized using newsletters, E-news, Facebook and Twitter.
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components. (**Required - Form Provided**)	P.E. Teacher	Student Exemption Form	All students in grades 3-5 were assessed in both the fall and spring.
4th & 7th	(**NEW ACTION STEP**) Ensure all data for 3rd -8th grade students is entered on timely basis, fitness report cards are printed (4th and 7th grade) and sent to parents or linked through	P.E. Teacher	Fitnessgram Student Report	Data was entered in the spring following the final assessment.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	myPISD. (**Required**)			
	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	Our students receive 165 minutes a week of Physical Education and Fitness and an additional 150 minutes of recess. Through the use of pedometers and heart rate monitors we are able to maintain a MVPA of 50% or more. Students learned to monitor their fitness level through the use of these tools.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (**Required**)	P.E. Teacher	Pedometers; heart rate monitors	See above
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	Games and activities are structured so that class time is maximized. Students enter the gym and begin warm-up followed by activity to maximize time. Units are divided by skill using developmentally appropriate curriculum.
K-5	Ensure students are receiving daily unstructured play during recess. (**Required**)	Principal	Master Schedule, Staff Supervising Schedule	Daily recess is provided. If weather does not permit outdoor play, indoor activity is provided.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (**Required**)	Principal	Resources available upon request	Brain breaks are utilized throughout the building
	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	Teachers called parents by the third unexcused absence. Teachers notified front office of excessive absences. Attendance clerk/AP pulled reports in Pinnacle. District attendance documentation, warning letters sent home as needed. Invitations to attend 'I'm present' classes were also sent. Coordination with district and truancy filing when 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/Admin Intern/Asst. Principal	Staff feedback/ survey	High risk areas are identified and monitored by classroom teachers and staff.
	Monitor high risk areas. **(Required)**	Principal Designee	Staff assignments/ schedule	New areas that need to be monitored are identified and staffed as needed throughout the school year based on communication between teachers and administration.
	Follow Campus Rules/Expectations. **(Required)**	Principal	Code of Conduct, District Handbook Campus Handbook	Teachers and administration discussed rules and expectations with students at the beginning of the school year, after returning from winter break and throughout the school year on an as needed basis.
Staff	**EDUCATION:**			
	Participate in annual staff training on bullying/sexual harassment. **(Required)**	Principal or designee	Handouts/PowerPoint	August 2016 - Staff completed required training on bullying and sexual harassment.
	Review referral process. **(Required)**	Principal or designee	Campus referral plan	Campus staff reviewed referral process throughout the school year on staff meetings and grade level meetings on an as needed basis.
Staff	**INTERVENTION:**			
	Establish recommended intervention strategies for classroom/campus. **(Required)**	Principal or designee (campus discipline staff)	Discipline Management Plan	Intervention strategies were reviewed with Team Leads and shared with grade levels. Students' Code of conduct and Campus Handbook were followed implemented and followed campus wide.
	Implement campus referral plan. **(Required)**	Principal or designee	Campus Referral Plan	Referral Plan was implemented throughout the school year.

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Utilize Discipline Management strategies. **(Required)**	Principal or designee	Discipline Management Plan	Discipline management strategies were utilized throughout the year. Grade levels monitored student behavior and administration followed up and documented whenever applicable. Counselor and administration worked one on one with students who needed further management strategies.

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 or designee	Code of Conduct/ Student-Parent Handbook	The administration and classroom teachers work with students to set and explain school expectations, procedures, and interventions.
	Monitor high risk areas. **(Required)**	All staff	Schedule (if necessary)	High risk areas are identified and monitored by classroom teachers and staff. New areas that need to be monitored are identified and staffed as needed throughout the school year based on communication between teachers and administration.
	Tickets: Daily positive reinforcement system for K-5th	All staff	Tickets; Prize Cases; Grade Level Ticket Stores; Privilege Passes/Posters	Students in all grade levels earn tickets through positive behavior and then use these tickets to purchase privileges and prizes throughout the school year. Students are motivated to continue positive behavior in order to earn privileges and prizes that are meaningful to them.
	Silver Compliment Tickets given for outstanding choices and behaviors (daily)	All Staff	Silver Compliment Tickets	Recognizing students through Silver Compliments, Bronco Best, and Principal Proclamation Awards increases positive behavior and contributes to students' social/emotional growth.. Students are encouraged by the recognition and are motivated by the positive attention to continue the desired and expected behaviors.
	Bronco Best Awards for exemplary behavior (monthly)	All Staff	Picture in hallways	
	Principal Proclamation Award (quarterly)	All Staff	Picture in main hallway entrance	

	R Time Program/Morning Meetings - a weekly classroom program that helps to create a classroom environment of positive relationships.	Classroom Teachers and Support Staff	R Time/Morning Meeting lesson plans and guides	Creating community and connection in the classroom fosters the social and emotional growth of individual students and as well the classroom as a whole.
All Students	**EDUCATION:**			
	Explain referral process/contacts. **(Required)**	All teachers	Referral Plan	Referral Plan was reviewed and discussed by grade levels at the beginning of school year and processes were revisited with administration on an as needed basis.
	Kelso's Choice Program - an ongoing Conflict Management Skills Program modeled and discussed during guidance classes and then utilized and reinforced by staff in the classroom and throughout the school.	Counselor; All Staff	Kelso's Choice Program guide and resources	Throughout the school year. The use of Kelso's Choices to solve peer conflict increases student's self-confidence, problem-solving skills, and resiliency.
	Character Education/Conflict Resolution lessons for all students through guidance classes.	Counselor	district guidance curriculum	Focusing on the social/emotional education of a child is essential to meeting students' basic needs and to building a foundation on which academic education can begin.
All Students	**INTERVENTION:**		(Please complete cells below)	
	Apply classroom interventions: **(Required)**	All teachers	R Time, community classrooms	Classroom teachers work with their students to set and explain classroom expectations, procedures, and interventions.
	Employ discipline interventions: **(Required)**	Designated staff	Strategic plans	Grade level teams work together and with the counselor and administrators to create discipline intervention plans that are appropriate and effective for students when needed.
	Use other intervention strategies as necessary/appropriate. **(Required)**	Administrative staff or counselors	R Time, Planning meetings	The counselor and/ or administrators are available to work one-on-one with students who need additional intervention strategies.
	Conference with parents/students. **(Required)**	Teachers or other staff	Parent Teacher Conferences, CMIT Meetings	Teachers and parents are in consistent communication throughout the school year. Teachers are available through email, phone, and conferences to discuss questions or concerns. This allows teachers and parents to work as a team to help students be successful.

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**	Administration-Office staff/Parent Portal	August 2016, as the need arises with new enrollees/Copies of electronic communication sent to parents.	Parents registered for Parent Portal and gained online access to student information such as grades and attendance and received E-news on a weekly basis.
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**	Administration-Teachers/Copy machine and paper	As the need arises/Copies of notes & fliers shared with parents	Copies of notes and fliers were shared with parents who did not have internet access.
Upgrade and maintain the campus website for easy access and increased communication with the community. **Funding source: state & local**	Administration-Grade Level Teams & Tech /Computer & internet access	Quarterly/Updates on School Website	Campus website was updated to reflect changes in personnel and data to keep parents and community well-informed.
Communicate information through eNews. **Funding source: state & local**	Administration-Computer & Internet access	Weekly e-News, and as the need arises/Copies of e-News	Parents received E-news on a weekly basis and stayed informed about important school, and district events and learning opportunities.
Utilize social media to keep parents and community informed. **Funding source: state & local**	Administration-Grade level teams/Computer-smart phones &internet access	Weekly /Facebook posts & twitter posts	Administration and grade levels used Facebook and Twitter to increase communication with parents and community.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. **Funding source: state and local**	Administration-PTA representative	Monthly/ Meeting notes	PTA and Barksdale community stayed up to date about school needs and activities.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). **Funding source: state & local**	Administration	4x throughout year/ Event flyers	Throughout the year, information about district parent education programs were shared with parents on a monthly basis. Parents benefited from information received.

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
"Parent Academy: Schools and Parents Together" provided for ESL families to increase the home/school connection, promote family literacy, and to offer resources and support as needed.	ESL Specialist /Board games, supplies, etc	2 meetings per year/Attendance sign-in sheet	ESL families participated in events gaining important information and resources to support their children's learning.

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	Campus administration participated in recruiting events.
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	Barksdale does not offer a bilingual program.
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	Barksdale hosted teacher observers & student teaching participants from local Universities providing them with meaningful, hands-on learning experiences.
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	Teachers attended on and off campus relevant professional development throughout the school year.

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
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	100% of Barksdale staff is certified & highly qualified to perform their duties.