



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Bogges Elementary

Principal: Marilyn Carruthers

Mission Statement:

"Inspiring successful and responsible life-long learners."



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 23, 2017**

2016-2017 Campus Status

Check all that apply

Title III English Learner Campus

Non-Title I Campus

Title I School-wide Campus

Title I Information

Title I Components			
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
Ashley Dantzler	Faculty Member	2013	Yes	Yes	Yes
Lori Scaglione	Faculty Member	2016	No	Yes	No
Shawn Flemmer	Faculty Member	2016	Yes	Yes	Yes
Kortney Hale	Faculty Member	2015	Yes	Yes	Yes
Natalie Williams	Faculty Member	2012	Yes	Yes	Yes
Laurie Maddux	Faculty Member, SEL	2016	Yes	Yes	Yes
Marilyn Carruthers	Principal	2012	Yes	Yes	Yes
	District Professional				
Veola Neal	Campus Professional, Non-teaching	2016	Yes	Yes	Yes
Katie Flores	Campus Professional, Non-teaching	2016	Yes	Yes	Yes
Mary Jeanne Higbee	Support Staff Member	2011	Yes	Yes	Yes
Ross Cornell	Parent-Selected by PTA	2016	Yes	Yes	No
Tammy Simmons	Parent-Selected by Principal	2014	No	Yes	No
Amy Hemphill	Parent	2016	Yes	No	Yes
Cami Kilgo	Parent	2016	Yes	No	No
Mary Fuentes	Parent	2016	No	No	No
Rashmi Mishra	Parent	2016	Yes	No	No
<i>Committee member search still in progress</i>	Community Member	2016			
Officer Fred Mancias	Community Member	2014	No	No	No
<i>Committee member search still in progress</i>	Business Representative	2016			
<i>Committee member search still in progress</i>	Business Representative	2016			

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

District-Wide Goals

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

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

Improvement Plan Critical Actions

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

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

School Wide and/or Targeted Grade Level Critical Actions

1. Increase the percentage of 4th grade students meeting the Level II Standard in Expository Composition on STAAR to 60%.
2. Increase the percentage of 5th grade students meeting Level III Standard on Science STAAR to 25%
3. Teachers will use MAP, CogAT, TPRI and STAAR data to target instruction for advanced learners in Reading, Math and Science (MAP Quintiles 1 & 2) by May 2017.
4. Teachers will model and create opportunities to address the social and emotional side of learning.
- 5.

Critical Action 1

Critical Action: Improve writing instruction, so that the percentage of 4th grade students meeting the Level II Standard in Expository Composition on STAAR will increase to 60%.

Project Lead:	Team Leaders, Administrators, Writing PLC							
Staff, Title I Staff:	Core Teachers, Administrators, Academic Support							
Materials and Resources:	TEKS, PISD Curriculum, Edugence, STAAR							
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
1. Implement campus-wide color code for revising and editing & campus-wide Revision Checklist/Plan (Grades 1-5).	Daily lessons	Visuals in classroom	<p>Formative Notes:</p> <ul style="list-style-type: none"> Added signs in the library Kinder - Uses the color code in the morning message in order to bring awareness to revising and editing. <p>Summative Notes:</p> <ul style="list-style-type: none"> Available to staff on the Shared Drive 4th Grade – Modeled the checklist extensively in order to ensure that every student had a copy and used it appropriately.
2. Teachers share strategies and resources for teaching a variety of expository & narrative writing.	Monthly PLC Meetings	PLC Meeting Minutes	<ul style="list-style-type: none"> Add vocabulary in library Meeting with new teachers (refresher by request for any teacher) Resources shared during campus PD Google Classroom – classroom ideas and strategies for differentiating 4th Grade – Attended Expository Come & Go and PLC showcase.
3. Teachers model all steps of the writing process.	Daily lessons	Lesson Plans	<ul style="list-style-type: none"> Modeled the revision process for staff (helpful to many teachers) Lesson plans show evidence of all steps of the writing process Kinder – Teachers model daily Modeled process: I DO, WE DO, YOU DO strategy

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
4. Identify expository and narrative text features across the curriculum.	Daily lessons	PLC Minutes; Lesson Plans	<ul style="list-style-type: none"> Google Classroom used to provide resources and discussion Videos (Empowering Writers – tips for advanced and struggling writers.) Kinder – Focus on text features in published text that is used in class. 4th Grade – When reading various texts, explicitly discuss and teach genre to compare to writing genres
5. Provide Professional Development focused on writing instruction.	Once per semester	Staff Meeting Agenda & Minutes	<ul style="list-style-type: none"> Writing PLC (Attend PD with Jeff Anderson) Refresher course provided with new teachers and others who would like to attend Attend Jeff Anderson, PLC Showcase/Come & Go
6. The Empowering Writers Curriculum will be used in grades 3-5 and 1 st Grade will explore opportunities for implementation.	Daily lessons	Lesson Plans; Teams Meeting Minutes	<ul style="list-style-type: none"> Teachers utilize these resources for grade level planning and PLC 2nd, 4th Grade – Use Empowering Writers for all writing instruction
7. Provide campus-wide creative writing opportunities/competitions for students.	Twice per semester	Write-On Prompts; History Fair; Poetry Contest	<ul style="list-style-type: none"> More opportunities to submit writings. Students submit prompts Hall of Fame display in school's main hallway (Student-generated writing prompts) Write On (revised to increase participation) District wide writing opportunities (MLK Writing Contest & Mockingbird Poetry Contest) Kinder – All students write the prompt in class and their entries are submitted. 4th Grade – Encouraged students to participate in Write On contests
8. Campus-Wide implementation of 7 Steps to a Language-Rich Interactive Classroom - Step #2 (Encourages students to speak in complete sentences)	Daily (Campus-wide)	PD October 2016; Follow-Up at Grade Level and Team Leader Meetings.	<ul style="list-style-type: none"> All staff created sentence strips to encourage students to speak in complete sentences Team Leader Meetings – Agenda discussion topics (staff commitment) Kinder – Teachers provide sentence stems to help students learn proper sentence structure. 4th Grade – Encouraged students to speak in complete sentences; students who spoke in

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
			incomplete sentences were redirected
9. Guided Writing with students campus-wide.	Twice per semester	Lesson Plans; PLC Minutes	<ul style="list-style-type: none"> • PLC – determine the type of prompt and due dates (teachers are reminded via email) • Lesson plans indicate guided writing opportunities • Kinder – Conduct weekly individual conferences with each student to review and set goals. • 4th Grade – Used Friday for Guided Writing Instruction. Conferenced and met with groups based on need.

Critical Action 2

Critical Action: Increase the percentage of 5th grade students meeting Level III Standard on Science STAAR to 25%.

Project Lead:	Team Leaders, Administrators, Science PLC							
Staff, Title I Staff:	Core Teachers, Administrators							
Materials and Resources:	TEKS, PISD Curriculum, Edugence, STAAR							
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
1. Utilize district curriculum to integrate engineering concepts in math and science.	Daily lessons	Engineering Units in curriculum; STEM Nights; Science plans – as provided by curriculum	<p>Formative Notes:</p> <ul style="list-style-type: none"> Lesson plans show evidence of integration of engineering concepts into math and science Kinder – Implement district suggestions for engineering lessons. <p>Summative Notes:</p> <ul style="list-style-type: none"> Address science concepts using C-Scope which addresses STEM Scopes Google Classroom used to compile ideas and share resources 4th Grade – Completed both Engineering Units with students.
2. Implement Interactive, Science word walls in all grade level classrooms.	October November	Staff Meeting Training Agendas; Classroom word walls	<ul style="list-style-type: none"> PLC explore content areas Grade levels experiment with different ideas to gain student attention PLC discussed discontinuing the school wide word wall Kinder – Implemented grade level interactive word wall in Big Centers 4th Grade – Implemented a grade level word wall. 5th Grade – Utilized Interactive Word Walls
3. Provide Professional Development on Interactive, Science Word Walls.	October November	Science PLC; Staff Meeting Minutes	<ul style="list-style-type: none"> Staff Training - October 2016 Follow-Up with teams in November 2016 4th Grade – Attended staff training and follow-up meeting. Showed grade level's word wall.

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
4. Teach critical science vocabulary terms campus-wide.	Daily, as the need arises Monthly PLC meetings	Wacky Science Wednesday; Campus Science Word Wall	<ul style="list-style-type: none"> • Lesson plans show evidence of critical science vocabulary • Teachers use critical vocabulary during daily science instruction to reinforce use of academic language • Kinder – Each class has a science word wall with visuals. • 4th Grade – Posted terms in each classroom and in science notebooks. • 5th Grade – Utilized Quizlet for vocabulary review (>6A CogAT, <MAP),
5. Create opportunities for students to solve real world problems.	Daily, as the need arises	Tower Garden Project; Wacky Science Wednesday	<ul style="list-style-type: none"> • Research opportunities included in library lessons • Kinder – Implemented exploration of real world objects (shells, pinecones, seeds, insects, etc.) with science tools at Big Centers weekly • 3rd Grade – Provide independent research & project opportunities during Genius Hour. • 4th Grade – Implemented through Discovery Education articles and Brief Constructed Responses. • 5th Grade – Offered Science Tutoring; Implemented Wacky Science Wednesday

Critical Action 3

Critical Action: Teachers will use MAP, CogAT, TPRI and STAAR data to target instruction for advanced learners (MAP Quintiles 1 & 2) in Reading, Math and Science.

Project Lead:	Team Leaders, Administrators, PLC Chairpersons							
Staff, Title I Staff:	Core Teachers, Administrators, Academic Support							
Materials and Resources:	TEKS, PISD Curriculum, Edugence, STAAR, PES							
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
<ul style="list-style-type: none"> Utilize PLCs and Team Planning Meetings for sharing resources and practices among teachers and staff. 	Monthly PLC Meetings	PLC Meeting Minutes; Kid Talk Forms; Staff Meeting Agendas; Team Meetings	<p>Formative Notes:</p> <ul style="list-style-type: none"> Teachers share resources during team planning Kinder – Collaborated as a team to collect materials for PLC showcase <p>Summative Notes:</p> <ul style="list-style-type: none"> Teachers complete BOY and MOY Data Dig Teachers conduct grade level discussions to assist with instructional decisions, flexible grouping and tutoring 4th Grade – Shared resource ideas after PLC meetings and attended PLC showcase.
<ul style="list-style-type: none"> Provide differentiated instruction using DesCartes, Class by RIT, Depth of Knowledge and a variety of resources (formal and informal assessments). 	Weekly Team Meetings Monthly PLC	PLC Meeting Notes; Lesson Plans	<ul style="list-style-type: none"> BOY PD with Jennifer Ruth on Depth of Knowledge BOY PD with Jennifer Ruth on Edugence (K-2) Use Writing and Language Strand for DesCartes (3-5) Language Usage Strands Kinder – Weekly use of Class By RIT to create small groups for reading and math Kinder – Weekly use of DesCartes to plan instruction for both reading and math groups 4th Grade – Attended PD on DOK and Edugence. Utilize DesCartes for I/E Groups, use students’ lowest skills as a checklist to guide instruction and activities.

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			<ul style="list-style-type: none"> 5th Grade – Fluid groups in Tier 2 and tutoring
<ul style="list-style-type: none"> Integrate higher level question stems during class discussion/teacher table discussion. 	Daily lessons or as the need arises	Lesson Plans; Classroom Visuals	<ul style="list-style-type: none"> 7 Steps to a Language-Rich Interactive Classroom Depth of Knowledge Kinder – sends home higher level questions for Reading Homework for reads on levels 1-6 or above 4th Grade – Implemented a wall in each classroom that displays expository writing sentence stems. 5th Grade – Provided higher level question stems
<ul style="list-style-type: none"> Utilize a variety of differentiated strategies and formal/informal assessments to target student needs. 	Daily lessons or as the need arises	Lesson Plans; RTI documentation	<ul style="list-style-type: none"> Using differentiation methods during the writing process Kinder – Use formal/informal assessment daily to guide small group instruction and flexible grouping in all content areas. 4th Grade – Implemented guided reading groups, writing groups and conferencing strategies 5th Grade – Vocabulary reviews were completed with Quizlet; Project Based Learning
<ul style="list-style-type: none"> Focus on differentiated instruction in all content area PLCs. 	Weekly Team Meetings Monthly PLC Meetings	Team Meetings PLC Meetings	<ul style="list-style-type: none"> Discuss differentiated methods during team planning and PLCs PLC notes are shared by email and placed on the Share Drive 4th Grade – Implemented differentiated ideas shared from PLC.
<ul style="list-style-type: none"> District-Trained teachers will provide Guided Reading Professional Development. 	Monthly PLC Meetings	PLC Agenda & Minutes	<ul style="list-style-type: none"> Two teachers attended Guided Reading Training provided by the district. Plan to share effective strategies with like campuses for PD–Feb. 20 4th Grade – Attended Guided Reading PD at Boggess

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<ul style="list-style-type: none"> Implement Guided Reading strategies learned from District-Trained Teachers (K-5) 	Daily lessons	Team Meetings; Lesson Plans	<ul style="list-style-type: none"> Planning during the Reading PLC and team meetings Kinder – Meet with students 4 days a week in flexible groups in order to meet the needs of each student. 4th Grade – Implemented Guided Reading groups and a contract for use during group time

Critical Action 4

Critical Action: Teachers will model and create opportunities to address the social and emotional side of learning.

Project Lead:	PLC Facilitator, Administrators							
Staff, Title I Staff:	Core Teachers, Administrators							
Materials and Resources:	Resources from other school districts							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 4:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
1. Create a "Social/Emotional Learning PLC" that includes a representative from each grade level and counselors.	Monthly PLC Meetings	PLC Meetings; Staff Survey; Shared Resources	<ul style="list-style-type: none"> Established SEL PLC in September Conducted Staff Survey – 100% participation Share information with campus
2. Identify and study resources from other school districts and SEL related articles.	Review at monthly PLC Meetings	PLC Meetings	<p>Formative Notes:</p> <ul style="list-style-type: none"> Share and discuss resources during monthly SEL PLC Mtgs. <p>Summative Notes:</p> <ul style="list-style-type: none"> Teachers Recognize positive actions and characteristics of students weekly during announcements – "Bengal Brags" Teachers reinforce concepts from "A Bengal Does..." posters (states expectations for different routines and expectations throughout the building)
3. Attend Professional Development that addresses Social and Emotional Learning.	January 2017	Training Agenda, Handouts and notes	<ul style="list-style-type: none"> Professional Development hosted by Momentous Institute – Social Emotional Health: The One Thing You Can't Afford to Ignore Kinder – A team member attended the training.
4. Teachers will incorporate a minimum of 30 minutes per week of Social and Emotional Learning opportunities in homeroom classes.	Weekly lesson plans	Lesson Plans	<ul style="list-style-type: none"> Teachers schedule time for SEL – evident in lesson plans Survey results denote positive results from sessions Grade levels shared and discussed SEL focus for the 1st semester as team - impact on students Kinder – Documented 3 weekly lessons

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			<ul style="list-style-type: none"> • Kinder – Conducted weekly classroom meetings. • 3rd Grade – Utilize teachable moments, when applicable • 4th Grade – Implemented “Friday Discussions” that were led by questions from the teacher to generate responses from students to share about themselves and learn about each other. • 5th Grade – Students work with Kinder students – Kinder Buddies
5. Train students to use the “Buddy Benches” to engage with other students at recess	Once per semester - Repeat with new enrollees or as the need arises	Lesson Plans; BOY Teacher Packet; Student Handbook	<ul style="list-style-type: none"> • Students utilize the Buddy Benches during recess • Teachers assist with identifying students who may go unnoticed on the buddy bench • Kinder – Implemented and reinforced daily at recess. • 4th Grade – Students were frequently reminded to check on the Buddy Bench and its purpose.

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	<p>Formative Notes:</p> <ul style="list-style-type: none"> • Campus Fitness/Wellness Committee to designate events and programs for student/parent/community involvement • Wellness PLC meeting notes • Campus Wellness Plan <p>Summative Notes:</p>
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	<ul style="list-style-type: none"> • Christi Smith
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	<ul style="list-style-type: none"> • Power walkthroughs • Formal/informal observations • Monthly committee meetings • Stretch of the week on morning announcements • Red Ribbon Week • Fire Safety
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	<ul style="list-style-type: none"> • Medical Minutes on morning announcements • Nurse bulletin board • PE and Fitness Bulletin Board
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	<ul style="list-style-type: none"> • Bengal News Cast (morning announcements) • Flyers through e-news • Maize Days 5K run • Red Ribbon Week

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				<ul style="list-style-type: none"> • Glow Run • Bike Rodeo • Murphy Maverick Color Run
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	<ul style="list-style-type: none"> • Fitness gram
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	<ul style="list-style-type: none"> • Miles log • Recess – requirement of 2 laps (grades 3-5) daily
	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	<ul style="list-style-type: none"> • Power walkthroughs • Formal/informal observations • Monthly committee meetings • Stretch of the week on morning announcements • Recess – requirement of 2 laps (grades 3-5) daily
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	<ul style="list-style-type: none"> • Teachers have instructed students to know to use the pedometers and heart rate monitors • Students can be observed using the devices
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	<ul style="list-style-type: none"> • Power walkthroughs • Formal/informal observations • Monthly committee meetings
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	<ul style="list-style-type: none"> • Power walkthroughs • Formal/informal observations • Monthly committee meetings • Stretch of the week on morning announcements • Recess – requirement of 2 laps (grades 3-5) daily

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	<ul style="list-style-type: none"> • Stretch of the week on morning announcements • Incorporation of brain breaks throughout content learning with the use of music, exercise, movement
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	<ul style="list-style-type: none"> • Attendance teacher monitor sheet • Communication via phone, parent conference, email by teacher • Administrator calls • Administrator log sheets • Office calls • Truancy Updates – Keep staff current

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	Formative Notes: <ul style="list-style-type: none"> Teacher reports Behavior Incident Reports Counselor reports Counselor/Admin Meetings Summative Notes: <ul style="list-style-type: none"> Incident follow-up is conducted in a timely manner
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	<ul style="list-style-type: none"> Teacher reports Behavior Incident Reports Counselor reports Counselor/Admin meetings
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	<ul style="list-style-type: none"> Beginning of Year Expectations Grade Level Meetings Behavior Incident Reports TEAMS discipline reports Admin grade level logs
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	<ul style="list-style-type: none"> Bullying In-Service Sexual Harassment Training R Time Training Classroom Counseling
	Review referral process. (Required)	Principal or designee	Campus referral plan	<ul style="list-style-type: none"> Beginning of Year Expectations Grade Level Meetings Behavior Incident Reports Admin grade level logs

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	<ul style="list-style-type: none"> • Campus Behavior Management Committee • Classroom expectations • Grade level expectations • R Time • De-Escalation Strategies presentation • CPI Training (CORE Members) • TBSI Training (New Staff) • PBS Practices
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	<ul style="list-style-type: none"> • In-Service • Campus Behavior Management Committee • Teacher/Admin conferences • CMIT Meetings
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	<ul style="list-style-type: none"> • Teacher-to-Teacher Intervention • Monthly log sheet • Reflection sheet completion • Teacher completion of Behavior Incident Reports (BIRS) • PBS • CPI Training (CORE Team) • CPI Autism Specific Training (CORE Team) • CORE practice/review • ISS District Support

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	<ul style="list-style-type: none"> • Weekly Bengal Brags • Classroom expectations • Grade level Friday meetings • Classroom Bengal Brags • Student Handbook • Student Agenda
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary Bengal Expectation Posters	<ul style="list-style-type: none"> • Monthly log sheet • Reflection sheet completion • Teacher completion of Behavior Incident Reports (BIRS) • Grade level meetings (Kid Talk) • Staff Support
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	<ul style="list-style-type: none"> • Teacher/Teacher modeling • Teacher/Admin modeling • Teacher reflection • Grade level reflection • Campus reflection of what did/did not work and ways to improve • CMIT • Kid Talk
All Students	INTERVENTION:			
	Apply classroom interventions: (Required)	<ul style="list-style-type: none"> • Team Leaders • SEL PLC • Administrators • Counselors 	(Please complete cells below) <ul style="list-style-type: none"> • All Staff • R Time • PBS Strategies • Bengal Expectation Posers 	<ul style="list-style-type: none"> • Teacher/Teacher modeling • Time-Out/reflection time • Teacher/student conference • Parent Conference • R Time • Classroom Counseling Sessions (bi-monthly)

	Employ discipline interventions: (Required)	<ul style="list-style-type: none"> Teachers/Designated Staff 	<ul style="list-style-type: none"> All Teachers Campus Forms (BIR) Success Charts Kid Talk RTI Forms 	<ul style="list-style-type: none"> PLC “needs to be addressed” Teacher-to-Teacher Intervention Grade Level Bengal Buck Store R Time Kid Talk CMIT
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	<ul style="list-style-type: none"> Campus Forms (BIR) Success Charts Kid Talk RTI Forms 	<ul style="list-style-type: none"> Student Reflection Forms Parent Conferencing Student/Admin conferencing Frequent Classroom “Check-Ups” Success Charts Kid Talk CMIT
	Conference with parents/students. (Required)	Teachers or other staff	<ul style="list-style-type: none"> Documentation of Meeting CMIT Forms 	<ul style="list-style-type: none"> Student Reflection Forms Parent Conferencing Student/Admin Conferencing

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	<ul style="list-style-type: none"> Front Office Staff Classroom Teachers 	August 2016, as new students enroll	<p>Formative Notes:</p> <ul style="list-style-type: none"> Front Office Staff and Classroom Teachers reach out to parents at the BOY and new students <p>Summative Notes:</p> <ul style="list-style-type: none"> Consistent communication between staff and parents is encouraged
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	<ul style="list-style-type: none"> Classroom Teachers Parent Conferences 	August 2016, as new students enroll	<ul style="list-style-type: none"> Parent Information Forms, Conferences and phone calls assist with acquiring information about families without computer/internet access
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	<ul style="list-style-type: none"> CTA Campus Calendar Events 	August 2016, and Weekly as needed	<ul style="list-style-type: none"> The campus website is maintained by the CTA and the Campus Site Calendar is updated by the Office Manager.
Communicate information through eNews. Funding source: state & local	<ul style="list-style-type: none"> Principal Weekly eNews 	Weekly eNews	<ul style="list-style-type: none"> The eNews is coordinated and sent weekly by the collaboration of administration, the office manager and the CTA.
Utilize social media to keep parents and community informed. Funding source: state & local	<ul style="list-style-type: none"> CTA Facebook Page 	Weekly, as the need arises	<ul style="list-style-type: none"> The CTA is responsible for updated social media forums.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	<ul style="list-style-type: none"> Principal Meeting Notes 	Monthly PTA meetings	<ul style="list-style-type: none"> Administrators meet with the PTA President on a monthly basis in order to stay current with school events and other school business.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: state & local	<ul style="list-style-type: none"> Principal Counselors Parent Meeting Flier (also in eNews) 	Monthly programs throughout the year	<ul style="list-style-type: none"> Jennifer Ruth (Understanding Assessment Data) October 2016 Dyslexia Awareness – October 2016

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: <ul style="list-style-type: none"> HR and Campus Administrators are in communication, as needed to address staffing concerns. Summative Notes:
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	<ul style="list-style-type: none"> Standardized questions for all applicants HR Rubric
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	<ul style="list-style-type: none"> Involve student teachers in an opportunity to participate in all staff developments. Involve student teachers in an opportunity to participate in after school activities/programs.
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	<ul style="list-style-type: none"> Empowering Writers Workshop (grades 2-5) Data Digging of STAAR (Campus-Based Reflection)
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	<ul style="list-style-type: none"> HR Rubric HR College Job Fairs