



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Robinson Middle School

Principal: **Billie Jean Lee**

Mission Statement:

Students are the foundation at Robinson Middle School. We are dedicated to promoting confident, responsible learners who achieve their personal best.

Planning Timelines and Meeting Dates

- Needs analysis (STAAR GAP Analysis), goal setting, analysis of Critical Actions and strategic planning: **July - September 2017**
- Campus teacher data analysis day: **August - September 2017**
- SBIC Plan due for DBIC review: **October 6, 2017**
- Meeting 1: SBIC approves the improvement plan (by October 4, 2017): **Wednesday, September 27, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Tuesday, January 30, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Tuesday, May 29, 2018**

2017-2018 Campus Status Check all that apply

- Title III English Language 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
3 (HQ)	Instruction by State Certified Teachers	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 \$	Total Funding for # Title I Support Teachers	
Parental Engagement	\$ Enter funding \$	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	\$ Enter funding \$	Additional Title I Funding (i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities)	

TEA Strategic Priorities

Every child, prepared for success in college, a career or the military.			
Goal 1	<u>Recruit, support, and retain</u> Teachers and Principals	Goal 3	Connect high school to <u>career</u> and <u>college</u>
Goal 2	Build a <u>foundation</u> of <u>reading</u> and <u>mathematics</u>	Goal 4	<u>Improve</u> low-performing schools

SBIC Committee

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Becky Caddell	Faculty Member	2009	Yes	Yes	Yes
Deborah Dabbs	Faculty Member	2015	Yes	Yes	Yes
Lisa Arriaga	Faculty Member	2016	Yes	Yes	
Nick Thomason	Faculty Member	2015	Yes		
Kayla Gassiott	Faculty Member	2017	Yes	Yes	
Hoda Abdel-Ghani	Faculty Member, Special Ed	2015	Yes	Yes	
Billie Jean Lee	Principal	2010	Yes	Yes	Yes
Noel McBee	District Professional	2017	Yes	Yes	
Sara Seoighe	Campus Professional, Non-teaching	2017	Yes	Yes	Yes
Christie Camizzi	Support Staff Member	2015	Yes	Yes	Report provided
Lavina Kayyal	Parent-Selected by PTA	2017	Yes	Yes	Yes
Martha Gonzalez	Parent-Selected by Principal	2016	Yes	Yes	Yes
Buffy Bynum	Parent	2017	Yes	Yes	Yes
Shari Hopkins	Parent	2017	Yes	Yes	
Dori Berg	Parent	2017			
Martine Whitten	Parent	2015	Yes	Yes	
Billy Long	Community Member	2017			
	Community Member	2017			
Nora Henson	Business Representative	2017	Yes	Yes	
Devin Dusek	Business Representative	2017			
Keith LaFlower	Ad Hoc Member ^{Optional}	2017	Yes	Yes	

Information regarding the SBIC Committee, membership, terms, etc. (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 Approaches Grade Level Standard on STAAR/EOC).

District-Wide Goals	Title I Components	Applicable Student Groups
<p>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.</p>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<p>Violence Prevention and Bullying</p>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<p>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.</p>	<p>1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)</p>	<p>All</p>
<p>Transition: The campus will assist students in making a successful transition between: early childhood to elementary; elementary to middle school; middle school to high school; and high school/sr. high school to college, the workplace or the military.</p>	<p>1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)</p>	<p>All</p>
<p>State Certified Teachers and Highly Qualified Paraprofessional Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.</p>	<p>1 (Comprehensive Needs Assessment) 3 (Instruction by State Certified Staff) 4 (High-Quality Professional Development) 5 (Strategies to Attract State Certified Teachers) 10 (Coordination and Integration)</p>	<p>All</p>

Summary of 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 diagnostic);
- STAAR/EOC GAP Analyses;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

School Wide and/or Targeted Core-Subject Critical Actions
1. Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives. (CL BP#15)
2.
3.
4.
<p>Critical Actions to Address Missed State Safeguards:</p> <ul style="list-style-type: none"> • Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P³A Best Practice #17) • Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P³A Best Practice #13) • Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P³A Best Practice #14)

Critical Action 1

Critical Action:

Project Lead:	Campus Principal							
Staff, Title I Staff:	Assistant Principals, Grade Level Team Members, PACE Specialist, Advanced Academics Coordinator							
Materials and Resources:	Lesson Plans, Campus-Created Peer Observation Forms, Campus-planned/District-planned/Region 10 Professional Development							
Targeted Area:	<input checked="" type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 1:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • 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>Extend learning for students who demonstrate early mastery</p> <ol style="list-style-type: none"> Help teachers distinguish between gifted students and those who have demonstrated early mastery of grade-level learning objectives. How do teachers determine which students have already mastered particular objectives? Is a system of pre-tests in place? Investigate the approaches teachers take in addressing students who demonstrate early mastery. Do they plan activities that extend students' thinking for any objective on which they demonstrate early mastery? This approach suggests a "deeper, not wider" approach. Students who demonstrate early mastery are sometimes provided unstructured time to study one of their interest areas. While not inherently bad, this open-ended learning opportunity does not ensure that students will be engaged in the type of activity that will seriously extend their thinking. Work with teacher teams to add a consideration of early-mastery students in their instructional planning. Have team members brainstorm the extended learning opportunities that will be provided for these students. New learning opportunities and activities should be carefully crafted to require deeper levels of thinking and investigation relative to the same standard for which they have demonstrated mastery. This means that options for students who need more challenging material must be 1) tightly aligned to the learning objectives of the written curriculum and 2) specifically assigned to students based on the learning objectives where they have demonstrated early mastery. If your district has not already provided teachers with these types of early-mastery materials relative to each academic objective, then certainly ask district leaders if this is a possibility. 	<p>Robinson Staff will focus on differences in early intervention/gifted learners in 4th Thursday afternoon staff meetings beginning September 28 October November. 2nd semester 4th Thursday staff meetings will focus on implementing early mastery activities into lessons, with two opportunities for peer walkthroughs in February and April. Teacher partners will observe each</p>		<p>Formative Notes: Sept. 28 – Corey Houchin, Robinson GT Specialist, present a staff meeting on characteristics of the GT learner. The idea was to help teachers differentiate between a gifted learner and those students who demonstrate early mastery. Teachers looked at IQ scale distribution, the PACE placement matrix, and characteristics of giftedness. In October, Jennifer Ruth from the PISD assessment Department worked with the leadership team, analyzing the 2016-17 Plano Effect Score – MAP Normative Growth Roster to create better understanding of quintile scores. Ms. Ruth modeled for the team a thought process to use with their departments to identify quintiles in which growth was/was not taking place. Also in October, the leadership team reflected on how they currently utilize planning time, and how they would like to use planning time. This provided the administrative team with important information for how planning is currently taking place, and what teams prioritize. On November 30, Mrs. Lee presented a session on Rigor and Depth v. Complexity. Teachers worked through a lesson in which the cognitive level of the lesson was increase through each level of Bloom's.</p>

<p>Action Step</p> <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step 	<p>Implementation Timeline per Action Step</p>	<p>Implementation Evidence per Action Step</p>	<p>Formative & Summative Notes per Action Step</p>
	<p>other, looking for evidence of these strategies, with time for feedback and reflection. Instructional specialists will be invited to department meetings in January to discuss early mastery implementation. (Grade-level department planning time during planning period.)</p>		<p>Summative Notes: Teachers are finding that they are responding well to students in need of interventions. We are finding that conversations about detailed lesson planning and ways to differentiate for learners, needs to be a focus. Continuing to discuss cognitive level of learning targets, classroom activities, and classroom assessments will be a focal point, with emphasis on how strategies can extend the learning for both GT students and early mastery students. In the spring, staff meetings continued their focus on early mastery-gifted education. Teachers reviewed articles on these topics and shared reflections with administrators via e-mail. Craig McKinney returned to Robinson in May to present a full-staff training, focusing on the article What it Means to Teach Gifted Learners Well by Carol Ann Tomlinson. The goal of the meeting was to look at practical applications for removing the ceiling for students in the classroom.</p>
<p>Identify specific work products/outcomes for extended learning</p> <ol style="list-style-type: none"> 1. Collect samples of extended learning activities that teachers are currently using to gauge the amount of structure provided in those assignments. Summarize your observations relative to the specificity of the assignments' purpose and desired outcomes. Share your observations with your leadership team and with your faculty. 2. Encourage teachers to work with their teams to define the work products and outcomes that will be expected for any extended learning opportunities in their classrooms. Oftentimes, when students are "ahead," they are allowed to work on projects that have no clear level of outcome specified. What type of student work would clearly demonstrate the desired level of student thinking for independent projects? Teachers should be clear and specific about what type of evidence they will accept to show that participating students did, indeed, extend their thinking 3. If extended opportunities are not already provided in the district's written curriculum resources, work with district leaders to request this type of support. 	<p>A May staff meeting will be devoted to teachers sharing samples of extended learning activities. Teachers will share in a small group setting.</p> <p>Administrative team will set aside time to meet with</p>		<p>This goal extended beyond the classroom, in that Robinson created advisory coding clubs, through collaboration with Dan Blier. Dan presented coding clubs to the staff and each staff member had an opportunity to work hands-on with a coding project. From there, coding clubs were implemented into our advisory classes. In addition, we implemented mindfulness lessons into our advisory, in collaboration with our PTA. PTA sponsored sixteen lessons over the course of April and May. This related to caring for the emotion needs of our students, particularly looking at stress and the GT student.</p> <p>In late May, teachers completed a survey regarding their learning and application in the classroom this year.</p>

<p>Action Step</p> <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step 	<p>Implementation Timeline per Action Step</p>	<p>Implementation Evidence per Action Step</p>	<p>Formative & Summative Notes per Action Step</p>
	<p>grade-level department teams during their planning time to guide discussions on early mastery planning and implementation.</p> <p>Department chairs will contact curriculum coordinators to provide support on this initiative.</p>		<p>According to the survey 90% of staff members either strongly agree or agree that they increased their knowledge of working with early mastery and GT students this year. 71% consider the needs of early master and GT learners when lesson planning. 90% of staff members say that they strongly agree or agree that they have a good understanding of the social-emotional needs of GT learners.</p>
<p>Work collectively to challenge students who demonstrate early mastery</p> <ol style="list-style-type: none"> 1. Examine the ways that teachers in your school currently collaborate to assist students in their classrooms who demonstrate early mastery of grade-level objectives. Ask all teachers to specify exactly how they team with peers to address the needs of these students. Discuss the responses in a school leadership meeting. 2. Meet with teacher teams to review the way teachers indicate they are currently collaborating. Identify any outstanding examples of collaboration to share with the entire faculty. 3. Ask each team to design an activity to increase this practice in your school. Have teachers team with other teachers of the same grade and subject to regroup students who show early mastery of any given academic objective. This practice describes a potentially powerful learning opportunity for students who demonstrate early mastery of any particular academic objective(s). Following a pre-test, regroup (across classrooms) those students who already show mastery of the knowledge and skills to be covered. Perhaps six different students across three classrooms will be identified. Group these students and provide a well-structured project to take their knowledge and skills to a deeper level on the learning objective. Perhaps the group can work together in the library or a designated learning lab where another adult can provide even greater stimulation. 	<p>Administrators will visit department planning meetings in October to examine ways in which early mastery is currently being addressed. Best practices will be shared in 4th Thursday staff meetings. A procedure will be developed to guide teachers in planning an early mastery activity to be implemented in ?</p>		

Critical Action Addressing Missed State Safeguards

Critical Actions to Address Missed State Safeguards:

- Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P³A Best Practice #17)
- Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P³A Best Practice #13)
- Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P³A Best Practice #14)

Project Lead:	Campus Principal, Special Education Team Leader, Special Education Assistant Team Leader							
Staff, Title I Staff:	Special Education Teachers, Intervention Teachers							
Materials and Resources:	Local and State Assessment Data, PISD Curriculum Planner, Lesson Plans							
Targeted Area:	<input checked="" type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Actions to Address Missed State Safeguards:

Action Step <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • 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
SW #17 - Proactively develop intervention plans for students performing below grade level For proposed Action Steps see SAMPLE – Missed State Safeguard			Formative Notes: Robinson administrators, academic specialist, and SpEd team leader review data each summer to ensure that students receive the appropriate interventions in the fall. Summative Notes: A math teacher was identified at each grade level to provide math support for students who performed below grade level. Students were pulled from advisory two days per week (1:17 – 1:51) for math support.
SW #17 - Provide proactive support for students performing below grade level			In addition to reading classes, the reading/dyslexia specialist pulled students during advisory to work on fluency at least once per week. Reading partners were assigned to help with this process.
SW #17 - Provide academic support aligned with the district curriculum			Resource/applied teachers also pulled students who were served through special education for additional intervention.
SW #17 - Evaluate the effectiveness of student interventions			
CL #13 - Provide tutorials that target specific objectives			
CL #13 - Train and use peer tutors to support student			

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • 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
CL #14 - Seek support from team members to assist students performing below grade level			
CL #14 - Seek support from multiple staff members			
CL #14 - Seek support from parents			

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. (Required Action Steps per 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.	Principal	Campus Wellness Plan	Formative Notes: The Wellness Committee plans to meet four times this year. Robinson was award the healthy Zone School Recognition. Money from this program, sponsored by the Cooper Clinic, will provide nutrition bulletin board signage, various types of PE equipment, water filters, clinic equipment such as new blood pressure monitors and oxygen saturation monitor. The committee is focusing on plans that provide wellness activities for both the campus and the community.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	
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.	Principal	Coordinated School Health Curriculum	Summative Notes: Multiple family nights were held to provide yoga and badminton activities for students and families. A teacher appreciation event provided teacher's with chair massages. A community fun run was planned, but was rained out. A biggest loser staff competition was held.
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.	P.E. Teacher/ Staff	Coordinated School Health Curriculum	The wellness committee partnered with FANS for a Harvest of the Month focus.
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	The school nurse created a wellness blog and provided staff education via wellness blurbs, bathroom readers, and break room bulletin boards.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Two coaches worked with the Wellness Committee to provide information and updates on health and PE classes.
4 th & 7 th	Ensure all data for 3 rd - 8 th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.	P.E. Teacher	Fitnessgram Student Report	
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.	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Formative Notes: Students are required to complete four semesters of PE in middle school. This is scheduled as a regular part of the school day with 47-minute class periods. The PE department focused on more frequent and
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	consistent planning this year, meeting weekly on Fridays to ensure curriculum was covered, addressing all TEKS.
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.	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	Summative Notes: Several PE teachers worked toward a goal of more frequent use of technology in the classroom to help students monitor their own fitness levels.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	The campus partnered with the PTA this year to present Mindfulness lessons which helped students learn how to take brain breaks throughout the day.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	
ATTENDANCE:				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Formative: All staff is trained in appropriate attendance procedures, to ensure student safety and attendance accuracy. Administrators meet weekly with academic teams to discuss attendance concerns. In addition, attendance reports are run every three weeks to track attendance problems.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				Summative notes: The campus works with parents to develop a plan when students are frequently absence. That plan may include serving the student through CMIT if there is a medical need. In addition, students may be assigned make-up time through tutorials and Friday Night Live, or the families could be assigned to a class to help address attendance concerns.

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. (Required Action Steps per 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.	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	<p>Formative Notes: The administration works collaboratively with the staff to develop a supervision schedule that covers all high risk areas. Each staff member is assigned one weekly duty assignment before or after school. It is also an expectation that teachers be present in the hallways between classes. Administrators and counselors are present in the cafeteria for all lunches. Administrators train students in small group settings during advisory classes during the first semester on the expectations and Code of Conduct.</p> <p>Summative Notes: The PBIS committee presented a series of lessons via RDNN to review student expectations, particularly in common areas. With the upcoming renovation, there will be a need to re-examine the supervision plan to ensure all high risk areas are covered.</p>
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	Formative: The district has implemented extensive staff training via Safe Schools videos that are completed in the first semester. In addition, the campus provides training to both staff and students on the subject of bullying

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Review referral process.	Principal or designee	Campus referral plan	Summative: Staff will review the referral process in detail in the August 2018 campus PDH.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Our campus has worked on PBIS strategies as overseen by a committee of teachers. This year, we will move more toward an SEL model in implementing expectations for students.
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	An SEL facilitator has been selected and will oversee SEL implementation for 2018-19. The facilitator will attend district training on July 23 and 24, 2018.
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	

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.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Formative Notes: Advisory time is utilized for reviewing expectations with students through a variety of means: RDNN announcements, PBIS presentations, and SEL strategies.
	Monitor high risk areas.	All staff	Schedule (if necessary)	Bullying presentations are done by the counselors at the beginning of the school year in small group settings by grade level. In addition, staff is trained by the counselors at the beginning of the year in order to identify bullying and support students who report bullying.
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	Summative: Students are encouraged to report and have access to front office personnel at all times. Statement forms are provided, and students are trained in how to report concerns.
All Students	INTERVENTION:			
	Apply classroom interventions.	All teachers		The staff has been trained in restorative practices, and discipline referrals have decreased significantly through utilizing this approach.
	Employ discipline interventions.	Designated staff		
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors		
	Conference with parents/students.	Teachers or other staff		

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 per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local</p>			<p>Formative Notes: The campus has moved to electronic versions of all forms and provides parents with access to computers, if needed.</p> <p>Summative Notes: This year, a parent academy was held at the Fall Open House to explain to newcomers how to access this information. A Parent Welcome Coffee was hosted in May to prepare incoming 5th grade parents on how to access these tools.</p>
<p>Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local</p>			<p>The campus communicates regularly via e-news, School Messenger and Twitter. The PTA supports this communication through their website and Facebook page.</p>
<p>Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</p>			<p>The campus advisory period is also utilized whenever hard copies of information needs to be distributed. The principal meets with the PTA board on a monthly basis and with the PTA president prior to that meeting.</p>
<p>Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local</p>			<p>The PTA partnered with the campus to provide Red Ribbon Week programming, programming on parenting adolescents, as well as mindfulness sessions for students.</p>
<p>Utilize social media to keep parents and community informed. Funding source: State and Local</p>			
<p>PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local</p>			

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local			

Transition

Critical Action Step: The campus will assist students in making a successful transition between middle schools to high schools.

Strategies for Accomplishing Transition Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>Middle school counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding Sources: State and Local</p>			<p>Formative Notes: Middle School counselors presented programs for students on four-year planning with students and parents in attendance. Students receive individualized support when developing their high school schedules. High school counselors and representatives from the PISD academies visited students and provided informational videos to help provide guidance on high school pathways.</p> <p>Summative Notes: Students also explored careers this year through the program. 8th graders also explored careers during a Career Fair held in March.</p>
<p>Campus implements programs dealing with teasing, criticism, bullying, and anger control help students deal with peer pressure and learn to make wise decisions. Title I Components: 7 Funding Sources: State and Local</p>			
<p>Academic Conferences - Counselors meet with parents and students to discuss academic progress and assist in developing individual 4-year plans for high school. Title I Components: 7 Funding Sources: State and Local</p>			
<p>Parent programs are held to explain high school courses and scheduling to parents. Title I Components: 7 Funding Sources: State and Local</p>			

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. TEA Strategic Priorities Goal #1 Title I Component 5 Funding source: State and Local	August 2017 to May 2018	Formative Notes: Robinson administrators and staff members participate in district hiring events and recruitment trips each year. Summative Notes: Staff members participated in both the spring and summer job fairs. The principal attended a recruitment event at UTD in March.
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. TEA Strategic Priorities Goal #1 Title I Component 5 Funding source: State and Local	Monthly Bilingual Stipends, July 2017 to June 2018	
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. TEA Strategic Priorities Goal #1 Title I Component 5 Funding source: State and Local	August 2017 to May 2018	Robinson supports student teachers each semester and plans to have three student teachers in the fall of 2018.
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. TEA Strategic Priorities Goal #1 Title I Component 4 and 5 Funding source: State and Local	July 2017 to June 2018	

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>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.</p> <p>Title I Component 5 Funding source: State and Local</p>	<p>July 2017 to June 2018</p>	