



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Davis Elementary

Principal: **Karma Cunningham**

Mission Statement:

Davis Elementary seeks to provide a nurturing environment to achieve individual potential and challenge academic growth for life-long learning.

Vision Statement:

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

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	\$ 69,325	Total Funding for# Title I Support Teachers	
Parental Engagement	\$ 500	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	\$2,500	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
Melissa Coronilla	Faculty Member	X	X	X	X
Brenda Terenas	Faculty Member		X	X	X
Vina Ngo	Faculty Member	X	X	X	X
Farah Alasad	Faculty Member	X	X	X	X
Peggy Lohr	Faculty Member		X	X	X
Stacey Overbey	Faculty Member, Special Ed	X	X	X	X
Karma Cunninham	Principal	X	X	X	X
Debbie Martin	District Professional		X	X	X
Barbara York	Campus Professional, Non-teaching		X	X	X
Stephen Cranford	Support Staff Member	X	X	X	X
Lindi Buscetta	Parent-Selected by PTA	X	X	X	
Leslie Crabtree	Parent-Selected by Principal	X			
Samantha Foster	Parent				
Lori Brooks	Parent	X			
Angela Reichert	Parent	X			
Suzana Spina	Parent		X		X
Mary Tate	Community Member				
Hester Marks	Community Member	X			
Rebecca Sivestri	Business Representative	X			
Lisha Russo	Business Representative	X	X	X	X
Amy Aldrich	Ad Hoc Member ^{Optional}	X	X	X	X
Cody Gibson	Ad Hoc Member		X	X	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
<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. Increase the percentage of students meeting typical growth in reading for kindergarten and 1st grade to decrease the gap between the campus and district.
2. Increase the percentage of all students performing at the Approaches grade level standard in reading to decrease the gap between the campus and district to meet the district average performance.
3. Increase the percentage of all students performing at the Approaches grade level standard in math to decrease the gap between the campus and district to meet the district average performance.

Critical Action 1

Critical Action (Goal): Increase the percentage of students meeting typical growth in reading for kindergarten and 1st grade to decrease the gap between the campus and district.

Problem Statement:	Overall Reading MAP Growth results show a lack of growth in Kindergarten and 1st grade students for the campus. The current gaps between students at the campus and district are: Kindergarten (Campus-24%, District – 22%) Grade 1 (Campus-31%, District – 19%)							
Root Cause and Strategy:	(a) We will address the need for effective planning and implementation of the curriculum by ensuring that there are adequate structures and systems are in place to implement planning and instruction with fidelity.							
Project Lead:	Campus Administrators, PISD Elementary Content Coordinators and Specialists							
Staff, Title I Staff:	Grade Level Team Teachers, Title1/Intervention Team, ESL Teachers, Counselor							
Materials and Resources:	District Curriculum, Edugence (PES Growth Roster, STAAR Roster, MAP data), Eduphoria, Gradebook							
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 • 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	Outcome, Status and Results per Action Step
<p>Root Cause (a) Activities: Planning</p> <ol style="list-style-type: none"> 1. District curriculum and instruction team members will provide staff training on district planning protocols. 2. Grade level teams, Title1/Intervention Team will meet weekly with the C&I team to use the district curriculum for planning and instructional practice. <ul style="list-style-type: none"> • Weekly planning meetings to maintain alignment to the curriculum • Weekly instructional support by C&I team (i.e. provide feedback to teachers on strategies, planning, instructional approaches, etc.) • Weekly Walk Throughs by Administration and C&I team to document implementation of the plans into instructional practice. 3. Extended time will be provided for teams to implement the planning protocols for unit instructional planning. 	<ol style="list-style-type: none"> 1. Professional Development meeting (scheduled 3 times a year), additional support provided as the need arises 2. Weekly Planning protocol meetings, weekly support by C&I teams, weekly Administration Walk Throughs 3. Extended team planning times 	<ol style="list-style-type: none"> 1. MLP training log, agendas, and materials 2. Weekly planning protocols meeting notes, feedback provided to teachers from C&I team, Walk through Data documents/notes 3. Schedule of extended team plan meetings 	<p>Expected Outcome – Increase academic performance by implementing planning and instructional protocols with fidelity.</p> <p>Short Term Status: Significant Progress – Lesson plans and instruction will be aligned with the district curriculum and include daily learning and language targets as modeled by the district C&I team. Nov. 30 and Dec 7 curriculum teams presented to staff</p> <p>Intermediate Status: Significant Progress – Lesson plans will be aligned with the district curriculum and include daily learning and language targets, and will be implemented effectively by grade level teams. Specialists plan weekly with teams while curriculum dept. plans 2x a month.</p> <p>Long Term Status: Some Progress</p>

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	Outcome, Status and Results per Action Step
<p>TEA Strategic Priority: Goals 1, 2 and 4 Title I Component: 1, 2, 3, 4, and 8 Funding: State, Local, Title I Funds</p>	<p>occurring 2-3 times a year</p>		<p>– Using the planning protocols, lesson plans aligned with the district curriculum, will include daily learning and language targets, and will be implemented effectively by grade level teams. Teachers participated in 2 extended planning sessions thus far</p> <p>Results: The initial data suggests we have made progress; however, we are waiting for the Gap Analysis to determine if we have closed the gap between the district and campus.</p> <p>Next Steps: Reflect on the year’s practices as well as the data and determine what we need to stop, start, and continue.</p>

Critical Action 2

Critical Action (Goal): Increase the percentage of all students performing at the Approaches grade level standard in reading to decrease the gap between the campus and district to meet the district average performance.

Problem Statement:	Overall in Reading there has been a decrease in the percentage of students performing at the Approaches grade level standard for the campus. The current gaps between the campus and district are: Campus 3rd and 5th Grade (3rd- 69%, 5th- 68%) District 3rd and 5th Grade (3rd- 82%, 5th- 83%)							
Root Cause and Strategy:	(a) We will address the need for effective planning and implementation of the curriculum by ensuring that there are adequate structures and systems are in place to implement planning and instruction with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses.							
Project Lead:	Campus Administrators, PISD Elementary Content Coordinators and Specialists							
Staff, Title I Staff:	Grade Level Team Teachers, Title 1/Intervention Team, ESL Teachers, Counselors							
Materials and Resources:	District Curriculum, Edugence (PES Growth Roster, STAAR Roster, MAP data), Eduphoria, Gradebook							
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	Outcome, Status and Results per Action Step
Root Cause (a) Activities: Planning 1. District curriculum and instruction team members will provide staff training on district planning protocols. 2. Grade level teams, Title1/Intervention Team will meet weekly with the C&I team to use the district curriculum for planning and instructional practice. <ul style="list-style-type: none"> • Weekly planning meetings to maintain alignment to the curriculum • Weekly instructional support by C&I team (i.e. provide feedback to teachers on strategies, planning, instructional approaches, etc.) 	1. Professional Development meeting (scheduled 3 times a year), additional support provided as the need arises 2. Weekly Planning protocol meetings, weekly support by C & I teams, weekly Administration Walk Throughs	1. MLP training log, agendas, and materials 2. Weekly planning protocols meeting notes, feedback provided to teachers from C&I team, Walk through Data documents/notes 3. Schedule of extended team plan meetings	Expected Outcome – Increase academic performance by implementing planning and instruction protocols with fidelity. Short Term Status: Significant Progress – Lesson plans and instruction will be aligned with the district curriculum and include daily learning and language targets as modeled by the district C&I team. Nov. 30 and Dec 7 curriculum teams presented to staff Intermediate Status: Significant Progress – Lesson plans will be aligned with the district curriculum and include daily learning and language targets, and will be implemented effectively by grade

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	Outcome, Status and Results per Action Step
<ul style="list-style-type: none"> Weekly Walk Throughs by Administration and C&I team to document implementation of the plans into instructional practice. <p>3. Extended time will be provided for teams to implement the planning protocols for unit instructional planning.</p> <p>TEA Strategic Priority: Goals 1, 2 and 4 Title I Component: 1, 2, 3, 4, and 8 Funding: State, Local, Title I Funds</p>	<p>3. Extended team planning times occurring 2-3 times a year</p>		<p>level teams. Specialists plan weekly with teams while curriculum dept. plans 2x a month.</p> <p>Long Term Status: Significant Progress – Using the planning protocols, lesson plans aligned with the district curriculum, will include daily learning and language targets, and will be implemented effectively by grade level teams. Teachers participated in 2 extended planning sessions thus far</p> <p>Results: The only STAAR data that we have received thus far is 5th grade but based on this we have improved the amount of students who have met or exceeded progress (2016: 43% 2017:57%) as well as students who scored approaches or higher (2016: 68% 2017:75%) from the previous year.</p> <p>Next Steps: Reflect on the year’s practices as well as the data and determine what we need to stop, start, and continue.</p>
<p>Root Cause (b) Activities: Data Analysis</p> <ol style="list-style-type: none"> Provide training for all grade level teachers, ESL teachers, SpEd staff, and interventionists on the purpose and use of formative and summative assessments. Teachers will establish proficiency criteria for student learning outcomes (SLO) in order to create and administer formative and summative assessments. <ul style="list-style-type: none"> Each grade level teacher includes SLO proficiency criteria in lesson plans, creates and/or utilizes associated assessments to measure learning. Weekly instructional support by the C&I team (i.e. ensure lesson plans are reflective and include targeted interventions based upon current assessment data, provide feedback to 	<ol style="list-style-type: none"> Professional Development meeting (scheduled 3 times a year), additional support provided as the need arises. Weekly grade level team planning. As the need arises (at least biweekly) in 	<ol style="list-style-type: none"> MLP training log, agendas, and materials Eduphoria, Team meeting notes, document discussions, student data in Edugence and Gradebook Classroom observations, progress as measured in student 	<p>Expected Outcome – Increase student achievement and academic growth by monitoring and adjusting instruction.</p> <p>Short Term Status: Some Progress – Lesson plans will begin to include formative and summative assessments of student learning as modeled by the district C&I team.</p> <p>Intermediate Status: Significant Progress – Lessons plans will continue to include formative and summative assessments to monitor and adjust student learning with consultation from the district C&I team; and the team discussions will impact future instructional decisions. Date scheduled with Lead4ward to work with teachers to most effectively</p>

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<p>teachers on formative and summative assessments, instructional approaches, etc.)</p> <ul style="list-style-type: none"> Teachers will analyze assessment data and use it to plan for instruction. <p>TEA Strategic Priority: Goals 1, 2 and 4 Title I Component: 1, 2, 3, 4, 8 and 9 Funding: State, Local, Title I Funds</p>	<p>Tier 1 and Tier 2 instruction.</p>	<p>performance data in Edugence (Rtl)</p>	<p>Long Term Status: Significant Progress – Weekly instruction, aligned with the district curriculum, will include formative and summative assessments so that teachers utilize the current data to develop instruction to meet student learning needs. School specialists working with teachers to identify and target instruction weekly.</p> <p>Results: The only STAAR data that we have received thus far is 5th grade but based on this we have improved the amount of students who have met or exceeded progress (2016: 43% 2017:57%) as well as students who scored approaches or higher (2016: 68% 2017:75%) from the previous year.</p> <p>Next Steps: Reflect on the year’s practices as well as the data and determine what we need to stop, start, and continue.</p>

Critical Action 3

Critical Action (Goal): Increase the percentage of all students performing at the Approaches grade level standard in math to decrease the gap between the campus and district to meet the district average performance.

Problem Statement:	Overall in Math there has been a decrease in the percentage of students performing at the Approaches grade level standard for the campus. The current gaps between the campus and district are: Campus 3rd and 5th Grade (3rd- 74%, 5th- 68%) District 3rd and 5th Grade (3rd- 86%, 5th- 88%)							
Root Cause and Strategy:	(a) We will address the need for effective planning and implementation of the curriculum by ensuring that there are adequate structures and systems are in place to ensure implementation with fidelity.							
Project Lead:	Campus Administrators, PISD Elementary Content Coordinators and Specialists							
Staff, Title I Staff:	Grade Level Team Teachers, Title1/Intervention Team, ESL Teachers, Counselor							
Materials and Resources:	District Curriculum, Edugence (PES Growth Roster, STAAR Roster, MAP data), Eduphoria, Gradebook							
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	Outcome, Status and Results per Action Step
<p>Root Cause (a) Activities: Effective Planning</p> <ol style="list-style-type: none"> 1. District curriculum and instruction team members will provide staff training on district planning protocols. 2. Grade level teams, Title1/Intervention Team will meet weekly with the C&I team to use the district curriculum for planning and instructional practice. <ul style="list-style-type: none"> • Weekly planning meetings to maintain alignment to the curriculum • Weekly instructional support by C&I team (i.e. provide feedback to teachers on strategies, planning, instructional approaches, etc.) • Weekly Walk Throughs by Administration and C&I team to document implementation of the plans into instructional practice. 	<ol style="list-style-type: none"> 1. Professional Development meeting (scheduled 3 times a year), additional support provided as the need arises 2. Weekly Planning protocol meetings, weekly support by C & I teams, weekly Administration Walk Throughs 	<ol style="list-style-type: none"> 1. MLP training log, agendas, and materials 2. Weekly planning protocols meeting notes, feedback provided to teachers from C&I team, Walk through Data documents/notes 3. Schedule of extended team plan meetings 	<p>Expected Outcome – Increase academic performance by implementing planning and instruction protocols with fidelity.</p> <p>Short Term Status: Significant Progress – Lesson plans and instruction will be aligned with the district curriculum and include daily learning and language targets as modeled by the district C&I team. Nov. 30 and Dec 7 curriculum teams presented to staff</p> <p>Intermediate Status: Significant Progress – Lesson plans will be aligned with the district curriculum and include daily learning and language targets, and will be implemented effectively by grade level teams. Specialists plan weekly with teams while curriculum dept. plans 2x a month.</p>

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	Outcome, Status and Results per Action Step
3. Extended time will be provided for teams to implement the planning protocols for unit instructional planning. TEA Strategic Priority: Goals 1, 2 and 4 Title I Component: 1, 2, 3, 4, and 8 Funding: State, Local, Title I Funds	3. Extended team planning times occurring 2-3 times a year		<p>Long Term Status: On Track to Make Progress – Using the planning protocols, lesson plans aligned with the district curriculum, will include daily learning and language targets, and will be implemented effectively by grade level teams. Teachers participated in 2 extended planning sessions thus far</p> <p>Results: The only STAAR data that we have received thus far is 5th grade but based on this we have improved the amount of students who have met or exceeded progress (2016: 40% 2017:56%) as well as students who scored approaches or higher (2016: 68% 2017:72%) from the previous year.</p> <p>Next Steps: Reflect on the year’s practices as well as the data and determine what we need to stop, start, and continue.</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	Campus Nurse serves as captain of the wellness team. She and the team met to brainstorm strategies for wellness among the adults in the building.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Parent Included
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	Gym is used as well as the cafeteria for Health and Wellness class.
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	Bulletin board is located inside the gym and is changed monthly.
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	Ongoing as we receive information.
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Fitness Gram pretesting is in September. Test will be in March.
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	Information will be printed and sent home in the final report card at the end of the year.

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	Students attend PE class three times a week for 50 minutes. They participate in MOVS for more than 50% of the class period.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Pedometers are used in conjunction with Walk Across America program. Students’ learn about heart rate monitoring during class.
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	Coaches follow the scope and sequence from the district curriculum. PWT’s and observations will be conducted to ensure this.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	This is built into our schedule.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	Students are taught brain gym in PE, and use this in the classroom. Teachers use various activities to give brain breaks during class.
ATTENDANCE:				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Attendance reports are monitored bi-weekly and letters and phone calls are made to parents who have excessive absences or tardiness. Parents will be invited to I’m Present class, and referrals are made to the truancy office when needed.

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	Summer discussion by administrators, discussed with team leaders at August retreat.
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	Schedule for morning and afterschool duties was revised in August
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	All teachers agreed to and signed in August.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	Barbara York, counselor, held trainings for staff at start of school year. Online training was also completed regarding Sexual Harassment by all staff members. Staff also participated in Safe Schools trainings.
	Review referral process.	Principal or designee	Campus referral plan	Discussed with team leaders at August Team leader meeting.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	This was discussed during team leader meeting on August 9, and with the staff on August 15.
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	Implemented
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Use PBIS strategies

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	
	Monitor high risk areas.	All staff	Schedule (if necessary)	Principals will ensure that duty schedules are followed.
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	A new referral form was created this year to allow students to be more reflective.
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions.	All teachers	District resources, researched based interventions, Data Notebooks	
	Employ discipline interventions.	Designated staff	SEL Lessons, Restorative Discipline Conferences & Circles	
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	District resources, researched based interventions, Data Notebooks	Administrators, Counselor and Learning Specialist discussed restorative discipline. Admin conferring with other colleagues on effective implementation.
	Conference with parents/students.	Teachers or other staff	Data Notebooks	

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 Staff	August 2017, as the need arises	School Messenger, Phone Calls, Face to Face Contact-reminding them at Back to School nights or just other times they were at school
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	Classroom Teachers	August 2017, as the need arises	Teachers gathered this information from parents in September.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Librarian	Monthly	Erin Graham updates this website monthly. Each grade level also updates their page approximately every month.
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Principal	Weekly, as needed	Also use Smore and School Messenger
Utilize social media to keep parents and community informed. Funding source: State and Local	Classroom Teachers, Office Staff	Weekly, as needed	Facebook, Smore, and Remind are utilized to inform and connect parents.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Principal	Monthly	PTA Board Meetings
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	Office Staff	Discussed at monthly board meetings	Administration works with the PTA program chair to offer parenting programs during the school year. School counselor sets up two parent education programs each year.

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	Counselor	Weekly, as need arises	Each classroom is presented a lesson multiple times a month as well as specific individual lessons as needed.
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, KG Teachers, ESL Specialist, SpEd Teacher, Deaf Ed Team Leader	May, 2018	
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	Via frequent emails and ARD invitations	As the need arises	Ongoing. Event scheduled with Pearson EC to attend an open house so that feeder schools can meet the incoming parents.
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	KG Teachers	Spring, 2018	

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	HR Department
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	HR Department, Job Fair in April
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	HR Department
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	Davis plans high quality professional development, and allows for teacher choice in professional learning
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	HR department