



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

## McCall Elementary

Principal: Stacy Kimbriel

**Mission Statement: The McCall community works as a team to develop the mind, heart and character of each child.**



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 31, 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			
<b>1 (CNA)</b>	Comprehensive Needs Assessment	<b>6 (PI)</b>	Strategies to Increase Parental Involvement
<b>2 (RS)</b>	Reform Strategies	<b>7 (Tran)</b>	Transition (Elementary schools only)
<b>3 (HQ)</b>	Instruction by State Certified Staff	<b>8 (A)</b>	Teacher Decision-Making Regarding Assessments
<b>4 (PD)</b>	High-Quality Professional Development	<b>9 (M)</b>	Effective and Timely Assistance to Students
<b>5 (R/R)</b>	Strategies to Attract State Certified Teachers	<b>10 (Coord)</b>	Coordination and Integration
Program Funding			
<b>Staffing</b>	\$60,000	Total Funding for <b>1</b> Title I Support Teacher	
<b>Parental Engagement</b>	\$2,000	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
<b>Student and Campus Capacity Building</b>	\$3,500	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
Kathryn Clubb	Faculty Member	2016	X	X	X
Connie Matthews	Faculty Member	2015		X	X
Blanca Solares	Faculty Member	2016	X		X
Pamela Whitwell	Faculty Member	2015	X	X	X
James Fossier	Faculty Member	2016	X		X
Kim Kilpatrick	Faculty Member, Special Education	2016	X	X	X
Stacy Kimbriel	Principal	2011	X	X	X
Jennifer Ruth	District Professional	2015	X		X
Scott Schweikhard	Campus Professional, Non-teaching	2015	X	X	X
David Jasper	Support Staff Member	2016	X	X	
Karen Buitrago	Parent-Selected by PTA	2016			
Jeri Tidwell	Parent-Selected by Principal	2016			
Silvia DeLeon	Parent	2016			
Maren McBride	Parent	2016		X	
Reena Patel	Parent	2016			
Mercy Okoth	Parent	2016			
Janet Johnson	Community Member	2015	X	X	X
Peggy Garrison	Community Member	2016			
Anand Goplan	Business Representative	2015	X	X	X
Mark Perantie	Business Representative	2015	X		X

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

## District-Wide Goals

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

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

### Improvement Plan Critical Actions

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

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P<sup>3</sup>A School Wide and Classroom Level);
- STAAR/EOC Gap Analysis;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

#### School Wide and/or Targeted Grade Level Critical Actions

1. Staff members will collaborate as a primary way of improving instruction.

2. Teachers will provide proven interventions to assist each student in mastering grade-level learning objectives. PPPA CL #13

3. Increase the percentage of fifth grade students who earn Level II on the first administration of STAAR to at least 82% in all content areas (Reading, Math and Science).

4. Supplement classroom interventions with targeted support for students (indicated below) who perform below grade level or demonstrate early mastery of the curriculum. PPPA SW #17

Reading	Math	Writing	Science
SPED-43%	SPED-50%	Hisp-58%, ED-55%	Hisp-44%, ED-40%

5.

## Critical Action 1

**Critical Action:** Staff members will collaborate as a primary way of improving instruction.

<b>Project Lead:</b>	Principal, Assistant Principal, Instructional Specialists							
<b>Staff, Title I Staff:</b>	All teachers, Title 1 Coordinator							
<b>Materials and Resources:</b>	Swivl, sub. codes, feedback forms, Instructional Rounds in Education book, 7 Steps to Interactive Language Rich Classroom book							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<input type="checkbox"/> Other:

### Strategies for Accomplishing Critical Action 1:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Visit other classrooms as part of collaborative process	Daily in classroom visits to other rooms	Notes from learning walks	<p><b>Formative Notes:</b> Teachers go observe other teachers' classrooms to gain new insights as well as to provide constructive feedback</p> <p><b>Summative Notes:</b> Last year we help build a culture of teachers getting in other teachers' classrooms to grow. That model has continued this year. If teachers have a question about improving a facet of their teaching and they know that there is another educator in our school has is strong in that area, most of our teachers will find an opportunity to visit that teacher and observe them. Some of our first year teachers went and observed other classrooms, both on our campus and at other campuses, to strengthen their classroom management and procedures. We will continue this approach to growth next year.</p>
Participate in focused learning team walks	One or two times per month during Instructional Rounds	Notes following Instructional Rounds discussion	<p><b>Formative Notes:</b> Kindergarten team has visited 1st grade guided reading instruction. Another group of teachers has signed up to participate in an instructional round on academic vocabulary.</p> <p><b>Summative Notes:</b> This year, 14 teachers participated in various capacities in our Instructional Rounds. We had a great response from teachers enjoying the process of improving their craft by observing other teacher leaders and then discussing how they too can implement these</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
			approaches. We will continue these rounds and increase the number of teachers who participate next year.
Fully discuss instructional strategies following observations	One or two times per month during Instructional Rounds	Notes following Instructional Rounds discussion	<p><b>Formative Notes:</b> Teachers who demonstrate expertise in specific areas of instruction model lessons and help lead discussions on what was observed following the observations.</p> <p><b>Summative Notes:</b> Instructional Specialists were utilized as facilitators during Instructional Rounds. They traveled around with the teachers to view different classrooms and then would meet with teachers about what they saw and (more importantly) how they can implement what they have seen in their own classroom.</p>
Reflect on lessons as a team	Weekly during team planning time	Notes from team planning	<p><b>Formative Notes:</b> Teachers who demonstrate expertise in specific areas of instruction model lessons and help lead discussions on what was observed following the observations.</p> <p><b>Summative Notes:</b> Grades 2 – 5 were able to utilize data from the All In assessment tool to discuss what different strategies were being taught based on results of common assessments. This helped drive conversations during planning to focus on strategies for instruction or re-teaching that are the most effective.</p>

## Critical Action 2

**Critical Action:** Teachers will provide proven interventions to assist each student in mastering grade-level learning objectives. PPPA CL #13

<b>Project Lead:</b>	Instructional Specialists,							
<b>Staff, Title I Staff:</b>	All teachers							
<b>Materials and Resources:</b>	District and Region trainings, Professional Development, All In Learning							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<input type="checkbox"/> Other:

### Strategies for Accomplishing Critical Action 2:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Analyze formative and summative data in order to reteach students to ensure mastery of TEKS	Weekly based on formative and summative assessments	MAP data District Unit assessment All In data	<p><b>Formative Notes:</b> Teachers utilize planning sessions to determine best practices to implement before assessments. By using the All In resource teachers can share strategies that were more successful than others and then share those effective strategies during re-teaching.</p> <p><b>Summative Notes:</b> Teachers continued to utilize All In to improve their assessments and instruction. This resource also allowed us to be more efficient in getting feedback to students on assessments that they had taken – many times within minutes of finishing the assessment.</p> <p><b><u>(Examples of All In data included at the end of the CIP)</u></b></p>
Implement research based interventions such as numeracy, iStation, Think Through Math, Mathercize, Guided Reading and ELD to ensure mastery of grade level TEKS.	Daily during daily instruction	Unit assessments MAP data All In reports TTM reports iStation reports	<p><b>Formative Notes:</b> Students usage of Think Through Math and iStation was closely monitored by classroom teachers and Instructional Specialists as these are proven resources for students to use.</p> <p><b>Summative Notes:</b> Students were awarded badges and recognized at assemblies for utilizing iStation and Think Through Math outside of school. Student growth and mastery of grade-level objectives was discussed during weekly grade level meetings as well as during quarterly data meetings.</p>



### Critical Action 3

**Critical Action:** Increase the percentage of fifth grade students who earn Level II on the first administration of STAAR to at least 82% in all content areas (Reading, Math and Science).

<b>Project Lead:</b>	Fifth Grade Team Leader, Principal, Assistant Principal							
<b>Staff, Title I Staff:</b>	Fifth Grade Team, Specialist							
<b>Materials and Resources:</b>	TEKS, PISD Curriculum, Edugence, All In Learning							
<b>Targeted Area:</b>	<input type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input checked="" type="checkbox"/> 5 <sup>th</sup> 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
Utilize district Science specialist (Swinton & Kinney) to plan Science units with the team. 5 <sup>th</sup> grade team meets weekly to plan week to week Science instruction.  <b>(Components 1, 2, 8, 9, 10)</b> <b>Funding source: Title I, SCE, State and Local</b>	Monthly with district specialist Weekly with team	Planning notes 5 <sup>th</sup> grade lesson plans Science MAP data Science unit tests	<b>Formative Notes:</b> Elementary Science and Social Studies coordinators meet with 5th grade team to assist in planning. <b>Summative Notes:</b> District coordinators will be invited back again next year to work with the 5th grade team to continue the work of ensuring that all teachers effectively participate in teaching the standards that students must learn.
Plan with campus Instructional Specialist to plan Reading and Math instruction. 5 <sup>th</sup> grade team meets weekly to plan week to week Reading and Math instruction.  <b>(Components 1, 2, 8, 9, 10)</b> <b>Funding source: Title I, SCE, State and Local</b>	Weekly with campus Instructional Specialist and as a team	Planning notes 5 <sup>th</sup> grade lesson plans Reading and Math MAP data Reading and Math unit tests	<b>Formative Notes:</b> 5th grade team utilizing pre-assessments to know what content is understood already and what concepts need more time. <b>Summative Notes:</b> 5 <sup>th</sup> grade teachers made it a practice to personally take unit assessments prior to giving them to students. This brought about rich, impactful conversations between the teachers about what concepts were being asked, how they were being asked and how that compared with how those concepts were taught.
Utilize data meetings to determine areas of strength and areas of need of Science, math and Reading and what practices will work best to improve areas of need  <b>(Components 1, 2, 8, 9, 10)</b> <b>Funding source: Title I, SCE, State and Local</b>	Every six weeks during 5 <sup>th</sup> grade data meetings	Notes from data meetings	<b>Formative Notes:</b> During the Spring semester, upper grade levels will get an extra data meeting while preparing for testing. <b>Summative Notes:</b> Data meetings continue to be a vital component for student success. Having administrators, teachers and

<b>Action Step (Title I Component # and Funding Amounts per Action Step)</b>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
			instructional specialists in the room at the same time discussing student learning is a powerful way to collaborate on student success.

### Critical Action 4

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

Reading	Math	Writing	Science
SPED-43%	SPED-50%	Hisp-58%, ED-55%	Hisp-44%, ED-40%

<b>Project Lead:</b>	Principal, Assistant Principal							
<b>Staff, Title I Staff:</b>	Special Education Teachers, Grade Level Teachers, Instructional Specialists							
<b>Materials and Resources:</b>	Tutorials, District Planner, Lead4ward, All in Learning							
<b>Targeted Area:</b>	<input type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input checked="" type="checkbox"/> 3 <sup>rd</sup> grade	<input checked="" type="checkbox"/> 4 <sup>th</sup> grade	<input checked="" type="checkbox"/> 5 <sup>th</sup> grade	<input 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
Utilize RTI tracker in Edugence for Tier 2 and 3 students to monitor effectiveness of interventions being implemented.  <b>(Components 1, 2, 8, 9, 10)</b> <b>Funding source: Title I, SCE, State and Local</b>	Weekly during planning meetings	Edugence notes MAP data RTI plans	<b>Formative Notes:</b> RTI is entered for students as they attain/progress towards goals. <b>Summative Notes:</b> RTI entered into Edugence is a more uniform way for teachers to look in one place of growth students have made and be able to track that from year to year.
Saturday academies to target Reading, Math, Writing and Science instruction  <b>(Components 1, 2, 8, 9, 10)</b> <b>Funding source: Title I, SCE, State and Local</b>	2/11/17 3/18/17 4/29/17	MAP data STAAR results Lesson plans	<b>Formative Notes:</b> Students (Grades 3-5) who could benefit from extra intervention outside of the normal school day were invited to Saturday academy sessions. <b>Summative Notes:</b> Attendance for each session was: February – 50 March – 56 April - 48
Discussions of at-risk students and how best to support their academic growth with campus specialists and administrators.  <b>(Components 1, 2, 8, 9, 10)</b> <b>Funding source: Title I, SCE, State and Local</b>	Bi-weekly during Thursday planning meetings	Kid Talk minutes	<b>Formative Notes:</b> Teachers shared student concerns during team planning sessions. <b>Summative Notes:</b> Teachers brought up concerns about specific students and relayed that information to instructional specialist, the counselor and administrators throughout the year so that all parties stayed informed and so we could

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
			collaboratively decide what actions to take to make a positive impact.
<p>PACE specialist analyzes assessments in Reading, Math, Writing and Science with grade level teams and recommends instructional strategies for students who demonstrate early mastery.</p> <p><b>(Components 1, 2, 8, 9, 10)</b> <b>Funding source: Title I, SCE, State and Local</b></p>	Every 6 weeks during Data Meetings	MAP data Unit assessments All In data	<p><b>Formative Notes:</b> Mrs. Taylor (PACE Specialist) met with teams during grade-level data meetings to hear the needs of our students who showed early mastery.</p> <p><b>Summative Notes:</b> By meeting with teams throughout the year, Mrs. Taylor was able to more effectively hear the needs of our students who show early mastery and then provide ideas for enrichment and extension to the classroom teachers to use. Some of the resources were encouraged for the entire grade level to use with their early mastery students, while some of the resources were shared individually with teachers who needed more specific resources.</p>

## Health, Fitness and Attendance

### Critical Action:

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

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

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
<b>COORDINATED SCHOOL HEALTH:</b>				
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. <b>(Required - Form Provided)</b>	Principal	Campus Wellness Plan	<b>Formative Notes:</b> Julie Walker is captain; team of 28; meetings 11/16, 2/17, 3/17, 4/17 <b>Summative Notes:</b>
K-8	Include at least one Parent on Campus Wellness Team. <b>(Required)</b>	Campus Wellness Captain	Campus Wellness Plan	Jennifer Garvin
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. <b>(Required)</b>	Principal	Coordinated School Health Curriculum	CSH is taught in fitness class for K-5th grades
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. <b>(Required)</b>	P.E. Teacher/ Staff	Coordinated School Health Curriculum	Outside of the gym; updated regularly
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	Communication done through a PE Smore newsletter, then sent out in principal's Smore newsletter and PTA news; class messenger text alert system; papers sent home
<b>FITNESS:</b>				
3-8	Pre and Post Assess all eligible students using fitness test components. <b>(Required - Form Provided)</b>	P.E. Teacher	Student Exemption Form	Students are assessed in the Fall to develop a baseline and again in the Spring to determine growth.
4 <sup>th</sup> & 7 <sup>th</sup>	<b>(NEW ACTION STEP)</b> Ensure all data for 3 <sup>rd</sup> -8 <sup>th</sup> grade students is entered on timely basis, fitness report cards are printed (4th and 7th	P.E. Teacher	Fitnessgram Student Report	Done with reports sent to all 3rd, 4th, and 5th grade parents at EOY

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	grade) and sent to parents or linked through myPISD. <b>(Required)</b>			
<b>PHYSICAL ACTIVITY REQUIREMENTS:</b>				
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. <b>(Required - Form Provided)</b>	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	PE minutes are calculated for all grade levels at the BOY
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. <b>(Required)</b>	P.E. Teacher	Pedometers; heart rate monitors	MVPA is monitored through the weekly lesson plans. Pedometers and HR monitors are used regularly
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. <b>(Required - Form Provided)</b>	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	District curriculum is utilized along with supplemental materials to ensure developmental appropriateness
K-5	Ensure students are receiving daily unstructured play during recess. <b>(Required)</b>	Principal	Master Schedule, Staff Supervising Schedule	Each grade level has 30 minutes of recess each day prior to lunch time
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. <b>(Required)</b>	Principal	Resources available upon request	Wellness Team provides activities and websites for school wide use to give brain breaks to students throughout the day
<b>ATTENDANCE: Forms are available on inside.pisd</b>				
K-8	Monitor attendance of students and follow up on prominent and chronic absences. <b>(Required)</b>	Principal	Pinnacle, Attendance Sheet	Attendance and participation issues are monitored and communication is kept open with teachers and parents

## 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)
<b>Staff</b>	<b>PREVENTION:</b>			
	Identify high risk areas. <b>(Required)</b>	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	<p><b>Formative Notes:</b> Surveys were sent out to students, parents and staff to determine how safe each group felt here at McCall.</p> <p><b>Summative Notes:</b> Larry Frazier came to our campus to share the results of the surveys with us. We discussed areas of strength as well as areas that need more attention and steps that we can take to strengthen those areas.</p>
	Monitor high risk areas. <b>(Required)</b>	Principal Designee	Staff assignments/ schedule	Duty and coverage schedules were determined for lunch, recess, morning arrival and dismissal to ensure that high-risk areas were supervised as much as possible.
	Follow Campus Rules/Expectations. <b>(Required)</b>	Principal	Code of Conduct, District Handbook Campus Handbook	Staff followed the Code of Conduct, District Handbook and Campus Handbook. If questions or concerns regarding any of these polices arose, we discussed them fully with the staff member.
<b>Staff</b>	<b>EDUCATION:</b>			
	Participate in annual staff training on bullying/sexual harassment. <b>(Required)</b>	Principal or designee	Handouts/PowerPoint	Each staff member were trained on bullying during the month of August, The teacher and other staff members were also required to complete district online training on sexual harassment in the month of December.
	Review referral process. <b>(Required)</b>	Principal or designee	Campus referral plan	During the month of August the school counselor reviewed the process for referring incidents of bullying with the staff. Throughout the school year staff member are reminded of the procedures as well.
<b>Staff</b>	<b>INTERVENTION:</b>			
	Establish recommended intervention strategies for classroom/campus. <b>(Required)</b>	Principal or designee (campus discipline staff)	Discipline Management Plan	Each classroom teacher has been in R Time to help reduced the number of incidents through teacher character traits and various strategies. Beginning in September, the school counselor began

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				teaching anti-bullying lessons.
	Implement campus referral plan. <b>(Required)</b>	Principal or designee	Campus Referral Plan	Staff members are expected to report any reports of bullying to the designated staff member. Reports may come in the form of student to teacher, written notice, phone call or etc. Once the report has been made, the designated staff member will investigate the referral.
	Utilize Discipline Management strategies. <b>(Required)</b>	Principal or designee	Discipline Management Plan	The designated staff member has managed discipline through the form of parent conferences, further education, office referrals, Restorative Practices and stay away agreements.

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

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
<b>All Students</b>	<b>PREVENTION:</b>			
	Clearly state student expectations/campus rules/citizenship. <b>(Required)</b>	Principal or designee	Code of Conduct/ Student-Parent Handbook	McCall staff members reviewed the following expectations in the during the fall semester.
	Monitor high risk areas. <b>(Required)</b>	All staff	Schedule (if necessary)	Duty and coverage schedules were determined for lunch, recess, morning arrival and dismissal to ensure that high-risk areas were supervised as much as possible.
<b>All Students</b>	<b>EDUCATION:</b>			
	Explain referral process/contacts. <b>(Required)</b>	All teachers	Referral Plan	The staff members were presented a PowerPoint on the referral process and contacts during the month of August.
<b>All Students</b>	<b>INTERVENTION:</b>			
	(Please complete cells below)			
	Apply classroom interventions: <b>(Required)</b>	All teachers	Data meetings, CMIT meetings, and book study – RTI for English Learners	Applications of classrooms intervention begin in the month of September and will continue throughout the school year.
	Employ discipline interventions: <b>(Required)</b>	Designated staff	Teachers and administrators will implement positive behavior strategies through	Discipline interventions are applied for students who are in need of further strategies. The designated staff member began



Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
			behavior plans & social stories	implemented the strategies during the 2014-2015 school year.
	Use other intervention strategies as necessary/appropriate. <b>(Required)</b>	Administrative staff or counselors	Kelso's Choice curriculum and resources to assist students in appropriate reactions to conflict	R-Time lessons and tiered interventions began in the month of September. Each classroom teacher is required to teach R-Time every Wednesday. Tiered interventions for students who are in need of further strategies utilized the process of CMIT.
	Conference with parents/students. <b>(Required)</b>	Teachers or other staff	Conference room, computer with projector and wireless mouse to display information for all attendees	Conferences are scheduled with parents and students based on the needs of each situation.

## Parent Involvement

### Critical Action:

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

### Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and electronic information. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local Funds</b>	Title 1 teacher Principal/Assistant Principal, Teachers (Mobile Bus and eNews)	August, 2016, as the need arises	Parents were reminded at Meet the Teacher Night, parent teacher conferences, CMIT meetings, and ARD meetings about how to access information about the school in general as well as specific information pertaining to their child(ren).
Identify parents without computer/internet access to offer hard copies of school information. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local Funds</b>	Title 1 teacher Principal/Assistant Principal, Teachers (Mobile Bus)	Monthly through newsletter	Parents were invited to attend the Mobile Classroom to provide computers and internet access to those without.
Upgrade and maintain the campus website for easy access and increased communication with the community. <b>Funding source: state &amp; local</b>	CTA	Monthly throughout the school year	Mrs. Kimbriel met with our PTA president as well as other members of the PTA throughout the year to plan for upcoming events and discuss student needs.
Communicate information through eNews. <b>Funding source: state &amp; local</b>	Principal/Assistant Principal (eNews)	Biweekly throughout the school year	Mrs. Kimbriel sent out our eNews to parents throughout the year to keep them updated on news and events that were occurring at school.
Utilize social media to keep parents and community informed. <b>Funding source: state &amp; local</b>	Principal/Assistant Principal, Teachers (Facebook and Twitter)	As needed, CTA	Mr. Jasper kept our website updated as much as possible to keep the information correct.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. <b>Funding source: state and local</b>	Principal	Monthly PTA meetings	We had multiple parent events to assist parents/guardians in meeting their child's needs: AVID Family Night
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) <b>Funding source: state &amp; local</b>	Principal, Counselor (Parent program speakers)	Monthly through PTA meetings	We had multiple parent events to assist parents/guardians in meeting their child's needs: "Raising Children With Character." 10/11/16 "What Are Your Children Doing in the Digital Age?" 11/15/16 "Are We Born That Way? – Understanding Temperament" 2/27/17 "Helping Children Develop Social Skills." 4/11/17

## State Certified Teachers and Highly Qualified Paraprofessionals

### Critical Action:

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

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

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

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	August 2016 to May 2017	<b>Formative Notes:</b>  <b>Summative Notes:</b> Principal and Assistant Principal attended the Job Fair and met several qualified applicants. One candidate we met at the Job Fair came in for an interview and was eventually hired.
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	Monthly Bilingual Stipends, July 2016 to June 2017	HR
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	August 2016 to May 2017	HR
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators. <b>Title I Component 4 and 5</b> <b>Funding source: State and Local</b>	July 2016 to June 2017	We offered 7.5 hours of campus professional development on "The 7 Steps to a Language-Rich Interactive Classroom" due to our need for strong language development on our campus. Teachers were also able to choose other learning opportunities that helped them meet their professional goals.
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	July 2016 to June 2017	HR

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

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

<b>Project Lead:</b>	Kindergarten Team Leader
<b>Staff, Title I Staff:</b>	Pre-K and Kindergarten staff
<b>Materials and Resources:</b>	Ready Rosie, Kindergarten Round-up, Kindergarten Back to School Night

**Strategies for Accomplishing Transition Critical Action:**

<b>Action Step</b>	<b>Implementation Timeline per Action Step</b>	<b>Formative &amp; Summative Notes (Evidence of Implementation and Impact)</b>
Pre-K staff work collaboratively with Kindergarten staff throughout the school year.	As needed	<p><b>Formative Notes:</b> Teachers from McCall visited early childhood centers throughout the year to help with bridging the gap for students that would eventually come to our campus.</p> <p><b>Summative Notes:</b> Teachers from McCall visited early childhood centers throughout the year to help with bridging the gap for students that would eventually come to our campus.</p>
Parent orientations are held to explain the kindergarten program to parents.	Once per year	8/16/16 - Kindergarten Back to School Night
Transition books are used with students and families to provide pictorial support during transition. <b>Components: 5, 6, 7 and 9</b> <b>Funding Sources: Title I, State and Local</b>	Once per year	As needed
Have preschool teachers provide the future kindergarten teacher with children’s portfolios or a written record of their learning during preschool.	As needed	As needed
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.	As needed	3/24/17 - Parents at Kindergarten Roundup are given materials and information about how to best prepare their students to start Kindergarten in the Fall. Ready Rosie is one of the resources that is shared with parents as something they can help their child(ren) with daily.
<b>NEW</b> - Arrange for new preschool teachers to visit each Kindergarten classrooms.	As needed	Principal offers school tours and visits upon request for future and prospective parents.