Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Schell Elementary

Principal: Jeanne Beall

Mission Statement: Uniting a community of self-directed, life-long learners within a challenging and nurturing environment dedicated to excellence.

Approved by DBIC on November 14, 2016

Verification Page

Planning Timelines

- Analysis of Critical Actions, and STAAR 2015-2016 Gap Analyses: **August 2016**
- Needs analysis, goal setting and strategic planning: **July - September 2016**
- Campus teacher data analysis day: **August - September 2016**
- SBIC Plan due for DBIC review: **October 12, 2016**

Meeting Dates

- Meeting 1: SBIC approves the improvement plan (by October 7, 2016): **Monday, October 03, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Monday, January 30, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Monday, May 22, 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
Rachel Massarella	Faculty Member	2015-2016		x	x
Amy Eubanks	Faculty Member	2015-2016	x	x	x
Sha-Li Tsai	Faculty Member	2016-2017	x	x	x
Bailey Whitaker	Faculty Member	2015-2016		x	
Michelle Welch	Faculty Member	2016-2017	x	x	x
Sydney Conces	Faculty Member	2016-2017	x	x	x
Erin DeWitt	Faculty Member	2015-2016	x		
Karen Daniel	Faculty Member, Special Education	2016-2017	x	x	x
Jeanne Beall	Principal	2011-2012	x	x	x
Jennifer Ruth	District Professional	2015-2016		x	x
Deborah Bonner	Campus Professional, Non-teaching	2015-2016	x	x	x
Camille Beckman	Campus Professional, Non-teaching	2016-2017	x	x	x
Amanda Heter	Support Staff Member	2016-2017	x	x	x
Melissa Brown	Parent-Selected by PTA	2016-2017	x	x	
Madhuri Bobba	Parent-Selected by Principal	2016-2017	x	x	
Cassandra Coleman	Parent	2016-2017	x		x
Angie Chavez	Parent	2015-2016	x		
Erum Waheed	Parent	2016-2017	x	x	x
Crystal Engineer	Parent	2016-2017	x	x	x
Jennifer Mathis	Community Member	2015-2016	x		x
Rizwan Rahman	Community Member	2015-2106			
Timberli Valdez	Business Representative	2015-2016			
Mo Jallad	Business Representative	2015-2016			

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 (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.   Model and promote substantive collaboration to foster a learning community. PPPA SW #9
2.   Analyze and equip teachers to analyze student performance data to inform decision-making. PPPA SW #13
3.   Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. PPPA SW #17

Critical Action 1

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

Project Lead:	**Principal, Assistant Principal, PLC Leaders,**
Staff, Title I Staff:	**SBIC PLC members, Professional teaching staff,**
Materials and Resources:	**TEKS, PISD Curriculum, Google Drive, Eduphoria, IMMOOC Website, Dave Burgess Publishing Website**

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
Promote Collaboration by developing Professional Learning Communities (PLC) • All professional staff will participate in a campus and an academic PLC. • Each PLC will meet a minimum of 4 times per year. • PLC leaders will turn in meeting notes to principals after each meeting	August 15-19, 2016 select members PLC meetings in Sept. November, February, and April	• Member roster • PLC notes • Meeting Schedule	**Formative Notes:** PLC leaders selected in August. Meetings scheduled for 9/14, 11/9, 2/8, 4/12 **Summative Notes:** PLC teams participated in book studies and online learning throughout the year. They planned Literacy and Math nights, and the SBIC meetings.
Build Teacher's capacity for collaboration • Schell Staff will meet with grade level staff from other schools to collaborate on curriculum • Principals will contact other schools to arrange collaboration	February 20 , 2017 PDH Day	• Principal Notes • School visit schedule	Our staff met in grade level groups with staff from Boggess, Hunt, Stinson, and Miller on February 20, 2017. The feedback from these meetings was very positive.
Promote collaboration among teaching peers through structured classroom visits and/or Peer Learning Opportunities • Come up with a more reflective feedback sheet on Google • Teachers may want to go watch something related to their goal • Peer learning opportunities will be agenda driven discussion about a teaching strategy • Teams may choose to observe as a group • Each professional staff member will complete a total of two peer observations or professional learning opportunities	September 14, 2016 PLC will meet October 19 staff meeting explain procedure to staff. October 17-December 19, 2016 staff completes 1st visit	• SBIC PLC notes • Feedback Sheet • Goals on Eduphoria	October 19- discussed peer visits and learning opportunities this with staff during staff meeting Bailey Whitaker developed 2 options for feedback sheets that were more reflective. These were posted on Google and links shared with staff on January 19, 2017.

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
	January 2-May 19, 2017 staff completes 2nd visit		
Provide opportunities for teachers to collaborate with staff members who have similar goals • Meet with those who have like staff goals during staff meetings • Create a chart for teachers showing those who have similar goals	October 10-18 develop chart Monthly staff meetings As the need arises for individual teachers	• Goals on Eduphoria • Staff Meeting agendas	November 16- Goal groups met together for last part of the faculty meeting. Team leaders said the teams really liked meeting with those who had like goals. Positive feedback was heard from staff. Some groups have met together throughout the year to collaborate on their goals.
Offer invitations for teachers to collaborate with others to foster innovative teaching • Invite teachers to join a book study on self-selected innovative books • Invite teachers to join the MOOC on The Innovator's Mindset • Set up at least one Twitter Chat on an innovative teaching topic • Hold at least one Website Throw down for teachers to share useful websites with others	August 24 invitation for book study September 19 Monthly staff meetings for website throwdowns	• Chart for book study participation • MOOC blog posts and video blogs • List of websites shared • Twiiter Chat invitation and Storify notes	8/24/16- Tweet and email send out about Book Study challenge. Six teachers and Assistant Principal participating in the book study 9/19/16- Tweet and email sent out about MOOC, 3 staff members participated 2/15/17 - Tweet and email sent out about MOOC, 2 staff members participated 4/19/17- Twitter chat was held to discuss two SEL articles. Each team responded to questions regarding two SEL articles they read. 5/4/2017- Google Classroom created for staff to respond about their professional learning this year including reflecting on the book study challenge. 5/17/17- We had a Website Throw Down at the staff meeting to share websites and helpful apps. Sign up forms were sent to the staff on May 12.

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
The principal and assistant principal will actively participate in collaborative team meetings by attending at a minimum one team meeting per grade each month. • Met with each team during in-service in August • Created a schedule to attend team meetings each month	Monthly during grade level meetings	• Team Meeting Schedule • Principals' meeting notes	Schedule developed and shared with staff in August. Dates were placed on the site calendar. Attended team meetings on September 6, October 4, November 2, December 6, January 10, February 7, March 14, April 4, May 2.

Critical Action 2

Critical Action: Analyze and equip teachers to analyze student performance data to inform decision-making

Project Lead:	**Principal, Assistant Principal, Team Leaders, Instructional Specialist**
Staff, Title I Staff:	**District Achievement Specialist, Data PLC, Grade Level Teams**
Materials and Resources:	**Edugence, Curriculum Materials, MAP Scores**

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
Equip teachers with the knowledge to use the Edugence program to consider standardized and performance based student achievement measures • Have District Achievement Specialist do a presentation for staff on the Edugence program for student data • Principal will meet with District Achievement Specialist to learn how to use data more frequently and efficiently • Plan PDH to address data collection/analysis needs of staff	August PDH days and Monthly staff meetings for training Once per semester for principal meeting	• Meeting Notes • PDH Agendas	**Formative Notes:** Jennifer Ruth presented Edugence training to the staff on 8/12/16. Jeanne Beall met with Jennifer Ruth on 9/27 to discuss how to use data to help guide instruction. **Summative Notes:** Teachers have become proficient at using Edugence to look at student data, and to share student test scores with parents at conferences.
Equip students with the knowledge to monitor their own achievement to consider current prior and subsequent student performance • Grade level teams will collaborate to plan the best way for age appropriate self-monitoring • By middle of the year have students in grades 3-5 keep track of their data on MAP and set learning goals	Fall semester grade levels plan monitoring Spring semester grade 3-5 will track data	• Team Meeting Notes • Skill Builder Groups per grade level	9/21/16 SBIC PLC met to discuss how students can self-monitor their performance. Each grade level will decide how this will best work for them. 1/2017- 5/2017- each grade level is using a system for students to monitor academic progress
Analyze school and classroom data to guide implementation of practices and procedures that maximize the use of instructional time to grow student achievement • Use student data to help form groups for targeted instruction • Have 4th grade team present at a staff meeting how they use data to make skill builder groups	Review groups every 9 weeks October staff meeting 4th grade team will present	• Skill Builder group lists • Staff Meeting agendas	Each team reviewed their skill builder groups throughout the year to meet the learning needs of students. 10/19/2017 the 4th grade team presented to the staff about how they use MAP scores to form their intervention and enrichment groups.

Critical Action 3

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:	Jeanne Beall
Staff, Title I Staff:	Special education staff, classroom teachers grades 3-5
Materials and Resources:	Curriculum planner and materials, Edugence, MAP Scores

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
Proactively develop intervention plans for students performing below grade level • Grade level and special education teachers identify students performing below grade level by looking at MAP, TPRI, IEPs, and Plano Literacy data • Grade levels hold Kid Talk meetings to identify and develop intervention plans for students who are performing below grade level • Teachers follow the CMIT/504 referral process to refer students who have not improved with the intervention plan • CMIT/504 meetings will be held monthly to develop or review intervention plans for students who are performing below grade level • Instructional specialist will be available to teachers to help plan interventions and provide materials for students who are performing below grade level • Special Ed Team will meet monthly to collaborate on ideas to help struggling readers • When planning ARDs, special ed teachers will collaborate on selecting the appropriate state tests and accommodations • Special Ed Teachers will push in during 3rd, 4th, and 5th grade Skillbuilders time to support struggling readers	Weekly grade level team meetings Monthly CMIT/504 meetings Monthly Special ED Team Meetings ARD planning as need arises Daily Skill Builders time	Grade level meeting notes Skill Builder Lesson Plans Kid Talk Notes CMIT minutes ARD paperwork Special Ed Team Leader Notes	**Formative Notes:** Each grade level has a monthly Kid Talk meeting to discuss students who are performing below grade level. **Summative Notes:** We held CMIT/504 meetings monthly to discuss learning plans for our struggling students. Dates of CMIT/504 meetings: 8/19, 9/12, 10/17, 11/14, 12/12, 1/23, 2/27, 3/20, 4/24, 5/15, 5/22 The special education team had monthly meetings after school to discuss services for students. The special ed teachers had a goal of collaborating closer with regular education teachers on special education students progress. Each special education teacher had students they served during Skill Builders time to work with struggling readers.

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 demonstrating early mastery of the curriculum • Grade level teachers identify students demonstrating early master of the curriculum by looking at MAP, and CoGAT scores as well as student work • PACE PLC members will share information with their team about activities and materials that are available for students who are showing early mastery • PACE specialist is available to teachers to help plan interventions and provide materials for students who show early mastery • Grade levels will discuss intervention plans for students demonstrating early mastery at weekly grade level meetings	Weekly grade level team meetings Monthly PLC meetings	Grade level meeting notes Skill Builder Lesson Plans PACE PLC notes Activities on Shared drive	November 3- PACE specialist sent an email letting teachers know the new location for online activities on the S drive PACE PLC meets monthly and completed online training regarding serving gifted students, and did a book study
Provide enhanced learning opportunities for students demonstrating early mastery of the curriculum • PACE PLC will provide teachers with a grade level folder on the shared drive containing additional activities for non-PACE students to identify gifted potential as well as provide higher thinking for those students needing additional activities in the classroom setting • Teachers will attend two GT updates per year • Brainiac Board- the PACE PLC committee will develop a monthly challenge including questions, creative projects, brain teasers, and other challenges which will be posted on a bulletin board in the hallway • Daily Skill Builders time is built into grade level schedules for grades K-5 to work with students who are demonstrating early mastery of the curriculum	Monthly PLC meetings Braniac Board changed monthly Daily 30 minute Skill Builders time Monthly staff meetings	Braniac Board, Flyers sent home, and social media postings Skill Builders lesson plans GT Updates Agenda and Handouts	Braniac Board was changed monthly starting in October. Here are some of the topics: October- Red Ribbon Week Rap, November- build a 3D Pilgrim ship, February- Friendship rocks and poems, March- Design a coloring sheet, April- Make something from recycled materials, May- write about your summer bucket list October 19 and April 19- the PACE teacher presented PDH for professional staff on working with GT students Each homeroom has a Skill Builders time from 8:00-8:30 each morning where targeted instruction is provided for intervention and enrichment

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**)	Principals	Campus Wellness Plan	**Formative Notes:** Wellness captain has been selected. **Summative Notes:** 10/31 - Members of the Wellness team met with the administrators to discuss a walk n talk activity to coincide with STAAR. This was discussed with team leaders on 11/2.
K-8	Include at least one Parent on Campus Wellness Team. (**Required**)	Campus Wellness Captain	Campus Wellness Plan	Parent has been selected to serve on the Wellness Team
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**)	Principals	Coordinated School Health Curriculum	Observations by administrators ensure that all components of the Coordinated School Health program are implemented.
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/ School Nurse	Coordinated School Health Curriculum	9/22/16 School Nurse maintains a bulletin board for students in her office, and one for staff in the lounge area. Coaches have a bulletin board outside the gym. These bulletin boards are changed every few months some of the topics have been heart health, dental health, handwashing tips, field day skills, anti-drug use for red ribbon week, sugar content in drinks, cold and flue information.
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	10/22/16 PTA 5k and Fun Run for Schell Families. Advertised in eNews, Thursday packets and social media. Just over 200 parents, students and staff participated.
	FITNESS:			
3-8	Pre and Post Assess all eligible students using	P.E. Teacher	Student Exemption	PE staff conducts fitness tests in the fall beginning 9/16.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	fitness test components. (**Required - Form Provided**)		Form	
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 myPISD. (**Required**)	P.E. Teacher	Fitnessgram Student Report	Fitness gram data was entered after testing was complete, and fitness report cards are sent to parents.
	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**)	Principals	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Our PE classes do maintain vigorous physical activity for over 50% of the PE class period. This is confirmed through observations by the administrators.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (**Required**)	P.E. Teacher	Pedometers; heart rate monitors	We do not have access to heart rate monitors so the PE coaches teach the children to calculate their heart rate manually. The students do get to use pedometers.
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**)	Principals	Yearly Plan Form Lesson Plans Visible During Class Time Observation	Our PE teachers are following the curriculum and have the students active for the majority of the class time. This is confirmed through observations by the administrators.
K-5	Ensure students are receiving daily unstructured play during recess. (**Required**)	Principals	Master Schedule, Staff Supervising Schedule	August 2016- Our schedule has in place 20-30 minutes of recess for each grade level before or after lunch. All grade levels allow for unstructured play during recess.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (**Required**)	Principals	Resources available upon request	Observations and walkthroughs show that teachers are using brain breaks throughout the day across the grade levels especially in grades K-3. They use Brain Pop and Go Noodle for brain breaks.
	ATTENDANCE: Forms are available on inside.pisd			
K-8	Monitor attendance of students and follow up on prominent and chronic absences. (**Required**) • Start Attendance BIP for students who show problems	Assistant Principal	Pinnacle, Attendance Sheet	Letters are sent out on a monthly basis or sooner for excessive absences or tardies. This year 20 warning letters were sent out in the fall semester, and 51 warning letters were sent out in the spring semester. I'm Present invitations were sent to 20 parents. The assistant principal had phone conferences

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	• Send out letters to parents to warn them about excessive absences and tardies • Conduct Attendance BIP meetings for students with chronic attendance problems			regarding attendance with 8 families and in person conversations with 3 families. We had 14 families in for Attendance Committee meetings in May.

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)** • August 2016 administrators met and discussed needs for duties to monitor high risk areas. • Discussed with team leaders during August meeting.	Principal /Asst. Principal	Staff feedback/ survey	**Formative Notes:** Leadership team met in August and discussed monitoring schedule and where the needs were. **Summative Notes:** In April, we asked teachers who were on the main hallway to step out and monitor the hallways in the mornings to make sure students were going to class in an orderly manner. This change has greatly improved the hallway behavior and reduced the number of students running in the hallway.
	Monitor high risk areas. **(Required)** • Duty schedule was created in August, and is continually monitored by administrators.	Principal Designee	Staff assignments/ schedule	Duty schedule is monitored by administrators and has been followed by staff members.
	Follow Campus Rules/Expectations. **(Required)** • Announcements are made to discuss relevant behavior issues. • Citizenship PLC developed goals for behavior during September meeting. • We are changing Citizen of the Month to match the Schell Character traits now called Coyote Kid	Principal/Citizenship PLC	Code of Conduct, District Handbook Campus Handbook	Citizenship PLC meets regularly to discuss goals for school behavior at Schell. January 9- the Citizenship PLC attended a Momentous Institute Training on the importance of SEL. They then presented the information to the staff at the January 25 staff meeting. We had 6 Coyote Kid breakfasts for students who were selected by their teachers as exhibiting certain character traits. The dates of the breakfasts were 9/30, 11/18, 1/13, 2/24, 4/7, and 5/26.
Staff	**EDUCATION:**			
	Participate in annual staff training on bullying/sexual harassment. **(Required)** • Counselor presented bullying, suicide	Principal/Counselor	Handouts/PowerPoint	August 17, 2016- Our school counselors presented staff training on anti-bullying measures, procedures for students who make suicidal statements, and information on reporting

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	and child abuse prevention professional learning to staff during in-service. • Staff will complete online training through Safe Schools by December 16, 2016 for sexual harassment, sexual misconduct, and general ethics.			child abuse. All staff members completed the online training through Safe Schools by December 16, 2016.
	Review referral process. **(Required)** • Citizenship PLC reviewed positive behavior plan during September meeting and each member shared information with their grade levels.	Principal or designee	Campus referral plan	The Citizenship PLC continues to review the positive behavior plan and suggest changes as needed.
Staff	**INTERVENTION:**			
	Establish recommended intervention strategies for classroom/campus. **(Required)** • Citizenship PLC reviews intervention process at the Sept. PLC meeting • Grade levels develop plans for their students	Principal or designee (campus discipline staff)	Discipline Management Plan, Citizenship PLC	The Citizenship PLC continues to review the positive behavior plan and suggest changes as needed.
	Implement campus referral plan. **(Required)** • Referral plan is in place for students • Teachers will complete referral forms as needed	Principal or designee	Campus Referral Plan	Teachers follow referral plan for students and complete any needed forms.
	Utilize Discipline Management strategies. **(Required)**	Principal or designee	Discipline Management Plan, Citizenship PLC	Teachers utilize their grade level discipline management strategies. The Citizenship PLC presented discipline strategy suggestions at the January 25 staff meeting.

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)** • Positive Behavior Plan developed by Citizenship PLC • Teachers taught expectations to students during first week of school	Principal or designee	Code of Conduct/ Student-Parent Handbook/ Citizenship PLC Notes	September 14- PLC Citizenship team met and information was shared with grade level team members. Coyote Kid Breakfasts held: 9/30,
	Monitor high risk areas. **(Required)** • Duty schedule was created in August, and is continually monitored by administrators	All staff	Duty Schedule	Duty Schedule was shared with the staff the week of August 19. Administrators monitor throughout the year to make sure duty schedule is followed.
All Students	**EDUCATION:**			
	Explain referral process/contacts. **(Required)**	All teachers	Referral Plan	Teachers share their discipline plans including violence prevention and anti-bullying plans with students and with parents at Back to School Nights.
All Students	**INTERVENTION:**		(Please complete cells below)	
	Apply classroom interventions: **(Required)**	All teachers	Teaching Staff/Citizenship PLC goals and plan	August 2016- each team met during PDH days to finalize classroom interventions for their grade level
	Employ discipline interventions: **(Required)**	Designated staff	Teaching Staff/Citizenship PLC goals and plan	Each classroom employs discipline interventions including positive discipline plans and reward systems.
	Use other intervention strategies as necessary/appropriate. **(Required)**	Administrative staff or counselors	Teaching Staff/CMIT TEAM/Citizenship PLC goals and plan/ Grade level positive reinforcement plans/IEPs and Behavior Plans	Coyote Kid Breakfasts for good citizens held: 9/30, 11/18, 1/13, 2/24, 4/7, and 5/26
	Conference with parents/students. **(Required)**	Teachers or other staff	Teaching Staff, Administrators, Counselors	Teachers had fall parent conferences on October 10 and the lower grades had parent conferences the week of October 2, October 10, February 13, February 20, May 15, and May 22.

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**	Staff to help parents with Parent Portal/ Laptop Computers/Enews system	August 2016 computers were available for parent use at back to school nights. Computers are available throughout the year as parents enroll.	Formative Notes: August 17 & 18 - computers were available at Welcome Back events for parents to update parent portal. Staff was available to assist. First few weeks of school paper copies of information were provided to a few parents who could not access parent portal online. Summative Notes: Throughout the year paper copies of information is sent home for parents who don't have computer access.
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**	Teachers/Office Staff/ email and other communication with parents	August 2016, and as need arises when new students enroll	Teachers identify these families at the first of the year and send home paper copies of information for them.
Upgrade and maintain the campus website for easy access and increased communication with the community. **Funding source: state & local**	CTA/Teachers/Computers	CTA updated the website in August and will continue to do so throughout the year	August 2016- new CTA attended website training, and updated the website with new staff members and pictures.
Communicate information through eNews. **Funding source: state & local**	CTA/Computers/eNews system	eNews is sent out weekly	August 2016- new CTA attended eNews training, and sends out eNews weekly on each Thursday. We share information from Schell and district events that might interest our families.
Utilize social media to keep parents and community informed. **Funding source: state & local**	Assistant Principal/Computers/Social Media Platforms	Twitter and Facebook are updated several times a week	Assistant principal updates Facebook and Twitter posts weekly. Teachers send in pictures with learning activities occurring in classroom throughout the year.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. **Funding source: state and local**	Monthly PTA board meetings/Conference Room/Meeting Notes	June 23, 2016 PTA President met with Administrators to plan for the upcoming year. Monthly PTA Board Meetings are	June 23, 2016 PTA President met with Administrators to plan for the upcoming year. PTA Board Meetings held: 9/9, 10/7, 11/4, 12/2, 1/6, 2/3, 3/3, 4/7, 5/5

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
		planned for 2nd Friday of the month	
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). **Funding source: state & local**	PTA members/ Schell Staff/ Plano ISD Parent Education Department/Choir Materials	Parent Breakfast on August 22 October 22 Fun Run/K Fall and Spring Parent Education programs Math Night November 2016 Literacy Night in April 2017 Multicultural Week in the fall Choir and Grade Level Programs in the fall and spring PISD Monthly parenting programs shared on social media and in eNews monthly	PTA sponsored Parent Breakfast on August 22 October 6, 2016- counselor sent out survey for parent education interest in eNews October 22- over 200 parents, students, and staff attended the Fun Run/5K The counselor provided two parent education meetings in the fall and one in the spring. The topics involved raising responsible children, and internet safety.

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: Principal volunteers to attend one recruiting trip per year Summative Notes: **Principal was not selected for a recruiting trip this year.**
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	Schell does not have 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	Schell is hosting an SLP intern this fall
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	All teachers attended required curriculum in-service during the school year. Teachers also attend personal professional learning activities related to their goal through PISD, Region X, and webinars, etc. PDH activities are planned for staff meetings: September 14- Fall GT Update, and Child Find October 12- Using Data to Help Create Intervention Groups
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards. **Title I Component 5** **Funding source: State and Local**	July 2016 to June 2017	All Schell teachers are highly qualified.