



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Mendenhall Elementary

Principal: **Jana Prince**

Mission Statement:

The mission of Mendenhall Elementary is success for each student.

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): [Click here to enter Meeting 1 date](#)
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): [Click here to enter Meeting 2 date](#)
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): [Click here to enter Meeting 3 date](#)

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	\$ \$212,400	Total Funding for # Title I Support Teachers	
Parental Engagement	\$ 500.00	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	\$ 4500.00	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</u> , <u>support</u> , and <u>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

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
Shannon Sparks	Faculty Member	2017-2018	X	X	
Suzi Campbell	Faculty Member	2016-2017		X	X
Christine Barrantes	Faculty Member	2013-2014	X	X	
Susan Simpson	Faculty Member	2016-2017	X	X	X
Marcy Feist	Faculty Member	2014-2015	X	X	X
Angela Asel	Faculty Member, Special Ed	2015-2016	X	X	X
Jana Prince	Principal	2017-2018	X	X	X
Kristin Anderson	District Professional	2011-2012	X		
Lara Mercer	Campus Professional, Non-teaching	2017-2018	X	X	X
Dalia Mercado	Support Staff Member	2016-2017		X	X
J. Jaye Van Sickle	Parent-Selected by PTA	2017-2018	X	X	X
Misty Keasler	Parent-Selected by Principal	2016-2017	X		
Shree Stanley	Parent	2013-2014	X		
Fawn Henderson	Parent	2015-2016	X	X	
Andrea McLaughlin	Parent	2016-2017	X		
Chris Terry	Parent	2016-2017			
Aurora Jaimez	Community Member	2016-2017			
Cathy Taylor	Community Member	2011-2012	X		
Tracy Parlin	Business Representative	2016-2017		X	X
Janice Dreyer	Business Representative	2011-2012		X	X
Karen Noble	Community Member	2017-2018	X	X	X
Kelly Barrantes	Business Representative	2015-2016	X		X

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Jerome Prince	Business Representative	2016-2017		X	

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
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
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.	1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)	All
State Certified Teachers and Highly Qualified Paraprofessional 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

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
<p>1. Provide targeted tier 1 instruction in the areas of reading language arts, math, and science.</p>
<p>2. Provide peer and self-observation opportunities for all classroom and instructional support teachers.</p>
<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

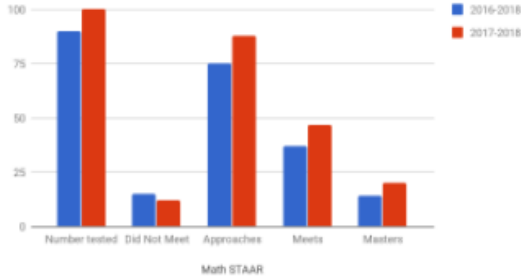
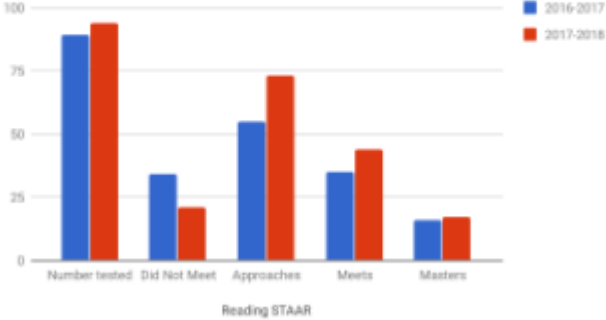
Critical Action:

Project Lead:	Principal							
Staff, Title I Staff:	Administrators, Instructional Support Staff, Classroom teachers							
Materials and Resources:	TEKS, PISD Curriculum, Lesson Plans, Learning Continuum, Edugence, MAP, STAAR							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 1:

Action Step <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
<p>-Study exactly what is to be taught and learned-and to what level of mastery at their grades and in their subjects. (PPA SW1 SW 2)</p> <p>-Use the Master schedule as a tool to maximize learning opportunities. (BP 12)</p> <p>-Use methods of teaching that have been proven to work with students. (Title 1 Component #2)</p> <p>-\$ \$212,400 Staffing</p> <ol style="list-style-type: none"> Determine and confirm teacher understanding of the district curriculum. The team identifies, in each subject area, a learning objective for each lesson taught. Teachers and specialist will collaborate to construct the lesson plan for the identified learning objective. Teachers will post and share the learning objectives daily with students to ensure a focused learning outcome. Teachers collaborate to ensure understanding of what it looks and sounds like when an objective is not meet, approached, met, and mastered. 	<p>Daily in teacher instruction</p> <p>Daily in teacher instruction</p> <p>Daily in teacher instruction</p> <p>Weekly in team planning</p>	<p>Lesson plans and Walkthrough data</p> <p>Team and specialist planning sessions</p> <p>Lesson plans and Walkthrough data</p> <p>Weekly team planning, specialist pushing in,</p>	<p>Formative Notes:</p> <p>Summative Notes:</p> <p>-Grade level teams meet weekly with specialist to plan appropriately for all subjects.</p> <p>-Each meeting begins with unpacking the TEKS for that skill and creating focused instruction for the students.</p> <p>-Teachers and specialist are provided with a checklist that they are to follow so that all planning is uniform and focused.</p> <p>-All teachers post learning objectives on their board for each subject. These learning objectives are used to focus both students and teachers to ensure learning takes place.</p> <p>-All teachers have an EOL in their lesson plans that clearly states how the student will show mastery of the learning objective.</p> <p>-Weekly data has been collected and we have logged over 1,500 walk through forms and provided that information to teachers.</p>

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
		walkthrough data	
<p>Collaborate in teams with a focus on curriculum, instruction, and assessment. (PPA SW 6, Sw9, SW12, SW16)</p> <p>-Define high-yield instructional strategies and reinforce their use in all classrooms (CL 6, CL 7, CL 12)</p> <p>-Use instructional coaches to strengthen teachers' instructional skills. (CL 6, CL 7)</p> <p>-Meet the needs of all low-achieving and at risk students in school. (Title 1 Component 2)</p> <p>-\$ \$212,400 Staffing</p> <ol style="list-style-type: none"> 1. Determine the extent to which targeted interventions address knowledge and skills gaps so that all instruction can reach met and mastered standards. 2. Teachers will increase their knowledge and skills relative to the use of flexible grouping arrangements in their classrooms through rigorous team discussions and analysis of current grouping practices to improve student growth. 3. Ensure that each unit in all core content areas have been carefully analyzed to determine what necessary prerequisite skills students must 	<p>Weekly in teacher planning with specialist.</p> <p>Weekly in planning with specialist.</p> <p>At the beginning and end of each core content unit.</p>	<p>Lesson plans, assessment data, strategic</p> <p>Planning with specialist</p> <p>Lesson plans, assessment data, strategic planning with specialist</p>	<p>-Teachers use extended planning to ensure that all core content areas have been carefully planned and analyzed.</p> <p>-Several grade levels are using flex grouping strategies to arrange students. These arrangements are based on data and team discussions.</p> <p>-Met with teachers to go over any new reports that were discovered in Edugence. Specifically the proficiency report that let teachers predict who and who would not pass STAAR.</p> <p>-34 Extended planning session were completed.</p> <p>-Weekly Lesson plans reviewed by admin</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per 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 <p>possess to be able to engage with the new learning content successfully.</p> <p>4. Use the learning continuum in Edugence so that teachers can know whether students in their classrooms have the necessary skills for the new content.</p>	September 21 October 4	Meet with Jennifer Ruth, lesson plans, assessment data, strategic planning with specialist	<h3>STAAR 5th Grade Math Comparison</h3> <p>2016-2018 and 2017-2018</p>  <table><thead><tr><th>Category</th><th>2016-2018</th><th>2017-2018</th></tr></thead><tbody><tr><td>Number tested</td><td>90</td><td>100</td></tr><tr><td>Did Not Meet</td><td>15</td><td>10</td></tr><tr><td>Approaches</td><td>75</td><td>85</td></tr><tr><td>Meets</td><td>40</td><td>45</td></tr><tr><td>Masters</td><td>15</td><td>20</td></tr></tbody></table> <h3>STAAR 5th Grade Reading Comparison</h3> <p>2016-2017 and 2017-2018</p>  <table><thead><tr><th>Category</th><th>2016-2017</th><th>2017-2018</th></tr></thead><tbody><tr><td>Number tested</td><td>90</td><td>95</td></tr><tr><td>Did Not Meet</td><td>35</td><td>20</td></tr><tr><td>Approaches</td><td>55</td><td>75</td></tr><tr><td>Meets</td><td>35</td><td>45</td></tr><tr><td>Masters</td><td>15</td><td>18</td></tr></tbody></table>	Category	2016-2018	2017-2018	Number tested	90	100	Did Not Meet	15	10	Approaches	75	85	Meets	40	45	Masters	15	20	Category	2016-2017	2017-2018	Number tested	90	95	Did Not Meet	35	20	Approaches	55	75	Meets	35	45	Masters	15	18
Category	2016-2018	2017-2018																																					
Number tested	90	100																																					
Did Not Meet	15	10																																					
Approaches	75	85																																					
Meets	40	45																																					
Masters	15	20																																					
Category	2016-2017	2017-2018																																					
Number tested	90	95																																					
Did Not Meet	35	20																																					
Approaches	55	75																																					
Meets	35	45																																					
Masters	15	18																																					
Use high-yield instruction strategies and programs to support rigorous learning. (SW 2, SW7, SW8, SW11) -Supplement classroom interventions with targeted support for students who perform below grade																																							

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
<p>level or demonstrate early mastery of the curriculum. (CL 13, CL 14, CL 15) -Meet the needs of all low-achieving and at-risk students in the school. (Title 1 Component 2) -\$ \$212,400 Staffing -\$ 4500.00 Adult Temp</p> <ol style="list-style-type: none"> 1. Students will receive targeted interventions from adult temps. Collaboration will take place to construct groups for temps to work with. 2. Additional enrichment will be offered by an after school academy which will create experiences for our students so they gain prior knowledge to help fill gaps. 	<p>Meet weekly</p> <p>Weekly Tuesdays and Thursdays</p>	<p>Adult temps will be hired and groups will be set</p> <p>Groups will be made and students will begin classes</p>	<p>-We have 4 adult temps that meet with small groups to focus on specific interventions. The plans for the temps are written by the specialist and are targeted using MAP and classroom data.</p> <p>- Friday Focus is another initiative that was implemented with our specialist, classroom teachers, and adult temps to provide targeted intervention for students.</p> <p>-After School Academy utilizes all grade-level teachers and specialist to provide a unique activity that engages students with an experience that they would not have had at home.</p>

Critical Action:

Project Lead:		Principal						
Staff, Title I Staff:		Administrators, Instructional support staff, classroom teachers						
Materials and Resources:		<u>7 Steps to Language Rich Interactive Classroom</u> book, electronic device with QR code app, Google form for each teacher						
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:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per 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 			
<p>Participate in peer classroom visits in order to improve the instruction practices of the team. (PPA SW6, SW9, SW 16)</p> <p>-Model and promote substantive collaboration to foster a learning community. (BP 9)</p> <p>-Meet the needs of all low-achieving and at-risk students in the school. (Title 1 Component 2)</p> <p>-\$ 4500.00 Adult Temp</p> <ol style="list-style-type: none"> Develop an observation system that provides focused goals for observation that is tied to <u>7 Steps to Language Rich Interactive Classroom</u>. Staff will schedule time to make observations to see how others implement 7 Steps strategies and track data using QR code and google form or Swivel. Promote collaboration by establishing a structured process for peer classroom visits and observation feedback. Teachers receive and provide informal feedback after observations to increase open communication on what did and didn't work during their short observation. 	<p>At Staff meetings, monthly</p> <p>1 QR weekly</p> <p>Weekly</p>	<p>QR code google form and monthly Staff Meetings that focus on 7 steps</p> <p>Data from Google Form or Swivl</p> <p>Google Form Data Response Sheet</p>	<p>Formative Notes:</p> <p>Summative Notes:</p> <ul style="list-style-type: none"> QR code that links to a google form was created and is continually updated as the staff progress in understanding of the 7 Steps to a Language Rich Classroom. Principal checks weekly to ensure that all teachers have had a chance to perform 1 walk through each week. Data is collected from the google form and sent to teachers as weekly feedback. Teachers use weekly data to reflect on their teaching strategies and can make adjustments as needed. 1,502 Walk Through were completed by Mendenhall staff.

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
<p>4. The collaboration and support from peer observations are firmly attached to helping teachers become deeply familiar with:</p> <ul style="list-style-type: none"> • the districts written curriculum • different management and organizational styles • high-yield instructional strategies • <u>7 Steps to a Language Rich Interactive Classroom</u> • chosen instructional programs and resources • the use of assessment results to shape instruction • chosen instructional programs and resources, and the use of assessment results to shape instruction 	1 peer observation per week		<p>Please select YOUR name from the list below.</p> <p>1,502 responses</p>  <p>▲ 1/13 ▼</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:		Principal						
Staff, Title I Staff:		Administrators, Instructional support staff, classroom teachers						
Materials and Resources:		7 Steps to Language Rich Interactive Classroom book, electronic device with QR code app, Google form for each teacher						
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 checked="" 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	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per 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			
<p>Continually monitor individual student learning in varied ways. (SW 14, SW15)</p> <p>-Continually monitor individual student learning in varied ways (SW14,15)</p> <p>-Provide proven interventions to assist each student in mastering grade-level learning. (SW 17)</p> <p>-Meet the needs of all low-achieving and at risk students in the school. (Title 1 Component 2)</p> <p>-\$ \$212,400 Staffing</p> <p>-\$ 4500.00 Adult Temp</p> <p>1. (Writing Safeguard) Collect writing samples year to year from each grade to measure student progress and to ensure that each grade level has exposed students to the correct TEKS.</p> <p>2. (Writing Safeguard) Create a portfolio for each student that holds these writing samples.</p> <p>3. (Writing Safeguard) Revamp master schedule to ensure that a maximum amount of time will be spent in the language arts and writing block.</p>	<p>Collect samples three times a year and reflect at the end of the year.</p> <p>At the end of the year, we will create or add to the portfolios Aug. 14, 2017</p>	<p>Sample collection</p> <p>Portfolios</p> <p>Portfolios</p> <p>New Master Schedule</p>	<p>Formative Notes:</p> <p>Summative Notes:</p> <p>-Master schedule was revamped in 4th grade to ensure the maximum amount of time spent of the writing instruction. Both bilingual and monolingual classes are receiving more language arts/writing time and instruction.</p> <p>-Teacher kept writings to have students see progress throughout the year.</p>

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
1. (Math and Reading Safeguard) Students will receive targeted interventions from adult temps. Collaboration will take place to construct groups for temps to work with.	Specialist meet weekly to plan and group for temps	Adult temps will be hired and groups will be set	-Adult temps use targeted interventions from specialist to work with students to fill gaps. - Friday Focus is another initiative that was implemented with our specialist, classroom teachers, and adult temps to provide targeted intervention for students.
2. (Math and Reading Safeguard) Students will receive improved tier one instruction along with interventionist helping to fill gaps.	Daily in teacher instruction	Lesson plans of both teachers and interventionist	-Adult temps use targeted interventions from specialist to work with students to fill gaps. - Friday Focus is another initiative that was implemented with our specialist, classroom teachers, and adult temps to provide targeted intervention for students.

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: Summative Notes: Meetings held and form completed.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Requirement met.
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	Monitored through walkthroughs
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	Complete.
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	Marquee, newsletter, and eNews used to communicate with stakeholders
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Complete
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	Complete and fitness report cards sent with the end of year report card.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	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	Requirement met.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Complete
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	Complete
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	Complete
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	Complete
	ATTENDANCE:			
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	This was handled by the assistant principal and tracked in a spreadsheet.

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

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

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	All staff along with administration team	Aug. 14-18	Formative Notes: Summative Notes: Complete
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	Parent Liaison works with parents weekly to ensure access and to attend the mobile lab.	Complete
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	CTA	Aug. 14 th and weekly updates made	Complete
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Assistant Principal and parent liaison	eNews is sent weekly and hard copies are sent on Wednesdays of each week.	Complete
Utilize social media to keep parents and community informed. Funding source: State and Local	All staff	Daily post made by all staff	Complete
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	PTA Board	9/5, 10/17, 11/14, 12/12, 1/23, 2/13, 3/27, 4/24, 5/22	Complete
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local	PTA Board		Complete

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	Counselors	Weekly guidance lessons are delivered.	Formative Notes: Summative Notes: Complete
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	Kindergarten staff and specialist	8/22	This was completed by Shannon Jameson, ESL specialist.
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 and Kindergarten staff	Weekly meet thought the year.	Both kinder and pre-k teachers meet weekly to plan big centers and discuss vertical alignment.
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 and Kindergarten staff	Weekly during big center time, Pre-K can see kindergarten staff and environment.	Complete

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	Formative Notes: Summative Notes: Complete
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	Complete
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	Complete
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	Complete
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	Complete