



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Barron Elementary

Principal: Michele Loper

Mission Statement:

Inspiring All Students to Reach Their Full Potential.



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): **October 5th, 4:00 – 5:00 pm**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **January 25th, 4:00 – 5:00 pm**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **May 31st, 4:00 – 5:00 pm**

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	\$300,000	Total Funding for 5 Title I Support Teachers	
Parental Engagement	\$2,000	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	\$7,000	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
Hillary Butler	Faculty Member	2014 - 2015	10/5/16	1/25/17	5/31/17
Maritza Lugo	Faculty Member	2016 - 2017	10/5/16	1/25/17	5/31/17
Ryon Simon/Chelsea Genovich	Faculty Member	2016 - 2017	10/5/16	1/25/17	5/31/17
Jasmine Arias	Faculty Member	2015 - 2016	10/5/16	1/25/17	
Erin Hughes	Faculty Member	2015 - 2016	10/5/16	1/25/17	5/31/17
Hannah Philley	Faculty Member, Special Education	2016 - 2017	10/5/16	1/25/17	5/31/17
Michele Loper	Principal	2009 - 2010			
Julia Haun	District Professional	2016 - 2017			
Ben Braden	Campus Professional, Non-teaching	2015 - 2016	10/5/16	1/25/17	5/31/17
Rosie Potter	Support Staff Member	2015 - 2016	10/5/16	1/22/17	5/31/17
Larry Pepper	Parent-Selected by PTA				
<i>Committee member search still in progress</i>	Parent-Selected by Principal				
<i>Committee member search still in progress</i>	Parent				
<i>Committee member search still in progress</i>	Parent				
<i>Committee member search still in progress</i>	Parent				
<i>Committee member search still in progress</i>	Parent				
<i>Committee member search still in progress</i>	Community Member				
<i>Committee member search still in progress</i>	Community Member				
Capital One	Business Representative	2016 - 2017			
Capital One	Business Representative	2016 - 2017			

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

District-Wide Goals

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

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

Improvement Plan Critical Actions

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

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (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. Promote strategies and build structures and schedules to support academic rigor by defining high-yield instructional strategies and reinforcing their use in all classrooms. **PPPA SW #11**
2. Promote strategies and build structures and schedules to support academic rigor by defining high-yield instructional strategies and reinforcing their use in all classrooms for **ESL students. PPPA SW #11**
3. Promote strategies and build structures and schedules to support academic rigor by defining high-yield instructional strategies and reinforcing their use in all classrooms with a focus on **Guided Reading. PPPA SW #11**
4. Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. **PPPA SW #17**
- 5.


Critical Action 1

Critical Action: Promote strategies and build structures and schedules to support academic rigor by defining high-yield instructional strategies and reinforcing their use in all classrooms. PPPA SW #11

Project Lead:		Ronnie Cantu and Julie Jackson						
Staff, Title I Staff:		All instructional Staff, Title I staff, Counselors, Special Education teacher, Specialists and Specials teachers						
Materials and Resources:		Trainer – Julie Jackson will bring her own materials. Funding through Multilingual Department						
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: Title I students

Strategies for Accomplishing Critical Action 1:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Promote a common understanding of high-yield instructional strategies</p> <p>All instructional staff members will participate in “Interactive Word Wall” training with Julie Jackson.</p> <p>(Components 1, 2, 4, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	August 19, 2016	Staff Sign in sheet.	<p>Formative Notes: Participated in Interactive Word Wall training with Julie Jackson. Several teachers have been asked to share their learning and implementation of this strategy with different groups throughout the district, including principals at an iLead meeting.</p> <p>Summative Notes:</p> 

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Reinforce the use of high yield Instructional strategies</p> <p>Each teacher will be expected to create and use at least one Interactive Word Wall per semester.</p> <p>Pictures of Interactive Word Walls posted in classrooms, shared on Google Drive and/or tweeted.</p> <p>Continued professional development through Science Toolkit and other various resources throughout the school year that is connected to personal T-TESS goals and common interest</p> <p>Grade levels will share how they are using interactive world walls at staff meetings</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	<p>Minimum of one interactive world wall per semester</p>	<p>-Pictures of Interactive Word Walls posted in classrooms, shared on Google Drive and/or tweeted.</p> <p>-Continued professional development through Science Toolkit and other various resources throughout the school year that is connected to personal T-TESS goals and common interest</p> <p>-Walkthrough data</p> <p>-Grade levels will share how they are using interactive world walls at staff meetings</p>	<p>Formative Notes:</p> <p>Staff members have presented their use of interactive word walls with other staff members via social media, google drive, walk-thrus and staff meetings.</p> <p>Summative Notes:</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
			

Critical Action 2

Critical Action: Promote strategies and build structures and schedules to support academic rigor by defining high-yield instructional strategies and reinforcing their use in all classrooms for **ESL students**. PPPA SW #11

Project Lead:	ESL teachers - Michele McNeel and Susy Prince						
Staff, Title I Staff:	All instructional Staff, Title I staff, Counselors, Special Education teacher, Specialists and Specials teachers						
Materials and Resources:	Books for all instructional staff: 7 Steps to a Language Rich Interactive Classroom						
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 checked="" type="checkbox"/> 5 th grade
	<input checked="" type="checkbox"/> Other: EL STUDENTS						

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
Promote a common understanding of high-yield instructional strategies All instructional staff members will participate in 6 sessions of an ELD book study to focus on 7 steps all teachers can use to create interactive, language-rich, and highly-engaging classrooms to improve student interaction and academic literacy. (Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local	Sept. 6, Sept. 20, Sept 27 (Google Classroom), Jan. 3, Jan. 10, Jan. 17	Sign-in Sheets, Survey after each session, Google Classroom Interaction	Formative Notes: Participated in the ELD book study. Teachers loved the collaboration this afforded them. Summative Notes: <ul style="list-style-type: none"> The committee believes that Barron Elementary is an ELD centered school. The PLC sessions were held but it wasn't necessarily new learning. Teachers were given the opportunity to deepen their knowledge of ELD strategies.
Reinforce the use of high yield Instructional strategies After each session, staff members will include new learning in lesson plans at least once a week. (Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local	Weekly	Lesson Plans	Formative Notes: ½ of the grade levels have added these to their lesson plans. Summative Notes: <ul style="list-style-type: none"> ELD strategies are in every lesson plan in every grade level. Administrators check weekly.
Identify best instructional practices based on student performance data Teachers will post results with using new learning in Google Classroom. (Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local	After each set of three sessions.	Google Classroom	Formative Notes: Teachers have not began implementing this yet. Summative Notes: <ul style="list-style-type: none"> Teachers did not post results of new learning in Google Classroom. Barron Elementary now has 1:1 integration of Google Chromebooks and teachers are excited to attempt this next year.

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Evaluate the effectiveness of high-yield instructional strategies</p> <p>Leadership team will analyze TELPAS results and compare to previous year.</p> <p>(Components 1, 2, 8, 9, 10)</p> <p>Funding source: Title I, SCE, State and Local</p>	<p>Late sprint - After receipt of TELPAS results</p>	<p>Teacher TELPAS data sheets</p>	<p>Formative Notes: Teachers have added data to a Google doc and Ellevation.</p> <p>Summative Notes:</p> <ul style="list-style-type: none"> - Teachers, specialists and administrators analyzed TELPAS data in Ellevation, Google Docs, and other professional meetings. - 3 Grade levels advanced and 3 grade levels did not.

Critical Action 3

Critical Action: Promote strategies and build structures and schedules to support academic rigor by defining high-yield instructional strategies and reinforcing their use in all classrooms with a focus on **Guided Reading**. PPPA SW #11

Project Lead:	Guided Reading Training Team Kayla Casillas, Cynthia Buggs, Marie Ward, Alethia Lamp, Yomaida England, Rosie Potter, Christina Henderson, April Martin, Pamela Cereceres						
Staff, Title I Staff:	All Instruction Staff responsible for teaching Reading						
Materials and Resources:	The book, "Next Step in Guided Reading" as well as research articles/materials received from district training.						
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 checked="" type="checkbox"/> Other: READING						

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
Promote a common understanding of high-yield instructional strategies All instructional staff members who teach reading will participate in 6 guided reading PLCs specifically designed for K-2 or 3-5. (Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local	Oct. 4, Oct. 11, Oct. 18, Feb. 7, Feb. 14, and Feb. 21.	Sign-in sheets, survey after each session, Google Classroom Interaction	Formative Notes: Flip chart that was provided to the staff has been very helpful. Summative Notes: <ul style="list-style-type: none"> - Was helpful in reminding staff how to implement Plano Lit. - Staff members shared flexible grouping at this PLC and many grade levels found success flexibly grouping students, particularly 1st grade. - For detailed information on 1st Grade Flexible Grouping: http://www.benbraden.com/2017/04/guest-post-flexible-grouping.html
Reinforce the use of high yield Instructional strategies All instructional staff members who teach math will participate in 6 math PLCs specifically designed hard to teach/difficult to learn math skills. (Matt Clark, Danilo Vargas, Jatonne Lee, Dennise Lucio) (Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local	Oct. 4, Oct. 11, Oct. 18, Feb. 7, Feb. 14, and Feb. 21.	Sign-in sheets, notes about learning, lesson plans.	Formative Notes: Summative Notes: <ul style="list-style-type: none"> - Staff members attended the 6 Math PLC's that were specifically designed for their learning.

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Identify best instructional practices based on student performance data</p> <p>All instructional staff member who teach subjects other than reading or math will participate in 6 content specific PLCs specifically designed for PE, art, music, library, SLP and counseling.</p> <p>(Components 1, 2, 8, 9, 10)</p> <p>Funding source: Title I, SCE, State and Local</p>	<p>Oct. 4, Oct. 11, Oct. 18, Feb. 7, Feb. 14, and Feb. 21.</p>	<p>Sign-in sheets, plan to use new learning</p>	<p>Formative Notes:</p> <p>Summative Notes:</p> <ul style="list-style-type: none"> - Staff members who teach subjects other than reading or math participated in 6 content specific PLCs.

Critical Action 4

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:	Janice Lauten, Erin Nichols, April, Lilli Wisler						
Staff, Title I Staff:	Adult Temp, grades 3, 4, 5 teachers						
Materials and Resources:	Intervention Materials; \$6,400 – Title I funding - (\$2,800 for Adult Temp and \$3,600 for Saturday School)						
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 checked="" type="checkbox"/> Title I and at-risk students						

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
Proactively develop intervention plans for students performing below grade level Staff will use assessment data to identify students in grades K – 5 who are performing below grade level. (Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local	Admin Team Meeting, Goal Setting Meeting,	Data Notebooks	Formative Notes: MAP, Telpas, Data Binder, ARDs, Tejas Le, CMIT, Kid Talk Notes, etc. Summative Notes: <ul style="list-style-type: none"> - MAP, TELPAS, Data Binders, ARDs, Tejas Le, CMIT, Kid Talk Notes, STAAR, PES Growth Chart - Used the resources listed above to identify students in grades K-5 who were performing below grade level.
Provide proactive support for students performing below grade level Use Targeted Interventions to address learning needs of students in K – 5 by supplementing classroom interventions with targeted support from an Adult Temp. (\$2,800) (Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local	100 hours between end of Sept and end of 1st semester	Tier 2 documentation	Formative Notes: Summative Notes:
Proactively develop intervention plans for students performing below grade level Use Targeted Interventions to address learning needs of students by supplementing classroom interventions in 3 - 5 with targeted support during extended school weeks. (\$3,600) (Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local	2 Saturdays in Feb. and March	Lesson Plans and attendance lists	Formative Notes: Summative Notes: <ul style="list-style-type: none"> - Two Saturday schools – March 18th & April 29th - Jump Start for the 2016-2017 and 2017-2018 school years.

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Provide academic support aligned with the district curriculum</p> <p>Use Targeted interventions aligned with the district curriculum to provide academic support for students performing below grade level in K – 5 with Tier 2 and Tier 3 Interventions during the instructional day.</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	<p>3 – 4 times a week for Tier 2 students 4 – 5 times a week for Tier 3 students</p>	<p>Tier 2/Tier 3 documentation binders</p>	<p>Summative Notes: Teachers have done this 3-5 times a week, depending on the Tier level of the students they are working with. Teachers have been able to bring this to another level through their learning of guided reading strategies this year.</p>
<p>Evaluate the effectiveness of student interventions</p> <p>Ongoing informal assessments, IRIs, Plano Lit, MAP and STAAR will be used to evaluate the effectiveness of student interventions.</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	<p>Daily/weekly informal assessments; Beginning/Middle/End of year assessments for IRIs, Plano Lit and MAP End of year for STAAR</p>	<p>Results of assessments and action plan for mid-course corrections</p>	<p>Summative Notes: These are discussed in CMITs, ARDs, Kid Talk Notes, etc.</p> <ul style="list-style-type: none"> - Grade level tutoring and Saturday school was implemented based off the needs of the students which was learned from this data.

Health, Fitness and Attendance

Critical Action:

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

Strategies for Accomplishing Health, Fitness and Attendance Critical Action:

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	COORDINATED SCHOOL HEALTH:			
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. (Required - Form Provided)	Principal	Campus Wellness Plan	Formative Notes: Coach Simon has taken the lead of the Campus Wellness Team. Summative Notes: - Campus wellness team met 2 times during the school year - November 15 th & April 27 th .
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	Contact Michele Gomez for parent liaison
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	K-2: Incorporating CSH the last 5 min of class before transitioning to Music
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	Starting bulletin board first week in Oct. and continuing to change it monthly
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	Forward Ben any information we receive regarding Wellness ideas/Health Fairs/etc.
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	Assess all eligible students Spring of 2017
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	P.E. Teacher	Fitnessgram Student Report	Enter data for 3 rd -5 th grades, print 4 th grade only and send home

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. (Required)			
	PHYSICAL ACTIVITY REQUIREMENTS:			
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. (Required - Form Provided)	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Delivering rigorous lessons that promote required minutes of physical activity
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	Purchasing 6-8 pedometers to have enough for each group to utilize them
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	Yearly plan, Lesson plans, CSH Bulletin Board
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	Master schedule
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	Share brain break activities with staff members
	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	N/A

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 Discipline/office referral data	Ongoing Assistant Principal collects discipline/office referral data throughout the school year and identifies any high risk areas and disseminates that information with grade level teams, counselors, and office team.
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	Students are monitored through CMIT, kid talk, lunch group and guidance classes.
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	Staff training on Sept 21. 2016/Grade level pride plans
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	Staff training on Sept 15. 2016, Bullying Sign in Sheet Suicide Prevention Safe School due September 16
	Review referral process. (Required)	Principal or designee	Campus referral plan	Beginning of the year review of grade level pride plans-see attached documents
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	Mentor program (through Collin Creek Church) morning greetings by all staff members, small group lesson targeted skills
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	Refer to grade level pride plans
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	See grade level pride plans

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	Monthly citizenship of the month breakfast done by the counselor, Plano Rotary Club-Citizen of the year for 4 th and 5 th grade students, grade level pride plans
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	Daily check-ins with student on the practice plan (see grade level pride plans)
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	Grade level pride plans
All Students	INTERVENTION:			
	Apply classroom interventions: (Required)	All teachers	Pride Plan Corner	Reflections, plans for positive change, practice plans
	Employ discipline interventions: (Required)	Designated staff	Follow grade level discipline plans	Grade level pride plans
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Incident referral forms for "Straight Across" or once indicated per grade level plan	Refer to guidance counselor for lunch groups, frequent check-ins, parent phone calls as they were needed.
	Conference with parents/students. (Required)	Teachers or other staff	Pride Plan Corner	Phone calls to parents the day of a harassment/bullying report, student conferences

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	Parent Liaison, school counselors, Assistant principal and Paraprofessionals	Aug 2016, as the need arises with new enrollees	Formative Notes: Sign up sessions were scheduled in August. Mobile Computer classes have been scheduled from Sept-Dec to provide parents with computer skills and help them access Parent Portal Sign-in sheets Summative Notes: - Over 90% of parents were registered on Parent Portal.
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	Parent Liaison, CTA	Aug 2016, as the need arises	Throughout the year information is sent on Thursday folders
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	CTA	Initial update in Aug 2016, as the need arises	Website is updated throughout the year by the school's CTA
Communicate information through eNews. Funding source: state & local	CTA, Principal	As the need arises August 2016-June 2017	
Utilize social media to keep parents and community informed. Funding source: state & local	CTA and Assistant Principal	As the need arises August 2016-June 2017	The school has Facebook and Twitter accounts that are continuously updated during the year
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	Principal	Monthly meetings starting August 2016-June 2017	Principal meets with the PTA board twice a month
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: state & local	Parent Liaison/School Counselors	August 2016- June 2017	Parenting classes covering different topics have been scheduled for the year. (Sign in sheets are being kept for documentation)

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	Summative Notes: - Assistant Principal and 3 teacher leaders attended the Plano ISD job fair at Plano West High School 4/22/17
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	- Assistant Principal and 3 teacher leaders attended the Plano ISD job fair at Plano West High School 4/22/17
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	- Assistant Principal and 3 teacher leaders attended the Plano ISD job fair at Plano West High School 4/22/17
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators. Title I Component 4 and 5 Funding source: State and Local	July 2016 to June 2017	- Teachers attended district wide training throughout the 2016-2017 school year.
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	

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.

Project Lead:	K-2 Counselor, Kindergarten teachers
Staff, Title I Staff:	Pre-K and Kindergarten staff
Materials and Resources:	RAMP UP Kits

Strategies for Accomplishing Transition Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Pre-K staff work collaboratively with Kindergarten staff throughout the school year.	August 2016-June 2017	Summative Notes: Kindergarten teachers are invited to transition ARD meetings. Kindergarten teachers and K-2 Counselor are invited to some EOY CMIT meetings when needed
Parent orientations are held to explain the kindergarten program to parents.	Spring semester	
Transition books are used with students and families to provide pictorial support during transition. Components: 5, 6, 7 and 9 Funding Sources: Title I, State and Local	Spring semester	PK teachers provide the students with books. PK Counselor reads books about transitions. K-2 Counselor is invited to the PK Campus to meet the students
Have preschool teachers provide the future kindergarten teacher with children's portfolios or a written record of their learning during preschool.	June 2017	
P arent 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.	March- April 2017	Parent workshops were offered to all parents enrolling children in kindergarten. Kindergarten staff members walked through the Barron Elementary neighborhood and delivered flyers advertising Kindergarten roundup in which RAMP Up kits were given to families.
NEW - Arrange for new preschool teachers to visit each Kindergarten classrooms.	Jan-April 2017	Kindergarten counselor and Assistant Principal participated in a Google Hangout. The Counselor was at the preschool campus and the Assistant Principal gave the students a virtual tour of the building.