



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Brinker Elementary School

Principal: Barbara Lange

Mission Statement: To guide all children to gain confidence, be life-long learners and responsible, caring members of our community.



Planning Timelines and Meeting Dates

- Needs analysis (STAAR GAP Analysis), goal setting, analysis of Critical Actions and strategic planning: **July - September 2017**
- Campus teacher data analysis day: **August - September 2017**
- SBIC Plan due for DBIC review: **October 6, 2017**
- Meeting 1: SBIC approves the improvement plan (by October 4, 2017): **October 3, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **January 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **May 2018**

2017-2018 Campus Status Check all that apply

 Title III English Language Learner Campus

 Non-Title I Campus

 Title I School-wide Campus

Title I Information

Title I Components			
1 (CNA)	Comprehensive Needs Assessment	6 (PI)	Strategies to Increase Parental Involvement
2 (RS)	Reform Strategies	7 (Tran)	Transition
3 (HQ)	Instruction by State Certified Teachers	8 (A)	Teacher Decision-Making Regarding Assessments
4 (PD)	High-Quality Professional Development	9 (M)	Effective and Timely Assistance to Students
5 (R/R)	Strategies to Attract State Certified Teachers	10 (Coord)	Coordination and Integration
Program Funding			
Staffing	\$ Enter funding \$	Total Funding for # Title I Support Teachers	
Parental Engagement	\$ Enter funding \$	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	\$ Enter funding \$	Additional Title I Funding (i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities)	

TEA Strategic Priorities

Every child, prepared for success in college, a career or the military.			
Goal 1	<u>Recruit, support, and retain</u> Teachers and Principals	Goal 3	Connect high school to <u>career</u> and <u>college</u>
Goal 2	Build a <u>foundation</u> of <u>reading</u> and <u>mathematics</u>	Goal 4	<u>Improve</u> low-performing schools

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

SBIC Committee

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Jessica Forbes	Faculty Member (Science PLC)	2017-2018	Yes	Yes	Yes
Amy DeCarlo	Faculty Member (SEL PLC)	2017-2018	No	Yes	No
Maureen Macaulay	Faculty Member (Math PLC)	2017-2018	Yes	Yes	Yes
Megan Kreuter	Faculty Member (ESL)	2017-2018	Yes	Yes	Yes
Lindsey Girlinghouse	Faculty Member	2016-2017	Yes	Yes	Yes
Kim Lowery	Faculty Member	2017-2018	Yes	Yes	No
Carol Truscott	Faculty Member (Special Ed)	2016-2017	Yes	Yes	Yes
Barbara Lange	Principal	2005-2006	Yes	Yes	Yes
Geralyn Hendrick	District Professional	2016-2017	No	No	No
Sue Johnson	Campus Professional, Non-teaching	2016-2017	Yes	Yes	Yes
Christina Stelzl	Campus Professional, Non-teaching	2009-2010	Yes	Yes	Yes
Beverly Arledge	Support Staff Member	2002-2003	Yes	Yes	Yes
Alison Grzyb	Parent-Selected by PTA	2017-2018	Yes	Yes	Yes
Stefani Sereboff	Parent	2017-2018	Yes	Yes	No
Candice Leinart	Parent	2017-2018	Yes	No	No
Amy Young	Parent	2017-2018	Yes	Yes	No

Kelley Moore	Community Member	2017-2018	Yes	Yes	Yes
Janet Richmond	Business Representative	2017-2018	Yes	Yes	Yes

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 Schoolwide 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. Define high-yield instructional strategies and reinforce their use in all classrooms. (SW BP 11) (CL 6, 7, and 12)
2. Supplement classroom interventions with targeted support for students who perform below grade level, focusing on students that are economically disadvantaged. (SW BP 17) (CL 13, 14, and 15)

Critical Actions to Address Missed State Safeguards:

- Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P³A Best Practice #17)
- Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P³A Best Practice #13)
- Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P³A Best Practice #14)

Critical Action 1: Define high-yield instructional strategies and reinforce their use in all classrooms. (SW BP 11) (CL 6, 7, and 12)

Project Lead:	Principal, Assistant Principal, Instruction Specialist, Team Leaders							
Staff, Title I Staff:	Classroom teachers, instructional support team							
Materials and Resources:	TEKS, PISD Curriculum, student data (Edugence), Guided Reading resources (leveled library), book: 7 Steps to a Language Rich Interactive Classroom							
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	Formative & Summative Notes per Action Step
Use high yield instructional strategies as tools to support rigorous learning	<ul style="list-style-type: none"> ● Weekly grade level meetings ● Monthly/quarterly PLC meetings ● Monthly instructional support team meetings ● Guided Reading training (coordinating with district training timeline) 	<ul style="list-style-type: none"> ● Meeting notes and agendas ● Lesson plans ● Walkthrough observations ● TTESS observations 	<p>Formative Notes:</p> <ul style="list-style-type: none"> - Teachers will monitor student progress and provide targeted instruction through small group instruction in reading and math - Guided Reading teacher leaders and instructional team will teach others about research based instructional strategies to support learning (Guided Reading) <p>Summative Notes:</p> <p>Two of our grade level teachers attended the district Guided Reading trainings. They have shared resources and information with the other teachers. Our instruction specialist and academic support teacher have organized the literacy library to reflect guided reading levels. Our instruction specialist has worked with our zero years teachers to help improve instruction. All teachers completed peer observations, looking for instructional strategies. Moving forward, we will continue to strengthen our targeted tier 2 and tier 3 instruction.</p>

Action Step <ul style="list-style-type: none"> ● TEA Strategic Priorities Goal # per Action Step (If Applicable) ● Title I Component # and Funding Amounts per Action Step 	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Continue PLC book study focus on implementation of <u>7 Steps to a Language Rich Interactive Classroom</u> -	<ul style="list-style-type: none"> ● Weekly grade level meetings ● Monthly/quarterly PLC meetings 	<ul style="list-style-type: none"> ● Meeting notes and agendas ● Lesson plans ● Walkthrough observations 	<p>Formative Notes:</p> <ul style="list-style-type: none"> - Teachers will continue to collaborate within PLC groups and team meetings to develop ways to use 7 steps within their classrooms - Principal and AP will continue to use 7 steps feedback form for walkthroughs and feedback - Teachers will use 7 steps in their feedback through Peer Observations - Teachers will continue to use interactive words walls to support student vocabulary development. Teachers attending district training will share with staff. <p>Summative Notes:</p> <p>Teachers had the opportunity to take part in peer observations. By doing this, teachers were able to see different strategies being used in other classrooms as well as receive feedback from peer in regards to what was happening in their own classrooms. It provided time for self-reflection on best practices.</p> <p>By using interactive word walls, teachers aided students in building their academic vocabulary that is crucial to success.</p> <p>In all grade levels, students are using interactive word walls to strengthen vocabulary. Teachers were given feedback through walkthroughs, peer observations, and TTESS observations. Our ESL teacher supported teams with language acquisition strategies for ESL students, including strategies based on the 7 steps book.</p>
Focus on using Social Emotional Learning throughout the school as a basis for setting expectations, student management, and creating classroom and school culture -	<ul style="list-style-type: none"> ● Monthly SEL PLC meetings ● Weekly SEL lessons 	<ul style="list-style-type: none"> ● Weekly SEL lesson plans ● SEL report card data ● Walkthrough observations during SEL time in classrooms (morning) 	<p>Formative Notes:</p> <ul style="list-style-type: none"> - Created Discipline Advisory Committee to implement SEL practices throughout the school - DAC created weekly SEL lesson plans based on district SEL standards - Created "3 Be's" common expectation guidelines - Created SEL report card to assess student progress on social emotional learning standards that have been addressed per nine weeks

<p style="text-align: center;">Action Step</p> <ul style="list-style-type: none"> ● TEA Strategic Priorities Goal # per Action Step (If Applicable) ● Title I Component # and Funding Amounts per Action Step 	<p style="text-align: center;">Implementation Timeline per Action Step</p>	<p style="text-align: center;">Implementation Evidence per Action Step</p>	<p style="text-align: center;">Formative & Summative Notes per Action Step</p>
	<ul style="list-style-type: none"> ● End of 1st nine weeks 	<p>meeting, circles, etc)</p>	<ul style="list-style-type: none"> - The team will create a parent guide for explaining SEL report card. - School-wide implementation of Bloomz for behavior communication and implementation - Bear Bucks will be used school-wide as positive reinforcement <p>Summative Notes: SEL has given students and teachers a better way to understand each other as well as build strong relationships between teachers and students. TheSEL report was a great communication tool between school and home in regards to something other than just academics.</p> <p>SEL team has worked with teachers throughout the year to provide resources. Teachers have noticed fewer major discipline issues, as well as an increased amount of students using SEL vocabulary and strategies. Parents have responded well to the SEL report card, and teachers have found that it was beneficial in thinking about the individual needs of each child. We will continue to collaborate on reinforcing our behavior expectations consistently across all areas of school.</p>

Critical Action 2 Supplement classroom interventions with targeted support for students who perform below grade level, focusing on students that are economically disadvantaged. (SW BP 17) (CL 13, 14, and 15)

Project Lead:	Principal, Assistant Principal, Instruction Specialist, Team Leaders							
Staff, Title I Staff:	Classroom teachers, instructional support team							
Materials and Resources:	TEKS, PISD Curriculum, student data (Edugence), Guided Reading resources (leveled library), schedules							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 2:

Action Step ● TEA Strategic Priorities Goal # per Action Step (If Applicable) ● Title I Component # and Funding Amounts per Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Continually monitor and discuss student learning	<ul style="list-style-type: none"> ● Weekly Kid Talk/Rtl/ Grade Level meetings ● Monthly CMIT meetings ● Monthly Instructional Support Team meetings 	<ul style="list-style-type: none"> ● meeting notes and agendas ● student performance data ● Rtl data 	<p>Formative Notes:</p> <ul style="list-style-type: none"> ● Instructional support team will meet monthly to discuss implementation and results of student interventions, focusing on students that are economically disadvantaged. ● Teachers will also meet through Kid Talk, PLC, goals meetings, etc to discuss student progress and create action steps to meet needs ● Teachers, administrators, and specialists will analyze STAAR, MAP, Plano Literacy, and TPRI data to discuss student response to intervention and enrichment and what research based strategies are needed to meet needs ● Teachers and specialists will use Edugence to document Rtl interventions. Instruction specialist will continue to provide training and assistance for using Edugence. <p>Summative Notes:</p> <p>Through our meetings, we've been able to discuss students needs and provide more direct interventions. Data from STAAR, MAP, Plano Literacy, and TRPI provided teachers with a road map to build academic success with students.</p>

<p>Action Step</p> <ul style="list-style-type: none"> ● TEA Strategic Priorities Goal # per Action Step (If Applicable) ● Title I Component # and Funding Amounts per Action Step 	<p>Implementation Timeline per Action Step</p>	<p>Implementation Evidence per Action Step</p>	<p>Formative & Summative Notes per Action Step</p>
			<p>PLC meetings provided an opportunity for grade levels to see the vertical alignment of TEKS, which has allowed for teachers the ability to find a starting point to bridge the gaps</p>
<p>Use targeted interventions or adjustments to address learning needs of students.</p>	<ul style="list-style-type: none"> ● Weekly grade level meetings ● Monthly/quarterly PLC meetings ● Monthly Tech Tuesday ● Monthly staff meetings ● 	<ul style="list-style-type: none"> ● Rtl documentation ● Kid Talk and CMIT meeting minutes ● 	<p>Formative Notes:</p> <ul style="list-style-type: none"> ● Instructional support team will track progress of economically disadvantaged students and gear teacher development conversations around needs, resources, and strategies. ● Daily Tier II and Tier III instruction through classroom teachers and specialists ● Daily small group instruction in reading and math in all grade levels. ● ESL Specialist will provide additional instructional support to ESL students. ● Instruction specialist and dyslexia support teacher will provide additional intervention for students that failed STAAR or are economically disadvantaged. ● Teachers will use Edugence to document Rtl interventions. Teachers will be provided assistance throughout the year for using Edugence. ● Provide additional training to teachers on using Map scores to target specific interventions and instructional strategies ● Interventionist will work with specific ESL students in 3-5 grades. <p>Summative Notes:</p> <p>The intensive AIP instruction was beneficial to the students who failed STAAR by providing them more direct instruction as well as developing stronger test taking strategies.</p> <p>Documentation of Rtl in Edugence helped teachers redefine goals for students needing Tier II/III intervention. The strategies used during intervention time help</p>

Critical Actions to Address Missed State Safeguards:

- Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P³A Best Practice #17)
- Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P³A Best Practice #13)
- Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P³A Best Practice #14)

Project Lead:	Principal, Assistant Principal, Instruction Specialist							
Staff, Title I Staff:	Academic Support Teacher, ESL teacher, Librarian, grade level teachers, SpEd teachers							
Materials and Resources:	TEKS, student performance data for MAP, STAAR, Plano Literacy, TPRI)							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Actions to Address Missed State Safeguards:

Action Step <ul style="list-style-type: none"> ● TEA Strategic Priorities Goal # per Action Step (If Applicable) ● Title I Component # and Funding Amounts per Action Step 	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
SW #17 - Proactively develop intervention plans for students performing below grade level	October 2017	- Meeting notes, lesson plans, student performance data	<p>Formative Notes:</p> <ul style="list-style-type: none"> - Instructional support team will meet monthly to discuss implementation and results of student interventions, focusing on students that are economically disadvantaged. - Special Education team will meet weekly to develop intervention plans (through IEP goals) and will evaluate effectiveness of instruction <p>Summative Notes:</p> <p>Pulling small groups of young students has helped build the base for reading. Students in the phonics intervention groups have made a lot of progress and teachers have seen improvement on formal tests.</p> <p>Instructional support team and leadership team have met monthly to discuss student progress and next steps. We are also focusing more on learning about the students education history and how that might impact achievement. We are continuing to look for ways to engage students and parents to fill gaps.</p>

Action Step <ul style="list-style-type: none"> ● TEA Strategic Priorities Goal # per Action Step (If Applicable) ● Title I Component # and Funding Amounts per Action Step 	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
SW #17 - Provide proactive support for students performing below grade level	October 2017	- Meeting notes, lesson plans, student performance data	<p>Formative Notes: Students performing below grade level will be provided additional instruction through small groups and in some cases, interventionist support.</p> <p>Summative Notes: Pulling small groups of young students has helped build the base for reading. Students in the phonics intervention groups have made a lot of progress and teachers have seen improvement on formal tests.</p>
SW #17 - Provide academic support aligned with the district curriculum.	October 2017	-Meeting notes, lesson plans, student performance data	<p>Formative Notes: Students performing below grade level will be provided additional instruction through small groups and in some cases, interventionist support. Map RIT data, district curriculum, and approved resources will be utilized</p> <p>Summative Notes: The academic support team was able to pull small groups of students to target intervention activities with them as well as push-in into the classroom to provide support for students needing it. This allowed for teachers to target specific needs of students while building a solid base of knowledge and closing gaps in learning. Teachers have also provided Tier 2 and Tier 3 instruction to meet the individual needs of the students. RTI data is recorded in Edugence and will be used by the next teachers to begin the year addressing students specific needs.</p>
SW #17 - Evaluate the effectiveness of student interventions	November 2017	-Meeting notes, lesson plans, student performance data	<p>Formative Notes: Academic support team and administrators will meet with teachers monthly to discuss student progress and evaluate effectiveness of interventions.</p> <p>Summative Notes: Discussing students who are struggling academically and/or behaviorally allowed for teacher to put effective strategies in place.</p>

Action Step <ul style="list-style-type: none"> ● TEA Strategic Priorities Goal # per Action Step (If Applicable) ● Title I Component # and Funding Amounts per Action Step 	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
CL #14 - Seek support from team members to assist students performing below grade level	May 2018	Meeting notes, lesson plans, student performance data	<p>Formative Notes: Teachers will meet in weekly grade level meetings to discuss student progress and evaluate effectiveness of interventions. Academic support team will work with grade level teachers to determine plans of action for students, as well as instructional and intervention strategies</p> <p>Summative Notes: Having discussions between grade level teachers and the academic support team allowed for students to grow academically.</p>
CL #14 - Seek support from multiple staff members	May 2018	Meeting notes, lesson plans, student performance data	<p>Formative Notes: Academic support team will work with grade level teachers to determine plans of action for students, as well as instructional and intervention strategies</p> <p>Summative Notes: Being able to work with the academic support team allowed for crucial conversations regarding the achievement of students. Teachers created a plan with instructional and intervention strategies to improve student performance.</p>
CL #14 - Seek support from parents	May 2018	Conference notes, newsletters, communication logs	<p>Formative Notes: Teachers will conference with parents, send weekly classroom newsletters, and communicate with parents regarding academic, social, and emotional needs throughout the year.</p> <p>Summative Notes: We have streamlined parent communication methods, but we are continuing to improve our processes. As we worked with our economically disadvantaged students, we tried to involve parents more and update them regularly regarding their child's progress. We have worked with PTA to purchase resources and programs to support our goals.</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	Brinker Elementary Campus Wellness Plan
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	PE department worked with PTA representative to coordinate Field Day and Fun Run
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	Fitness classes cover topics including staying safe, nutrition, "my body", and wellness. Each is covered for a nine-week period.
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	Health bulletin boards are located in the gym and cafeteria.
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	Events are promoted through social media, marquee, newsletter
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Students were assessed to determine if adaptations or accommodations would be needed for various PE activities.

4 th & 7 th	Ensure all data for 3 rd - 8 th 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	Fitnessgram results are provided online to students in grades 3-5 each fall and spring. Printed results are provided to 4 th graders.
	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 provided by P.E./Fitness Teacher	Teacher lesson plans are written and implemented.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Students use pedometers in order to track steps for Marathon Kids program.
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	Detailed lesson plans are utilized in grades K-5.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	All students receive 30 minutes per day of recess.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	Brain Breaks are incorporated in all grade levels.
	ATTENDANCE:			
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Assistant Principal, Secretary, and teachers monitor attendance and communicate with parents regularly.

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. (Required)	Principal/ AP	Staff feedback/ survey Staff assignments/ schedule	Formative Notes: Identified unstructured areas as areas of high risk, including cafeteria, playgrounds, bus, halls Summative Notes: Worked with team leaders to develop common procedures and expectations for unstructured areas.
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Formative Notes: Reinforcement through positive behavior supports and R-Time and incentives such as Bravo Bears Summative Notes: This is an area that we will continue to work on for the next school year. We are creating common expectation signs for different areas around campus. Teachers were all provided a poster of the Brinker rule to reinforce school-wide expectations.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	Formative Notes: Professional learning- August 2017 Summative Notes: All staff completed professional learning.

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Review referral process. (Required)	Principal or designee	Campus referral plan	<p>Formative Notes: Child Find- professional learning August 2017</p> <p>Summative Notes: Administration followed up with teams throughout the year</p>
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	<p>Formative Notes: Staff utilized regular opportunities for Social Emotional Learning strategies, calm down techniques, and breathing exercises.</p> <p>Summative Notes: SEL focus showed positive results. We will continue to have a SEL PLC team to create lessons focusing on social emotional learning as a school-wide behavior intervention.</p>
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	<p>Formative Notes: Campus wide “Stop and Think” - forms were updated to reflect emphasis on social emotional learning and student growth. Office level behavior intervention form and parent letter</p> <p>Summative Notes: We will continue to use the SEL Stop and Think. Office referrals decreased this school year.</p>
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	<p>Formative Notes: - School-wide implementation of SEL and restorative practices</p> <p>Summative Notes: We will continue to use SEL structures and class circles as management strategies.</p>

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. (Required) -	Principal or designee	Code of Conduct/ Student-Parent Handbook	- Teachers use the first weeks of school to discuss student expectations. Expectations are revisited regularly during social emotional learning lessons.
	Monitor high risk areas. (Required) -	All staff	Schedule (if necessary)	- Specials team and Special Education team are utilized for morning duty throughout the school. - Classroom teachers are used for afternoon duty throughout the school.
All Students	EDUCATION:			
	Explain referral process/contacts. (Required) -	All teachers	Referral Plan	- Campus wide "Stop and Think" forms are used in the classroom. Major behavior incidents that are handled in the office include reflection activity, parent contact, and plan for next steps.
All Students	INTERVENTION:			
	Apply classroom interventions: (Required) -	All teachers	Schedule Anti-bullying lessons/ read aloud	(Please complete cells below) - Small group counseling lessons for friendship and other skills needed to prevent bullying. - Anti-bullying guidance lessons for each grade level K-5

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Employ discipline interventions: (Required)	Designated staff	Class DOJO Counselors SEL read aloud RTime schedule	<ul style="list-style-type: none"> - Positive Behavior Interventions utilized throughout the school with positive notes, Dojo points, Paw Points, tickets, class circles, etc.
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	RTime schedule Counselor SEL read aloud/ lessons Class DOJO videos	<ul style="list-style-type: none"> - School wide participation of Anti-Bullying Week
	Conference with parents/students. (Required)	Teachers or other staff	Behavior reports Student reflections	Counselors, administration, teachers met with parents as needed to address interventions

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	Classroom teachers	August 2017	Parents are required to log into Parent Portal to gain access to student grades, attendance records, etc.
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	Printed materials Parent information sheet	Ongoing throughout the year	Printed copies of materials made available and offered to parents as needed
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	CTA, AP	As needed	CTA will update website; AP updates Facebook Page; teachers update class Bloomz pages
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Newsletter CTA/ AP	Monthly and as needed	CTA will send eNews monthly and as needed to communicate about events, needs, and news.
Utilize social media to keep parents and community informed. Funding source: State and Local -	AP Teachers	As needed	AP will update Facebook page; teachers will update Bloomz pages
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local -	PTA president Principal AP Office Manager	As needed	PTA president met with principal and office manager to communicate about work of PTA, needs, etc.

<p>Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).</p> <p>Funding source: State and Local</p>	<p>PTA board members Office Manager Materials for programs</p>	<p>August 2017 and January 2018</p>	<ul style="list-style-type: none"> - PTA president and various VPs met with administration and counselors to discuss parental programs that will be available next year. Suggestions included training for Cogat interpretation, bullying, and community resources available
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Transition

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

Strategies for Accomplishing Transition Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Elementary counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding source: State and Local	Counselors	May 2018	Counselors provided biweekly counseling lessons to all students in grades K-5, focusing on various topics that support learning, growth mindset, and doing your best.
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	eNews, Counselors	May 2018	Counselors included information about PISD parent workshops in monthly Enews sent to all Brinker parents.
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	Kindergarten teachers, office staff	April 2018	Kindergarten teachers worked with PreK to get student information and reach out to incoming parents about Kindergarten Roundup.

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	Attendance at both PISD job fairs
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. Title I Component 5 Funding source: State and Local	Monthly Bilingual Stipends, July 2017 to June 2018	
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. Title I Component 5 Funding source: State and Local	August 2017 to May 2018	
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators. Title I Component 4 and 5 Funding source: State and Local	July 2017 to June 2018	
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards. Title I Component 5 Funding source: State and Local	July 2017 to June 2018	