



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

## **Thomas Elementary**

**Principal: Lynn Swanson**

**Mission Statement:**

**At Thomas Elementary, we celebrate diversity and are committed to providing excellence in education for all students. We empower our students to be caring, responsible, life-long learners with big dreams.**

## 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, September 25, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Monday, January 29, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Monday, May 21, 2018**

## 2017-2018 Campus Status Check all that apply

 Title III English Language Learner Campus

 Non-Title I Campus

 Title I School-wide Campus

## Title I Information

| Title I Components                          |  |  |   |
|---|--|--|---|
| <b>1 (CNA)</b>                              | Comprehensive Needs Assessment                 | <b>6 (PI)</b>  | Strategies to Increase Parental Involvement   |
| <b>2 (RS)</b>                               | Reform Strategies                              | <b>7 (Tran)</b>  | Transition                                    |
| <b>3 (HQ)</b>                               | Instruction by State Certified Teachers        | <b>8 (A)</b>   | Teacher Decision-Making Regarding Assessments |
| <b>4 (PD)</b>                               | High-Quality Professional Development          | <b>9 (M)</b>   | Effective and Timely Assistance to Students   |
| <b>5 (R/R)</b>                              | Strategies to Attract State Certified Teachers | <b>10 (Coord)</b>  | Coordination and Integration                  |
| Program Funding                             |  |  |   |
| <b>Staffing</b>                             | \$ 276,849                                     | Total Funding for # Title I Support Teachers   |   |
| <b>Parental Engagement</b>                  | \$ 500.00                                      | Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)   |   |
| <b>Student and Campus Capacity Building</b> | \$ 4,500                                       | 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. |  |               |   |
|---|--|---------------|---|
| <b>Goal 1</b>   | <b>Recruit, support, and retain</b> Teachers and Principals        | <b>Goal 3</b> | Connect high school to <b>career</b> and <b>college</b> |
| <b>Goal 2</b>   | Build a <b>foundation</b> of <b>reading</b> and <b>mathematics</b> | <b>Goal 4</b> | <b>Improve</b> 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](http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/SBIC_Committee)

| <b>Committee Member's Name</b> | <b>Role</b>                       | <b>1st Year on SBIC</b> | <b>Sep 25, 2017 Attendance</b> | <b>Jan 29, 2018 Attendance</b> | <b>May Attendance</b> |
|--------------------------------|-----------------------------------|-------------------------|--------------------------------|--------------------------------|-----------------------|
| Esperanza Pratt                | Faculty Member                    | 2017                    | X                              | X                              | X                     |
| Alice Hembree                  | Faculty Member                    | 1996                    | X                              | X                              | X                     |
| Criselda Jaquez                | Faculty Member                    | 2017                    | X                              | X                              | X                     |
| Ashley Anderlik                | Faculty Member                    | 2017                    | X                              | X                              | X                     |
| Jennifer Ortega                | Faculty Member                    | 2017                    | X                              | X                              | X                     |
| Lacey Foster                   | Faculty Member, Special Ed        | 2017                    | X                              | X                              |                       |
| Lynn Swanson                   | Principal                         | 1996                    | X                              | X                              |                       |
| Kim O'Bryon                    | District Professional             | 2008                    | X                              | X                              |                       |
| Jami Lamar                     | Campus Professional, Non-teaching | 2015                    | X                              | X                              | X                     |
| Mirna Martinez                 | Support Staff Member              | 2015                    | X                              | X                              | X                     |
| Rebecca Hargrave               | Parent-Selected by PTA            | 2017                    |                                |                                |                       |
| Jada Watson                    | Parent-Selected by Principal      | 2015                    | X                              | X                              | X                     |
| Sandra Velazquez               | Parent                            | 2015                    |                                |                                |                       |
| Nashica House                  | Parent                            | 2017                    |                                |                                |                       |
| Cherie Beasley                 | Parent                            | 2017                    | X                              | X                              | X                     |
| Asim Khan                      | Parent                            | 2017                    |                                |                                |                       |
| Kathy Kehoe                    | Community Member                  | 2013                    | X                              | X                              |                       |
| Jason Thomas                   | Community Member                  | 2017                    | X                              | X                              |                       |
| Suzanne Lee (Toyota)           | Business Representative           | 2017                    | X                              |                                | X                     |
| Kory Knott                     | Business Representative           | 2017                    |                                |                                |                       |

| Committee Member's Name   | Role                              | 1st Year on SBIC                                  | Sep 25, 2017 Attendance | Jan 29, 2018 Attendance | May Attendance |
|---|-----------------------------------|---|-------------------------|-------------------------|----------------|
| Nikki Mitchell, Xandria Johnson, Ana Gurrola, Alison Manktelow, Amy Rouquette, Daniela Kerpens, Tamika Waller, Stephanie Robinson, Ayanna Black, Amber Gist | Ad Hoc Member <sup>Optional</sup> | 2017, 2017,2009,2015, 2015,2014, 2015, 2015, 2015 | 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><b>Health, Fitness and Attendance:</b><br/>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>                              | 10 (Coordination and Integration)  | All                       |
| <p><b>Violence Prevention and Bullying</b></p>  | 10 (Coordination and Integration)  | All                       |
| <p><b>Parental Involvement:</b><br/>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>                                      | 1 (Comprehensive Needs Assessment)<br>6 (Strategies to Increase Parental Involvement)<br>10 (Coordination and Integration)   | All                       |
| <p><b>Transition:</b><br/>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> | 1 (Comprehensive Needs Assessment)<br>7 (Transition)<br>10 (Coordination and Integration)  | All                       |
| <p><b>State Certified Teachers and Highly Qualified Paraprofessional Staff:</b><br/>The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.</p>  | 1 (Comprehensive Needs Assessment)<br>3 (Instruction by State Certified Staff)<br>4 (High-Quality Professional Development)<br>5 (Strategies to Attract State Certified Teachers)<br>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 (P<sup>3</sup>A 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. Continually monitor individual student learning in varied ways. |
| 2. Implement Social and Emotional Learning strategies              |

**Critical Action 1**

**Critical Action: Continually monitor individual student learning in varied ways.**

|                                 |  |                                 |  |  |  |  |  |                                 |
|---------------------------------|--|---------------------------------|--|--|--|--|--|---------------------------------|
| <b>Project Lead:</b>            | Principal and Assistant Principal  |                                 |  |  |  |  |  |                                 |
| <b>Staff, Title I Staff:</b>    | Instructional Specialists, Title 1 Staff, teachers   |                                 |  |  |  |  |  |                                 |
| <b>Materials and Resources:</b> | District curriculum, TIER 2 materials, teacher, district, and state assessments, Title 1 funding |                                 |  |  |  |  |  |                                 |
| <b>Targeted Area:</b>           | <input checked="" type="checkbox"/> School-wide  | <input type="checkbox"/> Kinder | <input type="checkbox"/> 1 <sup>st</sup> grade | <input type="checkbox"/> 2 <sup>nd</sup> grade | <input type="checkbox"/> 3 <sup>rd</sup> grade | <input type="checkbox"/> 4 <sup>th</sup> grade | <input type="checkbox"/> 5 <sup>th</sup> grade | <input type="checkbox"/> Other: |

**Strategies for Accomplishing Critical Action 1:**

| <b>Action Step</b><br>• TEA Strategic Priorities Goal # per Action Step (If Applicable)<br>• Title I Component # and Funding Amounts per Action Step  | <b>Implementation Timeline per Action Step</b> | <b>Implementation Evidence per Action Step</b> | <b>Formative &amp; Summative Notes per Action Step</b>  |
|---|--|--|---|
| 1. Monitor student understanding intermittently throughout the lesson: Train teachers on strategically checking for understanding throughout the lesson by identifying checkpoints. Include these methods for checking (i.e. Thumbs Up/Down, Padlet, QR Codes, Lead4ward Quick Checks) and checkpoints to be used in the lesson plans.<br>9 (M) | September 2017-May 2018                        | PDH Handouts                                   | <b>Formative Notes: (Kinder)</b> You do, teachers walk around checking for understanding. <b>(1<sup>st</sup> grade)</b> Teachers present learning target to students before each lesson. At the end of lesson, TW review leaning target with students to see if we targeted it. We use Kahoot, thumbs-up/down, dry erase boards; <b>(2<sup>nd</sup> grade)</b> Incorporate quick checks in math <b>(3<sup>rd</sup> grade)</b> strategic questioning (students from different RTIs) , multiply response strategies (turn and talk, explain your answer, thumbs up/down, think pair share), whole group activities with teacher guidance, <b>(4<sup>th</sup> grade)</b> Using formative assessments like thumbs up/thumbs down, exit tickets used at the end of lesson (ex. Reading we have put exit tickets in the lesson plans. <b>(SPED)</b> Checking for understanding: Ask the students to verbally restate, summarize. Teachers scaffold with sentence stems. We use exit tickets to check for understanding of the content and directions. Some teachers are encouraging students to use voice recorders to record their responses. <b>(5<sup>th</sup> grade)</b> We are using frequent assessment strategies such as thumbs up/down, exit tickets, and think pair share |

| <p><b>Action Step</b></p> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul> | <p><b>Implementation Timeline per Action Step</b></p> | <p><b>Implementation Evidence per Action Step</b></p> | <p><b>Formative &amp; Summative Notes per Action Step</b></p>   |
|--|---|---|---|
|  |   |   | <p><b>Summative Notes: (Kinder)</b> Thumbs up/down, quick writing or drawing on sticky notes <b>(2<sup>nd</sup> grade)</b> Use of google classroom and Dream Box lessons for math <b>(3<sup>rd</sup> grade)</b> Exit Tickets – note cards, one or two questions, and quick write etc. Students are writing in math journals daily. TW model and scaffold to assist students with quality writing. <b>(5<sup>th</sup> grade)</b> Quick Checks were added into lesson plans to intentionally check and monitor student understanding <b>(SPED)</b> In addition, students are asked to explain how they derived at an answer. Teacher and student utilize the I Do, We Do, You Do instructional model. The student and teacher switch roles to check for understanding.</p>  |
| <p>2. Use the results of these checkpoints to identify flexible small group instruction (reteach, delivery approach of lesson, or additional practice). 8 (A)</p>  | <p>September 2017- May 2018</p>                       | <p>Student groups and lesson plans</p>                | <p><b>Formative Notes: (Kinder)</b> We use these checkpoints to re teach additional practice or change the delivery/approach of the lesson to form flexible grouping <b>(1<sup>st</sup> grade)</b> As a result of checking for understanding, we monitor the students, pull students to teacher table, flexible grouping according to academic needs, and we do spiral review for LA and math during morning work. <b>(2<sup>nd</sup> grade)</b> Small groups are changed after reassessments of new unit. <b>(3<sup>rd</sup> grade)</b> After a whole group lesson is over each student completes a check for understanding question/activity, students who struggle are pulled to teacher table first <b>(4<sup>th</sup> grade)</b> We use the results of the formative assessments as one tool to determine teacher table groups for math. <b>(SPED)</b> When there is a need for additional practice the students are assigned to a reteach group on the next day. Added teacher support during Independent Time. Curriculum assessment data drives small group instruction. Differentiated pacing during small group instruction is based on students’ needs. UDL strategies are used to provide information and student feedback in a variety of ways such as manipulatives, visuals, sentence stems. <b>(5<sup>th</sup> grade)</b> Much of this information is used to help us with grouping of students depending</p> |

| <p><b>Action Step</b></p> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul> | <p><b>Implementation Timeline per Action Step</b></p> | <p><b>Implementation Evidence per Action Step</b></p>                | <p><b>Formative &amp; Summative Notes per Action Step</b></p>   |
|--|---|--|---|
|  |   |  | <p>upon mastery. After teaching the teacher will group students and pull those groups to reteach, deepen learning, or enrich learning. The groups are flexible so that students are not fixed in a group and can be moved groups due to progress made.</p> <p><b>Summative Notes: (2<sup>nd</sup> grade)</b> New groups with every pre-assessment (<b>SPED</b>) Changes are made in grouping of students based on critical needs and results of assessments.</p>  |
| <p>3. Lesson plans will include clarity about the level of understanding that students are to display for that particular lesson and mastery of concepts/skills.</p>   | <p>Weekly: August-May</p>                             | <p>Lesson plans will reflect the Measurement of Student Learning</p> | <p><b>Formative Notes: (Kinder)</b> During planning, we reflect on the lessons, make adjustments, and differentiate. Learning outcome, essential question, use of Lead4ward. <b>(1<sup>st</sup> grade)</b> We make sure all our lessons are presented in different way – below level, on level, above level. All lesson will reflect the Measurement of Student Learning; <b>(2<sup>nd</sup> grade)</b> Addressed in conjunction with the objective in the lesson plans of student learning. <b>(3<sup>rd</sup> grade)</b> Objectives are in lesson plans and shared with students. Outcome is reflected in lesson plans with exit ticket activity. <b>(4<sup>th</sup> grade)</b> We do this with the desired student result and measurement of student success for each lesson each day. <b>(SPED)</b> The lessons have end targets in mind based on grade level TEKS and IEP goals. Teachers have been trained on looking at the vertical alignment to make sure they include pre-requisite skills in lesson plans as needed. <b>(5<sup>th</sup> grade)</b> Each lesson plan includes a measurement of student learning so that the teacher knows what she will use for the assessment or goal for that day. 5th grade also implemented quick checks into lesson plans to intentionally monitor for student understanding.</p> <p><b>Summative Notes: (2<sup>nd</sup> grade)</b> Pre-assessments, differentiation, and fluid groups (<b>SPED</b>) Plans include the</p> |

| <p><b>Action Step</b></p> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul> | <p><b>Implementation Timeline per Action Step</b></p>        | <p><b>Implementation Evidence per Action Step</b></p> | <p><b>Formative &amp; Summative Notes per Action Step</b></p>   |
|--|--|---|---|
|  |  |   | <p>anticipated level of prompting and adjusted through the lesson. Individual students have mastery criteria</p>  |
| <p>4. Once a month, specialists will meet with teams as they review their Tier 2 documentation. 10 (Coord)</p>   | <p>Third Thursday of each month: September 2017-May 2018</p> | <p>Edugence data</p>                                  | <p><b>Formative Notes: (Kinder)</b> twice a month <b>(1<sup>st</sup> grade)</b> We meet with IS team monthly. During our meeting we discussed our Tier 2 students, their progress and next step. Also, we talk about materials and lesson plans. At this meeting we moved students that had made progress, and Tier 2 is no longer needed. Our Tier 2 is a revolving door. <b>(2<sup>nd</sup>)</b> This takes place the second Thursday of every month. <b>(3rd grade)</b> Team has met monthly. Reading will meet for a ½ day to dive deeper into Tier II reading goal creation <b>(4<sup>th</sup> grade)</b> Monthly Tier 2 documentation review on the 2rd of the month.<b>(SPED)</b> Special Education team members join grade level planning sessions to participate in Tier II data discussions and provide suggestions. <b>(5<sup>th</sup> grade)</b> 5th grade team meets with IS monthly to review data. Groups are fluid so we can continue or discontinue intervention or goal as necessary due to the growth of the student.</p> <p><b>Summative Notes: (2<sup>nd</sup> grade)</b> Continued visits with Instructional Specialists <b>(SPED)</b> Special Education staff also participate and monitor in the CMIT process</p> |
| <p>5. Pre- and post-assessments will be analyzed for mastery of daily concepts. 8 (A)</p>  | <p>September 2017-May 2018</p>                               | <p>Student assessments and data from analysis</p>     | <p><b>Formative Notes: (Kinder)</b> pre-test, post test, re-teach and use results to drive instruction, and do grouping of students. <b>(1<sup>st</sup> grade)</b> Pre-assessment for math is used to form groups, to guide our math lessons and our guided math groups. Ongoing assessments (formal and informal) in LA helps us to see if we need to review/reteach a skill/concept. <b>(2<sup>nd</sup> grade)</b> Reading- during the reading block this is addressed in guided reading using running records. Math- we are giving the same test for pre and post for checking of mastery</p>  |

| <p><b>Action Step</b></p> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul> | <p><b>Implementation Timeline per Action Step</b></p> | <p><b>Implementation Evidence per Action Step</b></p> | <p><b>Formative &amp; Summative Notes per Action Step</b></p>   |
|--|---|---|---|
|  |   |   | <p>during math. <b>(3rd grade)</b> Pre and post assessments are giving before and end of every unit. Pretests are used to identify students who need extensions and extra support. Posttests are used to identify any gaps that needs to be readdressed in either spiral review or direct reteach <b>(4th grade)</b> We use pre-assessments to help form groups. And we use post assessments to determine reteach, tier 2, spiral review, guided reading. <b>(SPED)</b> Pre and Post Tests, Informal quick checks, and ongoing data collection are used to monitor mastery. <b>(5<sup>th</sup> grade)</b> Pre and post assessments are included in the lesson plans. The assessment data is utilized to determine grouping, reteach, unit pacing, and areas to enrich.</p> <p><b>Summative Notes: (2<sup>nd</sup> grade)</b> Continued use of running records and use of pre and posttest <b>(SPED)</b> Results from the above are used to make future plans (IEPs, lessons, placements, services).</p> |
| <p>6. Students will learn AVID reading comprehension strategies to gain a deeper understanding of what they are reading.</p>   | <p>September 2017- May 2018</p>                       | <p>Training materials, lesson plans, student work</p> | <p><b>Formative Notes:</b> PDH Sept. 14, 2017 Nov. 8, 2017 Feb. 21, 2018 October 18, 2017 Jan. 31, 2018 Mar. 28, 2018</p> <p><b>(Kinder)</b>-highlight HFW, words that start with the letter of the week, circling key words during math instruction <b>(1<sup>st</sup> grade)</b> 1st grade is using AVID strategy during reading and math: Circle key words and underline important information. <b>(2<sup>nd</sup> grade)</b> These are used during math writing and story problems and during reading story comprehension assessments. <b>(4th grade)</b> We incorporate the AVID comprehension strategies across the curriculum. We mark the text in math for story problems and science when reading. Also, AVID strategies are our 4th grade goals. <b>(SPED)</b> AVID strategy of marking the text, including numbering paragraphs, underlining important information and circling key terms are used across all subjects. <b>(5<sup>th</sup> grade)</b> Included in</p>                        |

| <p><b>Action Step</b></p> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul> | <p><b>Implementation Timeline per Action Step</b></p> | <p><b>Implementation Evidence per Action Step</b></p> | <p><b>Formative &amp; Summative Notes per Action Step</b></p>   |
|--|---|---|---|
|  |   |   | <p>lesson plans are opportunities for students to use AVID reading and math strategies that include revisiting and analyzing the passage or problem to deepen their understanding of the task.</p> <p><b>Summative Notes: (2<sup>nd</sup> grade)</b> Continued use of comprehension text and language art whole group <b>(SPED)</b> Strategies are also used in mathematics with the actual numbers along with text</p> |

**Critical Action 2 Improve the social and emotional health of students and staff**

**Critical Action:**

|                                 |   |                                 |  |  |  |  |  |                                 |
|---------------------------------|---|---------------------------------|--|--|--|--|--|---------------------------------|
| <b>Project Lead:</b>            | Principal, Assistant Principal, Counselors            |                                 |  |  |  |  |  |                                 |
| <b>Staff, Title I Staff:</b>    | Teachers, Specialists, Title 1                        |                                 |  |  |  |  |  |                                 |
| <b>Materials and Resources:</b> | District materials, campus materials, Title 1 funding |                                 |  |  |  |  |  |                                 |
| <b>Targeted Area:</b>           | <input type="checkbox"/> School-wide                  | <input type="checkbox"/> Kinder | <input type="checkbox"/> 1 <sup>st</sup> grade | <input type="checkbox"/> 2 <sup>nd</sup> grade | <input type="checkbox"/> 3 <sup>rd</sup> grade | <input type="checkbox"/> 4 <sup>th</sup> grade | <input type="checkbox"/> 5 <sup>th</sup> grade | <input type="checkbox"/> Other: |

**Strategies for Accomplishing Critical Action 2:**

| <b>Action Step</b><br>• TEA Strategic Priorities Goal # per Action Step (If Applicable)<br>• Title I Component # and Funding Amounts per Action Step | <b>Implementation Timeline per Action Step</b> | <b>Implementation Evidence per Action Step</b> | <b>Formative &amp; Summative Notes per Action Step</b>  |
|--|--|--|---|
| Teachers will conduct morning meetings daily. All teachers will participate in a book study using <u>The Morning Meeting Book</u> .                  | September 2017-May 2018                        |  | <p><b>Formative Notes:</b> (1<sup>st</sup> grade) Every morning, we conduct our Morning Meeting. (2<sup>nd</sup> grade) Every teacher conducts greeting, sharing, breathing during meeting. (3<sup>rd</sup> grade) Done daily, students and teachers enjoy and participate. (SPED) Special Education teachers provide support in grade level classrooms for morning meetings. Our self contained classroom also conducts a morning meeting. At the beginning of small group instruction (including speech), a quick group greeting is implemented using activities/strategies from the morning meeting structure.(5<sup>th</sup> grade) Each 5th grade class has a daily morning meeting. We have lesson plans created for these meeting. We discuss the 6 pillars, greet one another, have an activity, and a share topic daily. We also included current topics of any goings on of issues or areas of praise in 5th grade.</p> <p><b>Summative Notes:</b> (Kinder) We do morning meeting Mon-Fri implementing greetings, sharing, and working memory activities; (2<sup>nd</sup> grade) Students using strategies discussed during morning meeting and throughout the day. (4<sup>th</sup> grade) We conduct morning meetings in each classroom daily. (SPED) Special Education staff worked</p> |

| <b>Action Step</b><br>• TEA Strategic Priorities Goal # per Action Step (If Applicable)<br>• Title I Component # and Funding Amounts per Action Step | <b>Implementation Timeline per Action Step</b> | <b>Implementation Evidence per Action Step</b> | <b>Formative &amp; Summative Notes per Action Step</b>  |
|--|--|--|---|
|  |  |  | hard this year to give all students strategies to help them be successful in the inclusion of morning meetings.   |
| Kelso’s Choices will be reinforced by counselors, teachers, and administrators.  | September 2017- May 2018                       | posters  | <p><b>Formative Notes:</b> Posters distributed to all classrooms August 2017. <b>(Kinder)</b> we use Kelso’s choices to reinforce strategies to express feelings. <b>(1<sup>st</sup> grade)</b> 1st graders use mindful breathing and games throughout the day. <b>(2<sup>nd</sup> grade)</b> Ask students to refer back to Kelso’s poster when a problem arises. <b>(3<sup>rd</sup> grade)</b> All have posters in our classrooms <b>(4<sup>th</sup> grade)</b> We all have the Kelso’s choice wheel hanging in our room and refer to it as needed. <b>(SPED)</b> Kelso’s choices posters are posted and referred to in our classrooms and associated with our calm down areas as a tool. Teachers refer the students to the Kelso’s choices when they need help with peer relationships or problem solving, and guide them through problem solving as needed. <b>(5<sup>th</sup> grade)</b> We have Kelso’s choices posters posted in out rooms and they are also posted around campus.</p> <p><b>Summative Notes: (SPED)</b> We have seen and heard students refer to Kelso’s choices when problem solving</p> |
| Mindful breathing and games will be implemented  | September 2017- May 2018                       |  | <p><b>Formative Notes:</b> PDH Aug. 10, 2017. <b>(Kinder)</b>-daily practices throughout the day. Specifically, right after recess. Students use the calm down spot and how to use all the tools to help them with breathing and to do escalate. <b>(1st grade)</b> use mindful breathing and games throughout the day. <b>(2<sup>nd</sup> grade)</b> We use mindful breathing cards during morning meetings. <b>(3<sup>rd</sup> grade)</b> Teachers have a toolbox of activities from Morning Meeting Book and Mindful Games (handshakes,</p>  |

| <b>Action Step</b><br><ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul> | <b>Implementation Timeline per Action Step</b> | <b>Implementation Evidence per Action Step</b>              | <b>Formative &amp; Summative Notes per Action Step</b>  |
|--|--|---|---|
|  |  |   | <p>breathing exercise, sharing ideas; <b>(4th grade)</b> We incorporate mindful breathing and mindful games into morning meeting and we practice the breathing during the day. <b>(SPED)</b> Implementing Social and emotional strategies- Activities from the Morning Meeting Book and Mindful Games activity cards are written into lesson plans. Mindful breathing activities are also practiced during transitions (coming in from recess, before starting small group work, etc). Students are encouraged to use breathing exercises as calm down strategies. <b>(5<sup>th</sup> grade)</b> Mindful breathing is practiced during morning meeting, high 5 meetings, and during transition times.</p> <p><b>Summative Notes: (SPED)</b> We also implement these strategies throughout the day as needed along with the ones planned within our lessons.</p> |
| Materials will be purchased for staff use in implementing strategies   | September 2017-May 2018                        | Lesson Plans  | <p><b>Formative Notes:</b> <u>The Morning Meeting Book</u>, <u>Mindful Games Activity Cards</u> <u>Mindful Games Book</u> <u>Settle Your Glitter</u> book <u>Breathe, Chill and Master of Mindfulness</u>-purchased using Title I funds</p>   |
| At each staff meeting, one of the components will be focused on Social Emotional Learning.   | September 2017-May 2018                        | PDH agenda Breathing practice will be evident in classrooms | <p><b>Formative Notes:</b> August 10-PDH <b>(1<sup>st</sup> grade)</b> participates in all staff meetings</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 P<sup>3</sup>A Best Practice #17)
- Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P<sup>3</sup>A Best Practice #13)
- Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P<sup>3</sup>A Best Practice #14)

|                                 |   |  |  |  |  |  |  |                                 |
|---------------------------------|---|--|--|--|--|--|--|---------------------------------|
| <b>Project Lead:</b>            |   | <b>Principal and Assistant Principal</b>                               |  |  |  |  |  |                                 |
| <b>Staff, Title I Staff:</b>    |   | <b>Teachers, Specialists, Title 1</b>                                  |  |  |  |  |  |                                 |
| <b>Materials and Resources:</b> |   | <b>Title 1 funds, district and school materials, Title 1 materials</b> |  |  |  |  |  |                                 |
| <b>Targeted Area:</b>           | <input checked="" type="checkbox"/> School-wide | <input type="checkbox"/> Kinder  | <input type="checkbox"/> 1 <sup>st</sup> grade | <input type="checkbox"/> 2 <sup>nd</sup> grade | <input type="checkbox"/> 3 <sup>rd</sup> grade | <input type="checkbox"/> 4 <sup>th</sup> grade | <input type="checkbox"/> 5 <sup>th</sup> grade | <input type="checkbox"/> Other: |

**Strategies for Accomplishing Critical Actions to Address Missed State Safeguards:**

| <b>Action Step</b><br>• TEA Strategic Priorities Goal # per Action Step (If Applicable)<br>• Title I Component # and Funding Amounts per Action Step | <b>Implementation Timeline per Action Step</b> | <b>Implementation Evidence per Action Step</b>    | <b>Formative &amp; Summative Notes per Action Step</b>   |
|--|--|---|--|
| <b>SW #17 - Proactively develop intervention plans for students performing below grade level</b><br>9 (M)  | September–October                              | Lesson plans, half day planning agendas and notes | Edugence training in Response to Intervention will be held.<br>Half day planning will focus on training and planning for Tier 2.<br>Jennifer Ruth will train the staff on Working Memory, interpreting CogAT results and grouping students.  |
| <b>SW #17 - Provide proactive support for students performing below grade level</b><br>9 (M)   | July 2018                                      | Tier 2 records, Rosters for attendance            | Title I funds will be used to provide summer instruction in reading, math, and science for incoming 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> graders. Writing will be incorporated across the content areas. Pre-assessments will identify areas that are in need of pre-instruction. Students will attend Breakfast club for critical thinking skills. |
| <b>SW #17 - Provide academic support aligned with the district curriculum</b>  | September 2017-May 2018                        | Lesson plans                                      | Identified Tier 2 materials from the district curriculum planner will be used.   |
| <b>SW #17 - Evaluate the effectiveness of student interventions</b>  | September 2017-May 2018                        | Notes from meeting                                | Monthly grade level meetings will focus on TIER 2  |
| <b>CL #13 - Provide tutorials that target specific objectives</b>  | October 2017-May 2018                          |   | Breakfast Club will focus on writing and science skills  |
| <b>CL #13 - Train and use peer tutors to support student</b>   | September 2017-May 2018                        |   | Grade level learning buddies team up for monthly activities  |

| <b>Action Step</b> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul> | <b>Implementation Timeline per Action Step</b> | <b>Implementation Evidence per Action Step</b> | <b>Formative &amp; Summative Notes per Action Step</b>  |
|---|--|--|---|
| <b>CL #14 - Seek support from team members to assist students performing below grade level</b>  | September 2017-May 2018                        | Kid Talk forms, Edugence data                  | Grade levels will participate in monthly Kid Talks and Tier 2 documentation reviews.  |
| <b>CL #14 - Seek support from multiple staff members</b>  | September 2017-May 2018                        | Tier 3 documentation                           | Tier 3 instruction will be provided by Instructional Support and Title I teachers.  |
| <b>CL #14 - Seek support from parents</b> <p style="text-align: right;"><b>6 (PI)</b></p>   | September 2017-May 2018                        | Communication records<br>Meeting agendas       | Communication regarding grade level instruction using social media and parent meetings. Conduct "Academia de Padres" and family workshops (AVID). Incoming Kindergarten parents will attend RAMP Up for Kindergarten using materials provided by Title I funds. |

## 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<br>(Evidence of Implementation and Impact)  |
|-----------------------------------|--|-----------------------------------|--------------------------------------|---|
| <b>COORDINATED SCHOOL HEALTH:</b> |  |                                   |                                      |   |
| 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                 | Meetings held in September to plan for the year and then again in January to revisit plans and adjust as needed.        |
| K-8                               | Include at least one Parent on Campus Wellness Team.   | Campus Wellness Captain           | Campus Wellness Plan                 | Teacher/Parent: Kemile Box  |
| 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 | Taught in classroom and PE 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 in Front Hallway ("Healthy Powers") to recognize students with pictures that are making healthy choices. |
| 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 events are planned (see attached wellness plan).   |
| <b>FITNESS:</b>                   |  |                                   |                                      |   |
| 3-8                               | Pre and Post Assess all eligible students using fitness test components.   | P.E. Teacher                      | Fitnessgram Website                  | We administer the state mandated FitnessGram Test for grades 3 – 5 in both the Fall and Spring.                         |
| 4 <sup>th</sup> & 7 <sup>th</sup> | Ensure all data for 3 <sup>rd</sup> - 8 <sup>th</sup> grade students are 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           | We enter grades 3 – 5 info and send home a copy for parents at the end of the year.                                     |

| Applicable Students | Action Step  | Project Lead                      | Staff/Resources  | Formative & Summative Notes<br>(Evidence of Implementation and Impact)   |
|---------------------|--|-----------------------------------|--|--|
|                     | <b>PHYSICAL ACTIVITY REQUIREMENTS:</b>   |                                   |  |  |
| 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 provided by P.E./Fitness Teacher            | 135 minutes weekly   |
| K-8                 | Measure MVPA and physical activity time using pedometers and heart rate monitors.  | P.E. Teacher                      | Pedometers; heart rate monitors  | Before and after jogging we allow students to use the standing heart rate monitors so they can see the difference in their resting and active heart rates. |
| 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<br>Lesson Plans Visible<br>During Class Time<br>Observation | Instruction follows the district physical education curriculum   |
| K-5                 | Ensure students are receiving daily unstructured play during recess.   | Principal                         | Master Schedule,<br>Staff Supervising<br>Schedule                            | Building schedule was developed to meet this criteria  |
| K-5                 | Encourage opportunities for brain breaks and short activity breaks throughout the day.   | Principal                         | Resources available upon request   | Brain breaks are included in all classrooms  |
|                     | <b>ATTENDANCE:</b>   |                                   |  |  |
| K-8                 | Monitor attendance of students and follow up on prominent and chronic absences.  | Principal, Assistant<br>Principal | Pinnacle, Attendance Sheet   | Teachers call parents after 3 absences or tardies.   |

## 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<br>(Evidence of Implementation and Impact)   |
|------------------|---|---------------------------|--|--|
| <b>Staff</b>     | <b>PREVENTION:</b>  |                           |  |  |
|                  | Identify high risk areas.   | Principal/Asst. Principal | Staff feedback/survey                              | Formative Notes<br><br>Summative Notes: School safety survey completed by parents, students, and staff April 2018<br><br>HRS survey completed by staff May 2018  |
|                  | Monitor high-risk areas.  | Principal Designee        | Staff assignments/schedule                         | Assigned duty schedules will reflect monitoring high risk areas  |
|                  | Follow Campus Rules/Expectations.                                   | Principal                 | Code of Conduct, District Handbook Campus Handbook | Bullying Prevention PDH August 16, 2017: Procedures to follow when there is an incident  |
| <b>Staff</b>     | <b>EDUCATION:</b>   |                           |  |  |
|                  | Participate in annual staff training on bullying/sexual harassment. | Principal or designee     | Handouts/PowerPoint                                | August 16, 2017 & Safe Schools Online Training: Counselors reviewed with staff the required training for the signs of bullying, and the importance of bullying prevention. Staff were provided school and district procedures regarding Child Abuse and Suicide. New this year, staff was able to view these trainings online through Safe Schools. *Staff sign-in sheet and certificates for completing the Child Abuse and Suicide courses were given to the counselors. |
|                  | Review referral process.  | Principal or designee     | Campus referral plan                               | Plan was discussed with individual teams the first week of school.   |
| <b>Staff</b>     | <b>INTERVENTION:</b>  |                           |  |  |

| Applicable Group | Action Step   | Project Lead                                    | Staff/Resources            | Formative & Summative Notes<br>(Evidence of Implementation and Impact)   |
|------------------|---|---|----------------------------|--|
|                  | Establish recommended intervention strategies for classroom/campus. | Principal or designee (campus discipline staff) | Discipline Management Plan | Formative Notes: Love and Logic Book study (Oct 2017- Feb 2018); aligns ideas and strategies from book with campus self-manager behavior program<br><br>Summative: All staff reinforced the Self-Manager Plan and reviewed and utilized Kelso's Choices. |
|                  | Implement campus referral plan.                                     | Principal or designee                           | Campus Referral Plan       | Campus referral plan was outlined on a referral form which included duplicate copies. These were completed and kept in the assistant principal's office. All documents are kept for 3 years.   |
|                  | Utilize Discipline Management strategies.                           | Principal or designee                           | Discipline Management Plan | Self-Manager Plan, Right Choice, Kelso's choices, Settle Your Glitter  |

**Strategies for Accomplishing Violence Prevention and Bullying Critical Action:**

| Applicable Group    | Action Step  | Project Lead                       | Staff/Resources                             | Formative & Summative Notes<br>(Evidence of Implementation and Impact)  |
|---------------------|--|------------------------------------|---|---|
| <b>All Students</b> | <b>PREVENTION:</b>   |                                    |   |   |
|                     | Clearly state student expectations/campus rules/citizenship. | Principal or designee              | Code of Conduct/<br>Student-Parent Handbook | Formative: Character Education is taught daily through Right Choice Lessons, with a “specific” focus for each week during the school year. Counselors reinforce character education through bi-weekly guidance lessons for all classrooms.<br><br>Summative: Counselors conducted quarterly Kelso’s Choices Assemblies in the gym for each grade level. |
|                     | Monitor high risk areas.                                     | All staff                          | Schedule<br>(if necessary)                  | Reinforcement will be provided by all teachers and staff on campus  |
| <b>All Students</b> | <b>EDUCATION:</b>  |                                    |   |   |
|                     | Explain referral process/contacts.                           | All teachers                       | Referral Plan                               | Students can self-refer themselves to see the counselors at any time; teachers will also reach out to counselors for services when needed using a Google form.  |
| <b>All Students</b> | <b>INTERVENTION:</b>   |                                    |   |   |
|                     | (Please complete cells below)                                |                                    |   |   |
|                     | Apply classroom interventions.                               | All teachers                       |   | Every teacher will have a calm down area and basket with tools that have been provided to help students begin to self-regulate their own emotions and behavior.   |
|                     | Employ discipline interventions.                             | Designated staff                   |   | Formative: Student Code of Conduct is followed.<br><br>Summative: Restorative Practices introduced to some classrooms and used in some office referrals.  |
|                     | Use other intervention strategies as necessary/appropriate.  | Administrative staff or counselors |   | CASEL’s model for Social Emotional Learning strategies will also be used along with district interventions as necessary to help implement a continuous effort for Social Emotional Learning.  |
|                     | Conference with parents/students.                            | Teachers or other staff            | Edugence, STAAR, and MAP data               | Parent conference, ARD, CMIT meetings are held throughout the year. School-wide assembly will be held that focuses on bullying, drug-prevention, and character traits on 11/02/2017.  |

## 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.<br><b>Title I Components: 1, 6, 10</b><br><b>Funding Sources: SCE, Title I and Local</b> | Teachers and office staff                    | August 2017-May 2018                    | Thomas kickoff Aug. 18 and communication regarding how to access information throughout the year |
| Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access.<br><b>Title I Components: 1, 6, 10</b><br><b>Funding Sources: SCE, Title I and Local</b> | Thomas Parent Liaison and district personnel | August 2017-May 2018                    | Mobile Lab use will be scheduled   |
| Upgrade and maintain the campus website for easy access and increased communication with the community.<br><b>Funding source: State and Local</b>   | Office Staff and campus CTA                  | August 2017-May 2018                    | Campus CTA attends training and collaborates with the staff to update the campus website         |
| Communicate information through eNews and through hard copies when internet access is not available.<br><b>Funding source: State and Local</b>  | Office Staff                                 | August 2017-May 2018                    | E-news is sent out at least once a month. Hard copies are also sent.                             |
| Utilize social media to keep parents and community informed.<br><b>Funding source: State and Local</b>  | Teachers/counselors/office staff             | August 2017-May 2018                    | Communication is established through Bloomz, Twitter, e-mail, campus website, campus Facebook    |
| PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.<br><b>Funding source: State and Local</b>   | Principal                                    | August 2017-May 2018                    | Meet with PTA President to establish calendar dates and programs.                                |
| Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...)<br><b>Funding source: State and Local</b>   | Principal                                    | August 2017-May 2018                    | Attend monthly PTA board 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.<br><b>Title I Components: 7</b><br><b>Funding source: State and Local</b>  | Counselors/district guidance materials                              | September 2017-May 2018                 | Guidance lessons will be taught bi-weekly in the classrooms by the counselors<br><br>Summative Notes: Small group lessons through lunch bunch and individual counseling geared towards targeted character traits, goals and social emotional strategies to help students be more successful. |
| Parent workshops are offered to all parents enrolling children in kindergarten.<br><b>Title I Components: 7</b><br><b>Funding source: State and Local</b>  | Kindergarten teachers/parent liaison, counselors/ title 1 materials | April 2018                              | 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.     |
| Kindergarten staff work collaboratively with Pre-K staff throughout the school year.<br>(i.e. Transition ARDs and CMIT Transitions)<br><b>Title I Components: 7</b><br><b>Funding source: State and Local</b>  | SLP, Special Education teachers, kindergarten teachers              | September 2017- May 2018                | Pre-K teachers provided the future kindergarten teacher with student's 's portfolios or a written record of their learning during preschool.   |
| <b>Elementary campuses with full day Pre-K Classes –</b><br>Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment.<br><b>Title I Components: 7</b><br><b>Funding source: State and Local</b> | January 2018-May 2018   | May 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.

|                                 |  |
|---------------------------------|--|
| <b>Project Lead:</b>            | Plano ISD HR Employee Recruitment & Retention Department   |
| <b>Staff, Title I Staff:</b>    | HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators |
| <b>Materials and Resources:</b> | 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.<br><b>Title I Component 5</b><br><b>Funding source: State and Local</b>  | August 2017 to May 2018                            |   |
| To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend.<br><b>Title I Component 5</b><br><b>Funding source: State and Local</b>   | 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.<br><b>Title I Component 5</b><br><b>Funding source: State and Local</b>  | 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.<br><b>Title I Component 4 and 5</b><br><b>Funding source: State and Local</b> | 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.<br><b>Title I Component 5</b><br><b>Funding source: State and Local</b>                                | July 2017 to June 2018                             |   |

**Thomas Elementary**  
**Campus Wellness Plan**  
**2017-2018**

**District School Health Advisory Council Vision Statement:** The Plano ISD community will work collaboratively in planning and implementing health promotion programs for students and staff. The Plano ISD students will have the knowledge and skills to make decisions that will help them to live a safe and healthy lifestyle.

**2017-2018 District Goals:** Continue to utilize the Plano Independent School District School Health Advisory Council to involve parents, students, staff and community members to assess and make recommendations concerning District wellness issues.

**CIP Goal:** 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.

**Campus Vision Statement:** To promote healthy lifestyles to all students, staff and the Thomas Community.

| Goals   | Objective   | Evidence of Goal Accomplished |
|---|---|-------------------------------|
| <p><b>Incorporate healthy physical activities for all students beyond PE classes.</b></p> | <p>To encourage students to make activity a part of their lifelong daily routines. Upcoming activities:<br/>           Jogging Club (Oct/Nov and March/April)<br/>           Family Run (November)<br/>           Family Fitness Night (April)<br/>           Field Day (May)</p> |                               |

|  |   |  |
|--|---|--|
| <p><b>Incorporate healthy eating activities and lifestyles for all students.</b></p> | <p>Teach student the importance of eating a variety of foods to incorporate the necessary vitamins and minerals.<br/> “Eat the Alphabet”.</p> <p>A good night’s sleep and putting away electronic devices is important for the health and happiness of every person, no matter how old or young.<br/> Meet with each class to discuss the importance of sleep</p> |  |
| <p><b>Involve students/parents/staff/community in wellness activities.</b></p>       | <p>Encouraged family/staff involvement in wellness with the following:<br/> Walk/Bike to School (October 4)<br/> Family Run and Fitness Night (TBD)</p>   |  |
| <p><b>Student Recognition</b></p>  | <p>Bulletin Board in front hallway with student pictures to recognize them making healthy choices.</p>  |  |
| <p><b>Monthly Activities</b></p>   | <p>September – Jam a Minute<br/> October – Walk/Bike to School<br/> Jogging Club<br/> November – Family Fun Run<br/> January – Healthy Resolutions<br/> February – Heart Month<br/> March – Jogging Club<br/> April – Jogging Club<br/> Family Fitness Night</p>  |  |

|                 |
|-----------------|
| May – Field Day |
|-----------------|

| <b>Campus Wellness Team Members</b> |                       |
|-------------------------------------|-----------------------|
| <b>Name</b>                         | <b>Title</b>          |
| Lynn Swanson                        | Principal             |
| Kim Blackwell                       | Assistant Principal   |
| Tiffany McDaniel                    | PE Coach              |
| Brian Pratt                         | PE Coach              |
| Terry Johnston                      | School Nurse          |
| Tammy Jaggi                         | PE Assistant Coach    |
| Kelly Leehy                         | 1 <sup>st</sup> Grade |
| Madhavi Pillai                      | SPED                  |
| Ashley Anderlik                     | 4 <sup>th</sup> Grade |
| Criselda Jaquez                     | 2 <sup>nd</sup> Grade |
| Juliet Martinez                     | Kindergarten          |
| Shanet Greene                       | 5 <sup>th</sup> Grade |
| Kemile Box                          | Teacher/Parent        |
| Daniela Kerpens                     | IS Team               |
| Terry Johnston                      | School Nurse          |
|                                     |                       |