



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Jackson Elementary

Principal: Andrea Cockrell

Mission Statement:

The mission of Jackson Elementary is to provide a supportive learning environment which develops responsible individuals who function successfully in an ever-changing society.

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): **October 6, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **January 24, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **May 30, 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	\$ 277,300	Total Funding for # Title I Support Teachers	
Parental Engagement	\$ 1500	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	\$ 2100	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	Recruit, support, and retain Teachers and Principals	Goal 3	Connect high school to career and college
Goal 2	Build a foundation of reading and mathematics	Goal 4	Improve low-performing schools

Information regarding the TEA Strategic Plan may be accessed here: http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

SBIC Committee

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Charity Soria	Faculty Member	2017			
Barbara Kuwitzky	Faculty Member	2015			
Andrea Hall	Faculty Member	2016			
Elise Adams	Faculty Member	2017			
Kate Kuwitzky	Faculty Member	2016			
Amanda Blumenberg	Faculty Member	2017			
Stephanie Stoller	Faculty Member, Special Ed	2016			
Andrea Cockrell	Principal	2013			
Jeanette Aguirre	District Professional	2017			
Kamili Carthledge	Campus Professional, Non-teaching	2014			
Mercedes Tran	Support Staff Member	2015			
Tammy Baldwin	Parent-Selected by PTA	2016			
Starr Laqua	Parent-Selected by Principal	2017			
Jennifer Hillier	Parent	2016			
Greg Parks	Community Member	2017			
Shane Cox	Business Representative	2016			
	Ad Hoc Member ^{Optional}				

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 grade level 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 Grade Level Critical Actions

1. **Students will be able use various problem solving strategies and number sense to use the correct operation and appropriate algorithm needed to solve real world math problems.**
2. **Increase writing skills of our English Language Learners and economically disadvantaged students.**
3. **Increase students' reading comprehension skills across all content areas.**

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)

Critical Action 1

Critical Action: Students will be able use various problem solving strategies and number sense to use the correct operation and appropriate algorithm needed to solve real world math problems.

Project Lead:		Kamili Carthledge, Marci Johannes, Heather Cain, Mary St. Clair						
Staff, Title I Staff:		K-5 Math teachers and Instructional Specialists						
Materials and Resources:		PISD curriculum and district provided math instructional materials						
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 1:

Action Step <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
Staff training on helping students build number sense from the book <u>Number Talks</u> . Implement understanding of these concepts in planning and daily instruction.	PDH January 22 Monthly during Math PLC	Sign-in sheets	<u>Formative Notes:</u> Number Talks PDH has been moved to a future date. During monthly PLCs there’s been lots of discussion around Number Talks. <u>Summative Notes:</u> The teachers that implemented the Number Talks strategies and routines reported that their students’ computation abilities increased. Students also met expectations for Math MAP growth.
Teachers will use math manipulatives, visual representations, and concrete models to assist students with content. As teachers move through the content, they will help students make the transition from concrete models to more abstract pencil/paper application.	Daily during math instruction	Teacher observations and evaluation, MAP, performance tasks	<u>Formative Notes:</u> Across all grade levels, teachers have implemented math manipulatives, visual representation, and created models to assist students. <u>Summative Notes:</u> K-5 Math EOY MAP scores showed major gains. Teachers reported that increasing the use of manipulatives and visuals helped all students, especially ELL’s and Tier 3 students.
Math specialist and teachers will implement small group intervention and enrichment to target math skills based on MAP data. The small groups will focus on the specific needs of the group including computation, number sense, and problem solving strategies.	Daily during math IE	Lesson Plans, Increased MAP scores	<u>Formative Notes:</u> Small group interventions are implemented on a regular basis in grades K-5. <u>Summative Notes:</u> Students in grades 1-5 showed growth on the specific Math MAP strands taught during Intervention and Enrichment time. Overall Math MAP

			scores indicate better than average growth by the vast majority of students.
Grade level teams will study the UBD and TEKS to guide planning for problem solving lessons.	Weekly	Lesson plans PISD curriculum planner	<u>Formative Notes:</u> All grade levels follow the UBD model on a weekly basis when planning. <u>Summative Notes:</u> Lesson plans indicated an increased use of the district's new planning protocols when planning math lessons and interventions.

Critical Action 2

Critical Action: Increase writing skills of our English Language Learners and economically disadvantaged students.

Project Lead:		Betty Fancher, Liz Steinbaugh, Shelly Arthur						
Staff, Title I Staff:		K-5 teachers and Instructional Specialists						
Materials and Resources:		Lucy Calkins Kits, Empowering Writers, PISD curriculum planner						
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 2:

Action Step • 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
Use TELPAS writing proficiency levels, MAP Language Usage, quick writes, Writer’s Workshop, Lucy Calkins Writing curriculum, and teacher observations to provide targeted language and writing instruction.	Writing daily across the curriculum	Student TELPAS Proficiency levels will increase yearly; growth in MAP Language Usage scores	<u>Formative Notes:</u> School-wide, teachers foster daily writing using a variety of writing programs. <u>Summative Notes:</u> End of year writing samples showed progress in students’ ability to create cohesive compositions using creative ideas and correct grammar.
Increase usage of targeted language objectives, tiered sentence stems, and mentor sentences.	Weekly	Language Objective posted visually for teacher and student referral	<u>Formative Notes:</u> Sentence stems and mentor sentences are used daily across curriculum. <u>Summative Notes:</u> ELL students made excellent progress on their end of year writing samples in addition to making growth on end of year Language Usage MAP scores.
Small group or individual mini-conferences to grow student writing through revising and editing	Weekly	Increased Language Usage Scores on MAP	<u>Formative Notes:</u> Teachers conduct writing conferences with students on a regular basis. <u>Summative Notes:</u> Teachers conducted small group writing conferences based on common issues to guide students to make improvements on their compositions.

<p>School-wide writing using TELPAS-like prompts. Teachers will rate using TELPAS rubric indicating students' proficiency level of Beginner, Intermediate, Advanced, or Advanced High.</p>	<p>3 times a year prior to TELPAS writing window</p>	<p>Student writing</p>	<p><u>Formative Notes:</u> School-wide writing using TELPAS like prompts has happened twice in grades 1st-5th <u>Summative Notes:</u> Teachers used the TELPAS rating system to rate all students on language objectives used in their writing compositions. All students made progress up at least one proficiency level based on end of year final writing samples.</p>
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Critical Action 3

Critical Action: Students will increase their reading comprehension skills across all content areas.

Project Lead:		Marci Johannes						
Staff, Title I Staff:		Janaye Weldon, Heather Cain, Shelly Arthur, Mary St. Clair						
Materials and Resources:		Literacy Library, Guided Reading Books/Comprehension Toolkit						
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 3:

Action Step • 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
Utilize our literacy library, HI-Low books, Social Studies leveled books, and McGraw Hill Guided Reading books in classroom instruction in guided reading groups and literature circles in an effort to increase reading comprehension. (student interest, passion, and engagement for reading.)	Weekly	Map scores, IRI results, STAAR scores, teacher observations and notes.	<u>Formative Notes:</u> School-wide, there has been an increase in the use of the literacy library. As a direct result, MOY MAP Reading scores show an increase in reading comprehension. <u>Summative Notes:</u> Students in K-5 met their growth measure on Reading MAP. Students moved up at least one proficiency level on their Individual Reading Inventories.
Use data from MAP, TPRI, Tejas Lee, IRIs and teacher observations to guide small group reading instruction. The small group instruction will provide a reading resource that teaches kids to think, to understand, and to use strategies as tools for learning.	Daily during guided reading	MAP, TPRI, Tejas Lee, IRIs	<u>Formative Notes:</u> Teacher create flexible reading groups based on data gathered. (MAP, TPRI, Tejas Lee, IRIs) <u>Summative Notes:</u> We saw growth on all major reading assessments including EOY MAP, TPRI, TEJAS LEE.
Use the Comprehension Toolkit lessons to assist students with their reading comprehension skills. These lessons are designed for teachers to model practices using a variety of text, in different contexts, and for many different purposes. Using this method lays a foundation of thinking so that students internalize ways to comprehend what they read and apply strategies in their own independent reading and learning	Daily during guided and whole group reading instruction.	Increased reading levels shown by individual reading assessments	<u>Formative Notes:</u> Comprehension Toolkit strategies are used daily in guided reading sessions and whole group lessons. <u>Summative Notes:</u> We saw above average growth on all major reading assessments including EOY MAP, TPRI, TEJAS LEE.

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:		Andrea Cockrell						
Staff, Title I Staff:		Instructional Specialists, Classroom Teachers						
Materials and Resources:		Plano ISD curriculum planner and district curriculum materials						
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Actions to Address Missed State Safeguards:

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>SW #17 - Proactively develop intervention plans for students performing below grade level Jackson does this by:</p> <ul style="list-style-type: none"> ● Examining student assessment data to find gaps in learning. ● Planning lessons geared towards filling in the gaps during small group instruction. ● Having CMIT meetings to create accommodations if needed. ● Creating specific IEP goals for students receiving special education services. 	Weekly during CMIT and ARD meetings.	CMIT, Tier 3, 504, and IEP documentation	<p><u>Formative Notes:</u> We have CMIT meetings and ARD meetings weekly to discuss possible interventions for those students achieving below grade level.</p> <p><u>Summative Notes:</u> Students receiving interventions grew in the areas of Math and Reading MAP and were able to meet individual goals. . They also grew in their individual assessments such as IRI’s, TPRI, and Tejas Lee.</p>
<p>SW #17 - Provide proactive support for students performing below grade level Jackson does this by:</p> <ul style="list-style-type: none"> ● Pre-teaching concepts to students who may have misconceptions about the learning target. ● Providing one on one instruction during Tier 1 instruction as needed. ● Using various strategies to check for understanding throughout the lesson to gauge progress towards mastery. 	Daily	Lesson plans from teachers and specialists	<p><u>Formative Notes:</u> Grades level utilize Intervention time to group students according to skill level to fill in knowledge gaps.</p> <p><u>Summative Notes:</u> Students receiving interventions grew in the areas of Math and Reading MAP and were able to meet individual goals. . They also grew in their individual assessments such as IRI’s, TPRI, and Tejas Lee.</p>

<ul style="list-style-type: none"> Using accommodations as outlined in the IEP, 504, or CMIT plan. 			
<p>SW #17 - Provide academic support aligned with the district curriculum Jackson does this by:</p> <ul style="list-style-type: none"> Creating learning targets using grade level TEKS to guide instruction. Creating lesson plans that teach grade level expectations and provide extra support for those students needing accommodations. 	Daily	Lesson plans for Tier 2 and Tier 3 groups	<p><u>Formative Notes:</u> Teachers turn in lesson plans to the instructional specialist assigned to each grade level reflecting specific objectives and lessons for intervention groups.</p> <p><u>Summative Notes:</u> Students receiving interventions grew in the areas of Math and Reading MAP and were able to meet individual goals. . They also grew in their individual assessments such as IRI’s, TPRI, and Tejas Lee.</p>
<p>SW #17 - Evaluate the effectiveness of student interventions Jackson does this by:</p> <ul style="list-style-type: none"> Holding regular data meetings to review informal and formal assessment data. Holding monthly “Kid Talk” discussion to follow up on how planned interventions are working and to collaborate with team members regarding other interventions. Holding annual 504 and ARD meetings to discuss progress made towards a student’s individual goals and to review accommodations for additions and/or changes. Analyzing state and district end of year assessments. 	Weekly and at the end of each 9 weeks.	Formative assessment data	<p><u>Formative Notes:</u> MAP data and mid year district assessments were taking and analyzed in grade level data meetings. 504 and ARD meetings are held regularly to discuss progress or lack of progress.</p> <p><u>Summative Notes:</u> Students receiving interventions grew in the areas of Math and Reading MAP and were able to meet individual goals. . They also grew in their individual assessments such as IRI’s, TPRI, and Tejas Lee.</p>
<p>CL #13 - Provide tutorials that target specific objectives Jackson does this by:</p> <ul style="list-style-type: none"> Implementing Tier 2 instruction within the classroom. Implementing Tier 3 instruction with Title 1 instructional specialists in small groups outside of the classroom to fill in gaps and provide remediation. Providing time for math intervention groups by grouping students according to strengths and weaknesses as seen on MAP tests. 	3-4 days/week	Tier 3 lesson plans and documentation	<p><u>Formative Notes:</u> Tutorials are provided during the day for students in need of additional remediation.</p> <p><u>Summative Notes:</u> Students receiving interventions grew in the areas of Math and Reading MAP and were able to meet individual goals. . They also grew in their individual assessments such as IRI’s, TPRI, and Tejas Lee.</p>
<p>CL #14 - Seek support from team members to assist students performing below grade level Jackson does this by:</p> <ul style="list-style-type: none"> Holding weekly team planning sessions. Having daily conversations with peers to discuss student needs. 	Weekly	Weekly team planning sessions	<p><u>Formative Notes:</u> Teams meet several times a week to plan lessons and discuss various teaching strategies for all students.</p> <p><u>Summative Notes:</u> Students receiving interventions grew in the areas of Math and Reading MAP and were able to meet</p>

			individual goals. . They also grew in their individual assessments such as IRI's, TPRI, and Tejas Lee.
<p>CL #14 - Seek support from multiple staff members Jackson does this by:</p> <ul style="list-style-type: none"> • Holding annual ARD's, CMIT's, and 504 meetings. • Holding goal conferences with administrators. • Seeking support from counselors and administrators as needed. • Working in professional learning communities to discuss grade appropriate expectations and interventions. 	Monthly	ARD minutes and Monthly Kid Talk notes	<p><u>Formative Notes:</u> Beginning and middle of the year T-TESS goal conferences were held with all teachers. Counselors meet weekly to discuss students' emotional needs and meet with students who need additional emotional support. PLC's meet twice a month to focus on specific content.</p> <p><u>Summative Notes:</u> Students receiving interventions grew in the areas of Math and Reading MAP and were able to meet individual goals. . They also grew in their individual assessments such as IRI's, TPRI, and Tejas Lee.</p>
<p>CL #14 - Seek support from parents Jackson does this by:</p> <ul style="list-style-type: none"> • Holding regular in person and phone conferences to communicate struggles and progress for students needed extra assistance. 	As needed during the school year	Parent conference notes	<p><u>Formative Notes:</u> Teachers communicate regularly through the Remind app, in person conferences, phone conferences, and CMIT meetings.</p> <p><u>Summative Notes:</u> Students receiving interventions grew in the areas of Math and Reading MAP and were able to meet individual goals. . They also grew in their individual assessments such as IRI's, TPRI, and Tejas Lee.</p>

Health, Fitness and Attendance

Critical Action: The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH, FITNESS and ATTENDANCE of their students. (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	Completed as directed.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Completed as directed.
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	Completed as directed.
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	Completed as directed.
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	Completed as directed.
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Completed as directed.
4 th & 7 th	Ensure all data for 3 rd - 8 th grade students is entered on timely basis, fitness report cards	P.E. Teacher	Fitnessgram Student Report	Completed as directed.

	are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.			
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	Completed as directed.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Completed as directed.
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	Completed as directed.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	Completed as directed.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	Completed as directed.
ATTENDANCE:				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Completed as directed.

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	Completed as directed.
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	Completed as directed.
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Completed as directed.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	Completed as directed.
	Review referral process.	Principal or designee	Campus referral plan	Completed as directed.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Completed as directed.
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	Completed as directed.
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Completed as directed.

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	Completed as directed.
	Monitor high risk areas.	All staff	Schedule (if necessary)	Completed as directed.
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	Completed as directed.
All Students	INTERVENTION: (Please complete cells below)			
	Apply classroom interventions.	All teachers		Completed as directed.
	Employ discipline interventions.	Designated staff		Completed as directed.
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors		Completed as directed.
	Conference with parents/students.	Teachers or other staff		Completed as directed.

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)
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	Office manager, school secretary, parent liaison, administration	During student registration and parent information nights	Completed as directed.
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	Parent liaison and office staff	During student registration and parent information nights.	Completed as directed.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Campus CTA and admin.	Monthly	Completed as directed.
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Admin and campus CTA	Weekly on Wednesdays	Completed as directed.
Utilize social media to keep parents and community informed. Funding source: State and Local	Twitter: instructional specialists. Facebook: PTA	Weekly	Completed as directed.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Admin.	Monthly and via email and phone	Completed as directed.

<p>Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).</p> <p>Funding source: State and Local</p>	<p>Admin and staff.</p>	<p>Monthly</p>	<p>Completed as directed.</p>
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Transition

Critical Action Step: The campus will assist students in making a successful transition between early childhood schools to elementary schools and the transition between elementary to middle school.

Strategies for Accomplishing Transition Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Elementary counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding source: State and Local	Guidance Counselors	Sept. 2017-May 2018	Completed as directed.
Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in pre-kindergarten activities and are encouraged to work with their children at home. All participants go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep. Title I Components: 7 Funding source: State and Local	Counselors, Kindergarten Teachers, Pre-K teachers and Instructional Specialist	Sept. 2017-May 2018	Completed as directed.
Kindergarten staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) Title I Components: 7 Funding source: State and Local	Pre-K teacher, Kindergarten teachers, Counselors	Sept. 2017-May 2018	Completed as directed.
Elementary campuses with full day Pre-K Classes – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment. Title I Components: 7 Funding source: State and Local	Pre-K teachers and Kindergarten teachers	Spring 2018	Completed as directed.

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 2017 to May 2018	Completed as directed.
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 2017 to June 2018	Completed as directed.
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 2017 to May 2018	Completed as directed.
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 2017 to June 2018	Completed as directed.
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 2017 to June 2018	Completed as directed.