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PLANO ISD

Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Barksdale Elementary

Principal: **Jennifer Caplinger**

Mission Statement:

Where children feel safe, loved, and enjoy learning; where children see themselves as responsible lifelong learners; where respect and kindness define our Bronco spirit; where the commitment of school and community is celebrated.

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): **February 6, 2018.**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **May 22, 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	**Recruit**, **support**, and **retain** Teachers and Principals	**Goal 3**	Connect high school to **career** and **college**
Goal 2	Build a **foundation** of **reading** and **mathematics**	**Goal 4**	**Improve** low-performing schools

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

SBIC Committee

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Kirsten Johnson, Kindergarten	Faculty Member	2017-2018	✓	✓	✓
Jessica VanAsdale, First Grade	Faculty Member	2017-2018	✓	✓	✓
Carla Duke, Second Grade	Faculty Member	2016-2017	✓	✓	A
Allison Hoffman, Third Grade	Faculty Member	2017-2018	✓	✓	✓
Amy Manuel, Fourth Grade	Faculty Member	2017-2018	✓	✓	✓
Katharine Chamberlain	Faculty Member, Special Ed	2016-2017	✓	✓	✓
Jennifer Caplinger	Principal	2011-2012	✓	✓	✓
DeLynn Brennan	District Professional	2014-2015	✓	✓	A
Carolina Armstrong, Assistant Principal	Campus Professional, Non-teaching	2016-2017	✓	✓	✓
Anisha Patel, Instructional Specialist	Support Staff Member	2017-2017	✓	✓	✓
Stella Heidman	Parent-Selected by PTA	2016-2017	✓	A	✓
Gillian Hublall	Parent-Selected by Principal	2017-2018	✓	✓	✓
Liz Snodgrass	Parent	2016-2017	✓	✓	✓
Lisa Carlson	Parent	2017-2018	✓	✓	✓
Ambika Oberi	Parent	2017-2018	✓	✓	✓
Jessica Marcum	Parent	2017-2018	✓	✓	✓
Susan Valesano	Community Member	2016-2017	A	✓	✓
Deb Hodges	Community Member	2017-2018	✓	✓	A
Shammina Hussain	Business Representative	2017-2018	✓	✓	✓
Peter Stickney	Business Representative	2017-2018	✓	A	A
Hakim Ali	Parent, Ad Hoc Member Optional	2017-2018	✓	A	A

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Caroline Disney, 5th Grade	Faculty Member, Ad Hoc Member	2016-2017	✓	✓	✓
Cheryl Kool, PE	Faculty Member, Ad Hoc Member	2011-2012	✓	✓	✓
Stacey Rodriguez, Counselor	Campus Professional, Non-Teaching	2014-2015	✓	✓	✓

Information regarding the SBIC Committee, membership, terms, etc. (BQB Local) may be accessed here: http://pol.tasb.org/Policy/Code/312?filter=BQB

District-Wide Goals

1. Increase the percentage of students meeting STAAR Satisfactory performance rates.

2. Ensure that all students meet STAAR and MAP Growth Standards in all subject areas.

3. Increase Satisfactory and Advanced performance rates for Economically Disadvantaged student group – Closing Performance Gaps.

4. Increase the percentage of students meeting STAAR Advanced performance rates.

5. Increase high school graduation rates and ensure students are on track to graduate.

6. Ensure that all students graduate College and Career Ready or are on track to College and Career Readiness.

7. Ensure that all student groups (7 race/ethnicity and Sp.Ed, ELL, ED) meet the Accountability Safeguard measures (60% meet the Approaches Grade Level Standard on STAAR/EOC).

District-Wide Goals	Title I Components	Applicable Student Groups
Health, Fitness and Attendance: The campus will utilize their coordinated health program and analyze their student fitness data to set goals and objectives to encourage the health, fitness and attendance of their students.	**10 (Coordination and Integration)**	**All**
Violence Prevention and Bullying	**10 (Coordination and Integration)**	**All**
Parental Involvement: The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.	**1 (Comprehensive Needs Assessment)** **6 (Strategies to Increase Parental Involvement)** **10 (Coordination and Integration)**	**All**
Transition: The campus will assist students in making a successful transition between: early childhood to elementary; elementary to middle school; middle school to high school; and high school/sr. high school to college, the workplace or the military.	**1 (Comprehensive Needs Assessment)** **7 (Transition)** **10 (Coordination and Integration)**	**All**
State Certified Teachers and Highly Qualified Paraprofessional Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.	**1 (Comprehensive Needs Assessment)** **3 (Instruction by State Certified Staff)** **4 (High-Quality Professional Development)** **5 (Strategies to Attract State Certified Teachers)** **10 (Coordination and Integration)**	**All**

Summary of Critical Actions

The areas for school-wide and/or targeted grade level Critical Actions were identified using the following sources:
- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P³A School Wide and Classroom Level diagnostic);
- STAAR/EOC GAP Analyses;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

School Wide and/or Targeted Grade Level Critical Actions
1. Supplement classroom interventions with targeted support for students who perform below grade or demonstrate early mastery of the curriculum. BP #17
2. Model & Promote substantive collaboration to foster a learning community. BP #9
3. Teach students to monitor their own progress.
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

Critical Action: Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum.

Project Lead:	Administration
Staff, Title I Staff:	Classroom teachers, PACE teacher, ESL Specialist, Special education department, support staff.
Materials and Resources:	Essential Questioning, Academic vocabulary list, Marzano strategies, DeCartes, Dream Box, Raz-Kids, BrainPop ESL, KID Talk & CMIT notes, Assessment Data

Targeted Area:	☑ School-wide	☐ Kinder	☐ 1st grade	☐ 2nd grade	☐ 3rd grade	☐ 4th grade	☐ 5th grade	☐ 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
Proactively develop intervention plans for students performing below grade level. Pre-assess all students to identify their present levels of performance and appropriate intervention. Analyze data of students that did not meet their Target Growth scores. Kid Talk and CMIT will be utilized to determine, implement and monitor effective interventions for Tier2 and Tier 3 students. Provide small group interventions that target specific TEKS and ELPS during Skill Builders and ESL pull out time. PLCs will research systematic programs that help close gaps and promote critical thinking as well as foundational skills. Integrate technology interventions such as DreamBox, Raz-Kids and BrainPop ESL to target identified TEKS and ELPS skills gaps. Use of Decartes for targeted interventions.	Prior to new subject taught. Kid Talk during planning time. Kid Talk & CMIT monthly meetings. Skill builders daily on need basis. Monthly PLC meetings.	BOY - MOY -EOY assessments results. Rosters of students in different tiers. Differentiated skill builders. Daily skill builder groups. Monthly meetings for Kid Talk in every grade level. CMIT Meetings & agendas.	Formative notes: Each grade level has pre -assessed students throughout the year using formal and informal measures. (i.e. TPRI, MAP, IRI, math assessments, Plano Literacy). We analyzed the data to determine how to best make accommodations for students who did not meet their target. Skill Builder groups were formed (differentiated groups) and specific interventions are being used to target students during that time. Our skills groups are also based on the student's growth. Grade levels are meeting monthly to recommend, monitor and discuss students needing more. At-risk students are receiving interventions during skill builders and tutoring. Students who performed below grade level expectations were given a Study Buddy that worked with them once or twice a week for 30 minutes. This was either in the area of math or reading, or both.

		PLCs Meetings & Agendas.	Critical Thinking question cards shared with upper grades to use as small group guiding questions and whole group discussion. Summative Notes: PLCs and grade levels evaluated effectiveness through the analysis of MAP scores, IRIs, TPRI, Digital Portfolios and classroom observations.
Proactively develop intervention plans for students demonstrating early mastery of the curriculum. 1. Implement quick data gathering tools such as pre-tests and checks for understanding to early assess student content understanding/mastery. 2. During Team planning, teachers will design innovative lessons such Project/Problem based learning experiences across all disciplines. 3. Students who demonstrate early mastery will receive extended learning opportunities (Use of DeCartes to help with depth & complexity of lessons). 4. Support student driven collaboration and discussion through the implementation of book clubs, reading partnerships, Socratic seminars, etc. 2nd, 3rd & 4th grade will be implementing book clubs. Additionally, 4th & 5th grade will implement Socratic seminars as well.	During lessons throughout the school year. Weekly team planning. Differentiated lessons throughout the school year. Differentiated lessons throughout the school year.	Observed/ executed lessons. Lesson Plans including differentiated activities for various students' groups. Anecdotal notes. Long term performance Interactive Notebooks, samples from SeeSaw	Formative Notes: Technology applications such as kahoot, checks for understanding and exit tickets have been incorporated to gather data and assess early mastery. Dreambox, Think Through Math, Prodigy and *Khan Academy* are used to differentiate the needs of our higher-level students. In small groups, Motivation Math, Motivation Science and Depth of Knowledge questioning (DOK) were completed. Skill builder groups provide enrichment opportunities. Upper grades are engaging in book clubs and Socratic seminars to encourage critical thinking. Summative Notes: PLCs and grade levels evaluated effectiveness through the analysis of MAP scores, IRIs, TPRI, Digital Portfolios and classroom observations.
Utilize MAP-PES Data to support learning growth for all students. 1. Utilize MAP - PES Data to create students' groups based on needs. 2. Utilize MAP - PES Data to create student's IEP goals and support their learning growth (special education).	Tiered Instruction & support – BOY, MOY, EOY, and then adjusted accordingly throughout the year.	Students in tiered groups. Flexible grouping. Data driven lesson plans that address the needs of all student groups. IEP Goal Progress Reports	Formative Notes: School wide skill builders and tutoring groups have been formed based on MAP scores and will be adjusted accordingly throughout the year in order to meet students' needs. Special Education department is collaborating with grade levels to support students' needs based on IEPs goals. Summative Notes:

			MAP-PES data analysis allowed for effective planning and grouping of students.

Critical Action 2

Critical Action: Model & Promote substantive collaboration to foster a learning community.

Project Lead:	**Administration**
Staff, Title I Staff:	**Classroom Teachers, support staff.**
Materials and Resources:	**Substitute teachers, KID Talk & CMIT Notes, Planning session notes & lessons, Peer observation forms.**

Targeted Area:	☑ School-wide	☐ Kinder	☐ 1st grade	☐ 2nd grade	☐ 3rd grade	☐ 4th grade	☐ 5th grade	☐ 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
Build teachers' capacity for collaboration. 1. Extended planning time is provided for teachers. 2. Grade level teams create lessons plans in collaboration with Special Education Department and ESL Specialist to address/meet all students' needs. 3. Teachers and administration will meet to discuss students and provided interventions during Kid Talk and CMIT. 4. Teachers will share best practices with other teachers during schedules staff meetings. 5. Teachers facilitate classroom meetings and community circles with students.	Quarterly extended planning time for teachers. Bimonthly planning collaboration with Special Education department & ESL Specialist. Monthly Kid Talk & CMIT meetings. Monthly staff meetings/PD sessions. Weekly classroom meetings/community circles.	Lesson Plans. Lesson Plans evidencing targeted student groups. Meeting agendas & notes. Staff meeting agendas & notes. Groups discussions/charts/posters	Formative Notes: Campus is taking advantage of monthly-extended planning days. Grade levels are utilizing these days to plan for unit lessons and project based learning opportunities. Teachers are given 50 minutes of planning period each day to collaboratively meet with grade level team to plan lessons and address students' concerns. ESL teacher and Special Education department collaborate with grade levels providing input and resources to support students' various needs. Kid Talk and CMIT meetings occur twice a month. Teachers and administration staff, along with the counselor and special education team members and ESL specialist discuss strategies and interventions for students who are not

			performing on grade level or exhibit behavior concerns. Teachers are facilitating weekly classroom meetings and community circles to foster a positive culture and classroom environment. Summative Notes: PLCs and Grade level teams have been able to collaborate consistently throughout the school year promoting students' growth.
Promote Collaboration through structured peer classroom visits/observations. 1. Teacher peer observations with staff members on and/or off campus with identified targeted goals, followed up with post observation conference for reflection. 2. My Learning Plan will foster relationships with teachers across the district to help with implementation of best practices.	Once per semester, teachers will observe another classroom teacher. Communication with other staff members across the district as need arises.	Peer Observation Calendar. Post-Observation conference & written reflection. MLP communication.	Formative Notes: Teachers complete one observation of a colleague in the spring and one in the fall. Teacher observation forms/documentation are submitted to Mrs. Caplinger for review. Teachers meet to discuss observations and notes in order to answer questions from peers and improve instruction. Teachers are able to utilize MLP to access/share best practices across the district. Summative Notes: Teachers have been able to foster collaboration and professional growth by sharing best practices, lessons and activities.

Critical Action 3

Critical Action: Teach students to monitor their own progress.

Project Lead:	Administration
Staff, Title I Staff:	Classroom teachers, ESL specialist, Special education department, support staff.
Materials and Resources:	Assessments data, teacher rubrics and teacher & student generated trackers.

Targeted Area:	☑ School-wide	☐ Kinder	☐ 1st grade	☐ 2nd grade	☐ 3rd grade	☐ 4th grade	☐ 5th grade	☐ Other:

Strategies for Accomplishing Critical Action 3:

Action Step ● TEA Strategic Priorities Goal # per Action Step (If Applicable) ● Title I Component # and Funding Amounts per Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Identify best instructional practices based on student performance data. 1. Teachers will teach students to identify & understand their strengths and areas of growth in order to set learning goals for themselves. 2. Teachers will teach students to use performance/reflection rubrics to track their own performance data.	Beginning of each grading period. End of each grading Period.	Student generated goals. Students' rubrics/reflections.	Formative Notes: Teachers are incorporating socio-emotional learning practices to help students identify areas of strength and growth and set their own goals. Some upper grades teachers have developed performance/analysis rubrics for students to monitor their work. Summative Notes: The use of rubrics is not a campus wide practice at the moment and will be revisited in the upcoming school year.

Critical Action Addressing Missed State Safeguards

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

Project Lead:	**Administration**
Staff, Title I Staff:	**Classroom teachers & Special Education Department**
Materials and Resources:	**Early reading Skills builder, Equals Math, DreamBox, Pearson Realize, Front row Ed, Learning A-Z Reading & Vocabulary**

Targeted Area:	☐ School-wide	☐ Kinder	☐ 1st grade	☐ 2nd grade	☐ 3rd grade	☐ 4th grade	☐ 5th grade	☐ Other: **Special education students in Reading & Math subjects.**

Strategies for Accomplishing Critical Actions to Address Missed State Safeguards:

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
SW #17 - Proactively develop intervention plans for students performing below grade level 1. Pre-assess all students to identify their present levels of performance and appropriate intervention. 2. Analyze data of students that did not meet their Target Growth scores. 3. PLCs will research systematic programs that help close gaps and promote critical thinking as well as foundational skills.	Prior to new subject taught. Goal setting /evaluation during ARD meetings Monthly PLC meetings.	BOY - MOY -EOY assessments results. Differentiated skill builders. Daily skill builder groups. Push in and/Pull out Special Education support. PLC notes	Formative Notes: Special Education department is monitoring students' progress and is adjusting instruction and goals as needed. Special Education department is collaborating with classroom teachers and providing differentiated instruction for students who did not meet Target Growth scores. PLCs are meeting and discussing strategies to support students' learning. Summative Notes: Special Education department collaborated with grade levels supporting and modifying instruction for students who did not meet target growth scores. Goals mastery and additional supports were identified and documented during ARD meetings.

SW #17 - Provide proactive support for students performing below grade level IEP Goals will target gap areas for students performing below grade level. Special Education department will collaborate with grade level teams in the developing of targeted lessons that address students' IEP goals.	During ARD meetings. Bimonthly Collaboration during planning time.	IEP Goal Progress Reports Lesson Plans addressing students' IEP Goals.	Formative Notes: Special education teachers work on the creation and development of goals to address students' areas of growth. Special Education Department is collaborating with grade level teams during planning time to create lessons that address students' IEP goals. Summative Notes: Through collaboration between Special education department and grade level teams, goals and lessons were created and updated as needed to support students' growth.
SW #17 - Provide academic support aligned with the district curriculum Special Education department will use Universal Design Learning Principles for lesson planning.	Weekly lesson planning time.	Lesson Plans	Formative Notes: Special Education department is utilizing Universal Design Learning Principles for the creation of lesson plans. Summative Notes: Special Education Team has been able to create effective lessons to address students' areas of growth.
SW #17 - Evaluate the effectiveness of student interventions Special Education department will collaborate with grade level teams in the evaluation of students' interventions effectiveness and make adjustments in instruction.as needed.	At the end of each grading/testing period.	MAP - IEP GOALS	Formative Notes: Special Education department and grade level teams collaborate in student data analysis at the end of grading period to adjust IEP goals as needed. Summative Notes: Based on Students' data, various updates and revisions to IEP goals were made throughout the year.
CL #13 - Provide tutorials that target specific objectives			

CL #13 - Train and use peer tutors to support student			
CL #14 - Seek support from team members to assist students performing below grade level Special Education department will utilize Genius hour and Team meetings to collaborate and support students performing below grade level.	Weekly/Biweekly team meetings.	Team Meeting Notes	Formative Notes: Special education department is utilizing Genius hour to support students performing below grade level and is participating in grade level meetings to brainstorm ideas to support students who are struggling. Summative Notes: Special education department actively collaborated with grade level teams to support students performing below grade level.
CL #14 - Seek support from multiple staff members			
CL #14 - Seek support from parents Regularly communicate with parents about students' needs.	As the need arises - phone calls, conferences, ARD meetings.	Communication logs	Formative Notes: Parents are contacted regularly to discuss students' progress and concerns. Summative Notes: Communication was established with parents and their input was included as part of students IEPs during ARD meetings throughout the year.

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	Wellness Team includes Nurse, FANS manager and coaches. The committee organized a Color Run in conjunction with PTA. Cafeteria challenge was created and follow-up will be provided in the fall 2018.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Lisa Carlson and Amber Ostrander served as parent representatives on the committee.
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	Coordinated school health is delivered through fitness weekly following the district guidelines. Posters and relevant information are shared through Food and nutrition department.
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	Fitness bulletin board is dedicated to health related topics that are discussed in class . The topic changes weekly.
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	Marquee, Enews, remind app, Facebook and twitter are used to promote events throughout the year.
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	November 2017 Pre-test March 2018 Post Test
4th & 7th	Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards	P.E. Teacher	Fitnessgram Student Report	Fitness report cards are sent home in final report card of the school year.

	are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.			
	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	Our students receive 165 minutes of Physical Education and additional 150 minutes of recess weekly. The state requires 135. With pedometers and heart rate monitors, teachers are able to maintain a MVPA of 50% or more. Students learned to monitor their fitness level using these tools.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Pedometers are used daily in 3, 4 and 5th grade fitness and heart rate monitors will begin mid-October (10/16) in grades 4,5. 3rd grade will begin in January 2018.
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	Lesson plans are prepared weekly to meet the TEKS and NASPE standards.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	Students receive daily outdoor or indoor recess.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	Brain boosts/breaks are encouraged in every classroom.
	ATTENDANCE:			
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Teachers called parents by the third unexcused absence. Teachers notified front office of excessive absences. Attendance clerk/AP pulled reports in Pinnacle. District attendance documentation, warning letters sent home as needed. Invitations to attend 'I'm present' classes were also sent. Coordination with district and truancy filing when needed.

Violence Prevention and Bullying

Critical Action: VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (Required Action Steps per HB 283)

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	**PREVENTION:**			
	Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	High risk areas are identified and monitored by classroom teachers and staff.
	Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	New areas that need to be monitored are identified and staffed as needed throughout the school year based on communication between teachers and administration.
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Teachers and administration discussed rules and expectations with students at the beginning of the school year, after returning from winter break and throughout the school year on an as needed basis.
Staff	**EDUCATION:**			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	August 2017 - Staff completed required training on bullying and sexual harassment.
	Review referral process.	Principal or designee	Campus referral plan	Campus staff reviewed referral process throughout the school year on staff meetings and grade level meetings on an as needed basis. Assistant Principal created google doc to track incidents and streamline referral process.
Staff	**INTERVENTION:**			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Intervention strategies were reviewed with Team Leads and shared with grade levels. Teachers received Socio-emotional learning and restorative practices training in August 2017.

				Students' Code of conduct and Campus Handbook were followed implemented and followed campus wide.
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	Referral Plan was implemented throughout the school year. Google doc was used to track students' referrals and incidents.
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Discipline management strategies were utilized throughout the year. Grade levels monitored student behavior and administration followed up and documented whenever applicable. Counselor and administration worked one on one with students who needed further management strategies

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	**PREVENTION:**			
	Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	The administration and classroom teachers work with students to set and explain school expectations, procedures, and interventions.
	Monitor high risk areas.	All staff	Schedule (if necessary)	High risk areas are identified and monitored by classroom teachers and staff. New areas that need to be monitored are identified and staffed as needed throughout the school year based on communication between teachers and administration.
All Students	**EDUCATION:**			
	Explain referral process/contacts.	All teachers	Referral Plan	Referral Plan was reviewed and discussed by grade levels at the beginning of school year and processes were revisited with administration on an as needed basis.
All Students	**INTERVENTION:**		(Please complete cells below)	
	Apply classroom interventions.	All teachers		Classroom teachers work with their students to set and explain classroom expectations, procedures, and interventions.
	Employ discipline interventions.	Designated staff		Grade level teams work together and with the counselor and administrators to create discipline intervention plans that are appropriate and effective for students when needed.
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors		The counselor and/ or administrators are available to work one-on-one with students who need additional intervention strategies.
	Conference with parents/students.	Teachers or other staff		

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**	Administration-Office staff/Parent Portal	August 2016, as the need arises with new enrollees/Copies of electronic communication sent to parents.	Parents registered for Parent Portal and gained online access to student information such as grades and attendance and received E-news on a weekly basis.
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**	Administration-Teachers/Copy machine and paper	As the need arises/Copies of notes & fliers shared with parents	Copies of notes and fliers were shared with parents who did not have internet access.
Upgrade and maintain the campus website for easy access and increased communication with the community. **Funding source: State and Local**	Administration-Grade Level Teams & Tech /Computer & internet access	Quarterly/Updates on School Website	Campus website was updated to reflect changes in personnel and data to keep parents and community well-informed.
Communicate information through eNews and through hard copies when internet access Is not available. **Funding source: State and Local**	Administration-Computer & Internet access	Weekly eNews, and as the need arises/Copies of eNews	Parents received E-news on a weekly basis and stayed informed about important school, and district events and learning opportunities.
Utilize social media to keep parents and community informed. **Funding source: State and Local**	Administration-Grade level teams/Computer-smart phones & internet access	Weekly /Facebook posts & twitter posts	Administration and grade levels used Facebook and Twitter to increase communication with parents and community.

PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. **Funding source: State and Local**	Administration-PTA representative	Monthly/ Meeting notes	PTA and Barksdale community stayed up to date about school needs and activities.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). **Funding source: State and Local**	Administration	4x throughout year/ Event flyers	Throughout the year, information about district parent education programs were shared with parents on a monthly basis. Parents benefited from information received.
"Parent Academy: Schools and Parents Together" provided for ESL families to increase the home/school connection, promote family literacy, and to offer resources and support as needed.	ESL Specialist /Board games, supplies, etc	2 meetings per year/Attendance sign-in sheet	ESL families participated in events gaining important information and resources to support their children's learning.

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**			Formative Notes: Summative Notes:
Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in pre-kindergarten activities and are encouraged to work with their children at home. All participants go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep. **Title I Components: 7** **Funding source: State and Local**			
Kindergarten staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) **Title I Components: 7** **Funding source: State and Local**			
Elementary campuses with full day Pre-K Classes – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment. **Title I Components: 7** **Funding source: State and Local**			

State Certified Teachers and Highly Qualified Paraprofessionals

Critical Action: The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

Project Lead:	Plano ISD HR Employee Recruitment & Retention Department
Staff, Title I Staff:	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
Materials and Resources:	Operating Fund, HR Budget, Campus/Curriculum Budget

Strategies for Accomplishing State Certified Teachers and Highly Qualified Paraprofessionals Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. **Title I Component 5** **Funding source: State and Local**	August 2017 to May 2018	Campus administration participated in recruiting events.
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	Barksdale does not offer a bilingual program.
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	Barksdale hosted teacher observers & student teaching participants from local Universities providing them with meaningful, hands-on learning experiences
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	Teachers attended on and off campus relevant professional development throughout the school year.
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	100% of Barksdale staff is certified & highly qualified to perform their duties.