



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Shepard Elementary

Principal: **Kristin Bishop**

Mission Statement:

To cultivate a positive and meaningful learning community where students, parents, and staff collaborate to ensure students' academic, social, and emotional success.

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): **Monday, October 02, 2017**
- 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	\$ 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</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
Tamara Whitmire	Faculty Member	2017-18	X	X	X
Dolores Kotara	Faculty Member	2017-18	X	X	X
Monica Diaz	Faculty Member	2017-18	X	X	X
Valerie Felty	Faculty Member	2016-17	X	X	X
Jana Martin	Faculty Member	2016-17	X	X	X
Brigid Nigro	Faculty Member, Special Ed	2016-17	X	X	X
Kristin Bishop	Principal	2017-18	X	X	X
M'Cheyl Herrera	District Professional	2016-17	X		
Ben Braden	Campus Professional, Non-teaching	2017-18	X	X	X
Erin Christenson	Support Staff Member	2016-17	X	X	X
Venkata Krishna	Parent-Selected by PTA	2016-17	X		
Benjamin Morky	Parent-Selected by Principal	2016-17	X	X	X
Ann Wilburn	Parent	2016-17	X		
Brian Chaput	Parent	2016-17	X	X	X
Jeri Bloch	Parent	2016-17	X		
Olga Handal	Parent	2017-18	X	X	X
Michael Herrera	Community Member	2016-17			
TBD	Community Member				
Hiram Garza	Business Representative	2016-17			
TBD	Business Representative				
	Ad Hoc Member ^{Optional}				

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
1. Participate in peer classroom visits in order to improve the instructional practices of the team.
2. Teach students to monitor their own progress.
3. Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives.
Critical Actions to Address Missed State Safeguards: <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)

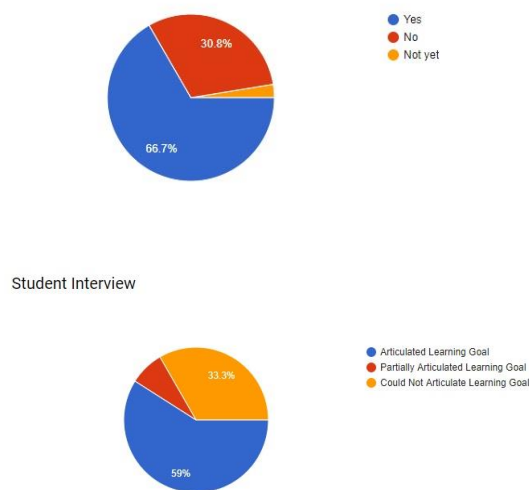
Critical Action 1

Critical Action: Participate in peer classroom visits in order to improve the instructional practices of the team.

Project Lead:	Kristin Bishop, Ben Braden							
Staff, Title I Staff:	All staff members							
Materials and Resources:	Electronic Devices with QR Code Reader installed							
Targeted Area:	<input type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input checked="" 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 • 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 will collaboratively develop a walk through process based on SBIC goals, STAAR Gap Analysis, PES Scores, and high yield instructional strategies as well as goals individually set by each teacher.		September 2017		Formative Notes: <ul style="list-style-type: none"> The idea of developing the walk through process as a school was brought to the leadership team at the first meeting of the year. Leadership team approached their teams with the idea and gathered ideas of what each team would like to see in the campus walk through. At the staff meeting on September 27th, the staff, along with the administration team, developed specific areas that should be the focus of the campus walk through. Summative Notes: <ul style="list-style-type: none"> Administration conducted walk through's throughout the school year. Data will be disseminated over the summer and any necessary changes in practice will take place in the 2018 - 2019 school year. The Learning Target/Essential Question is clearly posted and referenced.

			 <p>Student Interview</p>
Provide opportunities for teachers to visit other classrooms throughout the building. Leadership team will establish a target number of classroom visits per year per teacher.	Ongoing		5th-One visit to observe 4th grade math lesson in first semester
Observation of peer instruction is a regular part of the collaborative planning process for each grade-level team.	Ongoing		Goal pushed to the 2018 - 2019 school year
Provide structured time for teachers to debrief following a classroom visit.	Ongoing		Goal pushed to the 2018 - 2019 school year
Staff will review the compiled data from the walkthroughs (which will include walkthroughs by the administrators) in order to determine if progress towards goals is being made.	February 2018		Goal pushed to the 2018 - 2019 school year

Critical Action 2

Critical Action: Teach students to monitor their own progress

Project Lead:	Kristin Bishop/Ben Braden							
Staff, Title I Staff:	All staff							
Materials and Resources:	Access to rubrics, goal setting protocols							
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
Administration and instructional specialists will meet with teacher teams to discuss how they might teach students to monitor their learning relative to specific academic objectives.	Fall Semester		<ul style="list-style-type: none"> Once a month, teacher teams met with administration and instructional specialists for "kid talks". <ul style="list-style-type: none"> "Kid Talks" consist of teachers discussing current status of students and the entire team brainstorming ways to meet the needs of the students.
Teach students to set specific learning goals.	ongoing		<ul style="list-style-type: none"> 3rd Grade - Done during some Morning Meetings 1st grade- Done during circle time 4th grade - Learning goals established everyday at the beginning of each subject area. Kindergarten- Done during weekly station conferences 5th- Set big goals twice in the first semester; During circle time goals for the day or are discussed.
Teachers in grades 2 - 5 will meet with each student to conduct individual goal setting sessions revolved around academic objectives specifically targeted to the individual student.	October 2017		<ul style="list-style-type: none"> 3rd Grade - Completed before Parent Teacher Conferences and shared with parents. Some classes have revisited again. Will set once more before last MAP testing.

			<ul style="list-style-type: none"> • 4th grade- Individual goal setting established first week of school and before Parent- teacher conferences. • 5th-After math tests, goals are set; after MAP testing, the students found out what their area of need was
Teach students to use performance rubrics	ongoing		<ul style="list-style-type: none"> • 1st grade is currently teaching writing rubrics to check performance • 2nd grade- use rubrics during social studies, science, and writing for students to monitor their own progress • 5th- rubrics in all classes are being used and reflected on with students • 4th grade- using rubrics to evaluate student project in science, sentence writing rubrics for both writing and science. Rubrics also used in composition writing.
Teachers will reflect with students about their goal progress at the end of the year.	Spring 2018		<ul style="list-style-type: none"> • 1st grade- teachers discussed goals for improving MAP scores with students. All students showed growth through the year and felt very successful. • 3rd grade - students felt proud of the progress they made, nearly all meeting or exceeding their MAP goals. We've already had them set goals for 4th grade! • 4th grade - Teachers shared individual goals with students. After EOY MAP testing, teachers aided students in their reflection by discussing what individual strand scores meant so that students understood their weaknesses and strengths.. Most students were able to meet their goal. STAAR scores were not available to discuss. • 5th grade- Teacher discussed goals that were set for the end of year MAP scores in Math, reading, and science. The students noticed what their areas of strength and needs of improvement were after the test. The teachers discussed STAAR results with students and

			<p>reflected on their scores. Most did meet several goals.</p> <ul style="list-style-type: none">• Teachers are currently MAP testing and discussing achievement of goals with students. An update will be given upon completion of the MAP tests.
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Critical Action 3

Critical Action: Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives.

Project Lead:	Julie Herrera, Kristin Bishop, Ben Braden							
Staff, Title I Staff:								
Materials and Resources:	CMIT and Kid Talk Protocols, Tiered Intervention Strategies							
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 <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
Instructional specialist will provide training on use of tiered interventions in the classroom.	Fall Semester		<ul style="list-style-type: none"> Training provided to teachers on how to access class RIT in Edugence. Touch Phonics training was provided for teachers at the beginning of the year. Instructional Specialist met with teams at the beginning of the year to discuss materials available for intervention. Instructional Specialist met with teacher teams to discuss fluency intervention. More in depth RTI training will be given during the 2018 - 2019 school year.
Review established standards for use of campus monitoring intervention team (CMIT) process.	Fall Semester		<ul style="list-style-type: none"> 3rd Grade - As a team we've discussed which 3rd graders to bring to CMIT and/or KidTalk and why. 1st Grade - We discuss students at KidTalk first and then we discuss with Mrs. Herrera who should move to CMIT. 2nd Grade- We have a Kid Talk during team planning, we have a Kid with Specialists, then we bring students to CMIT 4th grade- Discuss student concerns during team meetings, brainstorm interventions and

			<p>strategies prior to Kidtalk. Decide as a team if we should move to KidTalk or CMIT.</p> <ul style="list-style-type: none"> • Kindergarten- Discuss process during team meeting first, then kid talk, then proceed to CMIT • 5th- We discuss students on a regular basis and at kidtalk; proceed to CMIT when needed
Establish a documentation system to track progress on tiered interventions.	October 2017		<ul style="list-style-type: none"> • 3rd Grade - We regularly update Edugence • 1st Grade-We regularly update Edugence • 2nd Grade- We regularly update Edugence • 4th grade- Tracked in Edugence • Kindergarten- Tracked in Edugence • 5th- use notebook system and Edugence
Administration team, instructional specialists and counselor will participate in grade level team meetings to discuss and interpret assessment data which will identify students who are in need of interventions.	Ongoing		<ul style="list-style-type: none"> • 3rd Grade - We invited the Administration Team Oct 31 to join our grade level discussion and interpretation of data. • 1st Grade - We invited the Administration Team Dec. 4 to join our grade level to interpret data, meeting will be rescheduled. • 2nd Grade- We invited the Administration Team Dec. 12 to join our grade level to interpret data. • 4th grade- Invited Administration Dec 2 to join our Wednesday grade level team meeting. • 5th-Interpreted MAP scores with admin on Dec. 12th; Instructional specialist and ESL came during planning
Using the UbD (Understand by Design) model of planning, teachers will include differentiated intervention plans in their lesson plans.	Ongoing		<ul style="list-style-type: none"> • 3rd Grade - Done weekly • 1st grade- Differentiation is varied by week in lesson plans • 2nd Grade- Differentiation is varied by lesson and subject • 4th grade- Weekly planning with differentiation by lesson or as needed. • Kindergarten-Done Weekly • 5th-differentiation is being planned weekly

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:	Kristin Bishop, Ben Braden							
Staff, Title I Staff:	All Staff							
Materials and Resources:								
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 <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 <ul style="list-style-type: none"> • African American students missed safeguards in the area of Mathematics on the STAAR exam • Identify students who are in need of early intervention through kid talk and CMIT. • Examine any school-level interventions to make certain that they are tightly aligned with the academic objectives of the district's written curriculum that are being addressed in the classrooms. It is imperative that all support is tightly aligned with the specific academic objectives students need to master. (Of course, to do this, you must know exactly what it is that students need to know and be able to do and which students lack this knowledge or these skills.) 	September 2017, ongoing		Formative Notes: <ul style="list-style-type: none"> • Identify students who are in need of early intervention through kid talk and CMIT. Summative Notes: <ul style="list-style-type: none"> • 3rd Grade - Continuously monitoring • 1st Grade - Continuously monitoring • 2nd Grade- Continuously monitoring during Tier I and adjust as needed. Provide Tier II as needed. • 4th grade- Continuously monitoring and adjusting to student needs. • Kindergarten- Continuously monitoring • 5th-continuously monitoring and adjusting to the students needs.
SW #17 - Provide proactive support for students performing below grade level	September 2017, ongoing		<ul style="list-style-type: none"> • 3rd - Continuous • 1st grade- Consult daily/weekly with special ed teacher to meet academic needs of students • 2nd Grade- Consult with special education team to meet academic needs of students

<ul style="list-style-type: none">• Students served by special education at Shepard elementary missed state safeguards in the areas of reading and mathematics on the STAAR exam• Create and share a written intervention plan that clearly identifies the school-level support used to assist students who enter a class at a below-grade achievement level. This action ensures that you are beginning to develop what is commonly referred to as a pyramid of interventions—layered support at the district, school, and classroom levels to ensure all students reach high standards of achievement.			<ul style="list-style-type: none">• 4th- Ongoing collaboration with special ed teachers.• Kindergarten- We seek campus specialist for students who perform below grade level• 5th-work with specialists and sometimes sped teachers
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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: Written up in Wellness Plan Document provided by PE Coordinator. All criteria met. Summative Notes: For staff: downsize and walk-a-hallics program. Students: "Healthy Friends Month" in February as well as Fitness goals for the year. Color run was an addition to school wide fitness involving community.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Captain: Angie Spangler- PE Team Leader Parent: Kaci Lahpor
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	School facilities are used
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	Located in the gym
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	February "Healthy Friends Month" calendar of events were sent home. Color Run was posted in the Patriot Post.
	FITNESS:			


3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Fall and Spring test completed and inputted into fitnessgram.
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	All scores are inputted and 4th grade reports have been given to the teachers to insert with report card.
	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	All requirements are met
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Use of QR codes to collect data on jog time during PE.
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	TEKs are used
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	3rd Grade - Daily 1st Grade - Daily 4th Grade-Daily Kindergarten- Daily
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	3rd Grade - Multiple times a day 1st Grade- Multiple times a day 4th Grade -Several times a day, 5 minute outdoor recess breaks provided when needed, Go Noodle breaks. Go Noodle used in many classes Kindergarten- Daily
	ATTENDANCE:			
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	3rd Grade - Daily. Email parents when necessary. Bring up to Kid Talk when excessive. 1st Grade - Daily and email parents when necessary. We monitor at Kid Talk to prevent excessive absences.

				4th Grade- Daily Kindergarten- Daily
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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	<ul style="list-style-type: none">Leadership team identified high risk areas throughout and outside of the building. During transition times, a staff member is assigned to those areas.																														
	Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	<div><div></div><div><p>Shepard Elementary "Together, We Can!"</p><p>AM & PM Duty Schedule</p><table><tr><th>Gym</th><th>Crosswalk/Bus (Front/Outside)</th><th>Cafeteria</th><th>Carpool (Back/Outside)</th><th>BSC Students</th><th>Greeter(s) (Front/Inside)</th><th>Primary Hall</th><th>Intermediate Hall</th><th>Carpool/Dance all Back</th><th>Crosswalk/Bus Front</th></tr><tr><td>7:00 - 7:30 Williams</td><td>7:00 - 7:45 P. Grego</td><td>7:15 - 7:45 Christenson Herrera Lazzano</td><td>7:00 - 7:45 L. Grego (Back) Holland (Outside)</td><td>7:00 - 7:30 2:45 - 3:00 Metzger Moses</td><td>7:30 - 7:45 Seward</td><td>7:30 - 7:55 Cox Newsome Wright</td><td>7:30 - 7:55 Peters Spangler Diaz</td><td>2:45 - 3:00 Duncan Hay Seward Spangler Belcher</td><td>2:45 - 3:00 Wright</td></tr><tr><td>7:15 - 7:30 Shaffer</td><td>7:15 - 7:30 Moses Hay L. Grego Caviness</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>Alternates: Christenson Herrera</td></tr></table></div></div>	Gym	Crosswalk/Bus (Front/Outside)	Cafeteria	Carpool (Back/Outside)	BSC Students	Greeter(s) (Front/Inside)	Primary Hall	Intermediate Hall	Carpool/Dance all Back	Crosswalk/Bus Front	7:00 - 7:30 Williams	7:00 - 7:45 P. Grego	7:15 - 7:45 Christenson Herrera Lazzano	7:00 - 7:45 L. Grego (Back) Holland (Outside)	7:00 - 7:30 2:45 - 3:00 Metzger Moses	7:30 - 7:45 Seward	7:30 - 7:55 Cox Newsome Wright	7:30 - 7:55 Peters Spangler Diaz	2:45 - 3:00 Duncan Hay Seward Spangler Belcher	2:45 - 3:00 Wright	7:15 - 7:30 Shaffer	7:15 - 7:30 Moses Hay L. Grego Caviness								Alternates: Christenson Herrera
Gym	Crosswalk/Bus (Front/Outside)	Cafeteria	Carpool (Back/Outside)	BSC Students	Greeter(s) (Front/Inside)	Primary Hall	Intermediate Hall	Carpool/Dance all Back	Crosswalk/Bus Front																									
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	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	<ul style="list-style-type: none">Staff and students adhere to the student code of conduct found online: https://www.pisd.edu/cms/lib/TX02215173/Centricity/Domain/459/17-18_Student_Code_of_Conduct.pdfStaff and students adhere to the district handbook																														

				<ul style="list-style-type: none"> Staff adheres to the campus handbook found on Google Drive: https://docs.google.com/document/d/15BfCqUgP66B4qf_I2-2uiJxr3mk_C6IEopbbP8nQymM/edit
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	<ul style="list-style-type: none"> Administration and staff completed the annual "Safe Schools" training. <ul style="list-style-type: none"> Certificates can be found in a binder located in the assistant principal's office.
	Review referral process.	Principal or designee	Campus referral plan	<ul style="list-style-type: none"> Leadership team concluded that there is a need to update the discipline referral process. <ul style="list-style-type: none"> Leadership team will update that process at the BOY leadership team meetings.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	<ul style="list-style-type: none"> Administration and counselor implemented Restorative Discipline practices throughout the school year. Training will be provided to staff on how to implement restorative practices in the classroom.
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	<ul style="list-style-type: none"> Leadership team concluded that there is a need to update the discipline referral process. <ul style="list-style-type: none"> Leadership team will update that process at the BOY leadership team meetings.
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	<ul style="list-style-type: none"> Utilized restorative discipline strategies throughout the school year.

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	3rd Grade - Done and reviewed at Morning Meetings 1st Grade- Taught at beginning of year and reviewed daily 2nd Grade- Done during SEL time. 4th Grade- Taught at beginning of the year, reviewed daily (morning meet, teachable moments) Kindergarten- Done daily 5th-done daily
	Monitor high risk areas.	All staff	Schedule (if necessary)	3rd Grade - Daily (restrooms, cafeteria, playground, lockers) 1st grade- daily 2nd Grade-Daily 4th Grade- Daily (cafeteria, playground, lockers, restrooms during large group) Kindergarten- daily 5th-daily
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	<ul style="list-style-type: none"> There is an established referral plan in place <ul style="list-style-type: none"> Teacher uses classroom based student management strategies. If said strategies are not working, teachers fill out an office referral form. During the 2017 - 2018 Leadership Team retreat, it was decided that the referral process needed to be updated to meet the needs of our teachers and students. <ul style="list-style-type: none"> The new referral process will be designed at the BOY 2018 - 2019 Leadership Team meetings.

				<ul style="list-style-type: none"> The new referral process will be restorative in nature.
All Students	INTERVENTION: (Please complete cells below)			
	Apply classroom interventions.	All teachers		3rd Grade - Daily 1st Grade - Daily 2nd Grade-- Daily 4th Grade- Daily Kindergarten-daily 5th-daily
	Employ discipline interventions.	Designated staff		3rd Grade - Daily 1st grade- Daily 2nd Grade-- Daily 5th- daily 4th Grade- Daily Kindergarten-daily
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors		3rd Grade - as needed 1st grade- as needed 2nd Grade- as needed 4th Grade- as needed Kindergarten-as needed 5th-as needed
	Conference with parents/students.	Teachers or other staff		3rd Grade - as needed 1st grade- as needed 2nd Grade- as needed 4th Grade -on designated district day and as needed Kindergarten - as needed 5th-as needed

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			<ul style="list-style-type: none"> 91% of Shepard families filled out the registration paperwork online.
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			
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local			https://www.pisd.edu/shepard
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local			<ul style="list-style-type: none"> Administration shared news through a Smore titled Patriot Post <ul style="list-style-type: none"> https://www.smore.com/zu0nv
Utilize social media to keep parents and community informed. Funding source: State and Local			<ul style="list-style-type: none"> Administration used Facebook, Twitter and Instagram to share information via social media to the Shepard community. 3rd Grade - Updated frequently 1st grade- Updated weekly 2nd Grade- Bloomz updated frequently 4th Grade- Website updated frequently, parent notifications by email frequently Kindergarten-Communication log, FB, Smore, emails 5th- Bloomz updated frequently; have a website

PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local			<ul style="list-style-type: none">● Shepard hosted a number of events in conjunction with the PTA, including...<ul style="list-style-type: none">○ Shepard Color Run○ Shepard Sock Hop○ Class Parties○ Monthly Meetings
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local			<ul style="list-style-type: none">● Shepard hosted a number of events in conjunction with the PTA, including...<ul style="list-style-type: none">○ Shepard Color Run○ Shepard Sock Hop○ Class Parties○ Monthly Meetings

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 lessons delivered by the counselor every other week to all grade levels. Lessons fall under the strands of Self-confidence development, Motivation to Achieve, Decision-making and problem-solving skills, Interpersonal effectiveness, communication skills, responsible behavior and cross-cultural effectiveness. Pre- and post- data is collected in the specific topics of Anti-bullying, Social-Emotional Learning, and Personal Safety. Counselor helps 5th grade students in preparing for middle school by teaching lessons that will be relevant to them in middle school.
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 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			
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			

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:
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	
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	
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	
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	