



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

McCall Elementary

Principal: **Stacy Kimbriel**

Mission Statement:

The McCall community works as a team to develop the mind, heart and character of each child.

Vision Statement:

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

Planning Timelines and Meeting Dates

- Needs analysis (STAAR GAP Analysis), goal setting, analysis of Critical Actions and strategic planning: **July - September 2017**
- Campus teacher data analysis day: **August - September 2017**
- SBIC Plan due for DBIC review: **October 6, 2017**
- Meeting 1: SBIC approves the improvement plan (by October 4, 2017): **Tuesday, October 10, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Tuesday, January 30, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Wednesday, June 06, 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 | \$ 60,000 | Total Funding for 1 Title I Support Teachers | |
| Parental Engagement | \$ 500.00 | Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program) | |
| Student and Campus Capacity Building | \$ 2,100.00 | 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/](http://tea.texas.gov/About%20TEA/Welcome%20and%20Overview/TEA%20Strategic%20Plan/)

SBIC Committee

| Committee Member's Name | Role | 1st Year on SBIC | Meeting 1 Attendance | Meeting 2 Attendance | Meeting 3 Attendance |
|-------------------------|-----------------------------------|------------------|----------------------|----------------------|----------------------|
| Raegan Cavender | Faculty Member | 17-18 | X | X | X |
| Angeli Jones | Faculty Member | 17-18 | X | X | X |
| Kathryn Clubb | Faculty Member | 16-17 | X | X | X |
| Kim Kilpatrick | Faculty Member | 16-17 | | | |
| Blanca Solares | Faculty Member | 16-17 | X | X | X |
| Margie Flores | Faculty Member, Special Ed | 17-18 | X | | X |
| Stacy Kimbriel | Principal | 11-12 | X | X | X |
| Clair Song | District Professional | 17-18 | X | X | X |
| Scott Schweikhard | Campus Professional, Non-teaching | 15-16 | X | X | X |
| Melissa Pham | Support Staff Member | 17-18 | X | | |
| Tangelia Douglas | Parent-Selected by PTA | 17-18 | | | |
| Tricia Favre | Parent-Selected by Principal | 17-18 | X | | X |
| Jennifer Fernberg | Parent | 17-18 | X | X | X |
| Karen Buitrago | Parent | 17-18 | | | |
| Kiran Vajapeyayajula | Parent | 17-18 | | | |
| Sonali Thakkar | Parent | 17-18 | X | X | |
| Heidi Austin | Community Member | 17-18 | X | | |
| R. Maurice Reagan | Community Member | 17-18 | X | | X |
| Josh Vick | Business Representative | 17-18 | X | X | |
| Frank Loza | Business Representative | 17-18 | X | X | |
| | Ad Hoc Member ^{Optional} | | | | |

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

District-Wide Goals

1. Increase the percentage of students meeting STAAR Satisfactory performance rates.
2. Ensure that all students meet STAAR and MAP Growth Standards in all subject areas.
3. Increase Satisfactory and Advanced performance rates for Economically Disadvantaged student group – Closing Performance Gaps.
4. Increase the percentage of students meeting STAAR Advanced performance rates.
5. Increase high school graduation rates and ensure students are on track to graduate.
6. Ensure that all students graduate College and Career Ready or are on track to College and Career Readiness.
7. Ensure that all student groups (7 race/ethnicity and Sp.Ed, ELL, ED) meet the Accountability Safeguard measures (60% meet the Approaches Grade Level Standard on STAAR/EOC).

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

Summary of Critical Actions

The areas for school-wide and/or targeted grade level Critical Actions were identified using the following sources:

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P³A School Wide and Classroom Level diagnostic);
- STAAR/EOC GAP Analyses;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

| School Wide and/or Targeted Grade Level Critical Actions |
|--|
| 1. Increase the percentage of all LEP students progressing one TELPAS composite rating to decrease the gap between the campus and district to meet the district average performance. |
| 2. Increase the percentage of all students making expected growth at the Approaches grade level standard and at the Meets Grade Level Standard to decrease the gap between the campus and district to meet the district average performance. |
| 3. |
| 4. |

Critical Action 1

Critical Action (Goal): Increase the percentage of all LEP students progressing one TELPAS composite rating to decrease the gap between the campus and district to meet the district average performance.

| | | | | | | | | |
|---------------------------------|---|---------------------------------|--|--|--|--|--|---------------------------------|
| Problem Statement: | Overall TELPAS composite results show a lack of progress or decrease in progress for LEP students for the campus. The current gaps between the campus and district are: Campus 1st - 5th Grade (1st -23%, 2nd- 47%, 3rd- 24%, 4th- 82%, 5th- 47%) District 1st - 5th Grade(1st-17%, 2nd- 41%, 3rd- 34%, 4th -41%, 5th- 26%) | | | | | | | |
| Root Cause and Strategy: | (a) We will address the need for effective planning of the curriculum by ensuring that there are adequate structures and systems are in place to ensure implementation of effective instruction with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses. | | | | | | | |
| Project Lead: | Campus Administrators, PISD Elementary content, special education and multilingual coordinators | | | | | | | |
| Staff, Title I Staff: | Grade Level Teachers, Title I/Intervention Team, ESL Teachers | | | | | | | |
| Materials and Resources: | District Curriculum, Edugence (PES Growth Roster, STAAR Roster, MAP data, TELPAS data), Eduphoria, Gradebook, TELPAS manual and Lead4Ward | | | | | | | |
| Targeted Area: | <input checked="" type="checkbox"/> School-wide | <input type="checkbox"/> Kinder | <input type="checkbox"/> 1 st grade | <input type="checkbox"/> 2 nd grade | <input type="checkbox"/> 3 rd grade | <input type="checkbox"/> 4 th grade | <input type="checkbox"/> 5 th grade | <input type="checkbox"/> Other: |

Strategies for Accomplishing Critical Action 1:

| Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step | Implementation Timeline per Action Step | Implementation Evidence per Action Step | Outcome, Status and Results per Action Step |
|--|---|---|---|
| <p>Root Cause (a) Activities: Effective Planning</p> <ol style="list-style-type: none"> 1. Extended time will be provided for teams to implement the planning protocols for unit instructional planning. 2. District Multilingual team will provide staff training on district planning protocols. <p style="color: red; margin-top: 10px;">TEA Strategic Priority: 1,2 & 4 Title I Component: 10 Funding: Title I, SCE, State and Local</p> | <ol style="list-style-type: none"> 1. Extended team planning time provided weekly 2. Professional Development meeting (1x per grading period), additional support provided as the need arises | <ol style="list-style-type: none"> 1. Meeting notes and actions steps 2. MLP training log, agendas, and materials | <p>Expected Outcome – Increase academic performance by implementing planning and instruction protocols with fidelity.</p> <p>Short Term Status: Some Progress – Lesson plans and instruction will be aligned with the district curriculum and include daily learning and language targets as <u>modeled</u> by the district C&I team.</p> <p>Intermediate Status: Some Progress – Lesson plans will be aligned with the district curriculum and include daily learning and language targets <u>with consultation</u> from the district C&I team.</p> <p>Long Term Status: Some Progress</p> |

| Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step | Implementation Timeline per Action Step | Implementation Evidence per Action Step | Outcome, Status and Results per Action Step |
|--|--|---|--|
| | | | <p>– Using the planning protocols, lesson plans aligned with the district curriculum, will include daily learning and language targets, and will be implemented effectively by grade level teams.</p> <p>Results: 02/2018 Grade level teams meet weekly with district representatives of the Multilingual department as well as the Curriculum and Instruction team to plan for learning that supports all learners (especially our ELLs) in their English language development.</p> <p>District personnel has provided campus-wide training on planning protocols to support staff in a continued focus on the UBD model.</p> <p>Next Steps: McCall will continue to utilize the UBD planning protocol. This year we saw an increase in collaboration amongst teams by implementing the planning strategies that were taught by district personnel. Teams were able to focus on the learning that needed to occur and, more importantly, discuss ways that they could help their specific students attain that learning. We will continue find ways to implement extended planning sessions so that teachers have more time to collaborate and share ideas without being in such a hurry.</p> |
| <p>Root Cause (b) Activities: Data Analysis</p> <ol style="list-style-type: none"> 1. Provide training for all grade level teachers, ESL teachers, special education staff, and interventionists on the purpose and use of formative and summative assessments. 2. Teachers will analyze assessment data and use it to inform instruction when planning and ensure progression of language acquisition. | <ol style="list-style-type: none"> 1. Professional Development meeting (fall and spring), additional support provided as the need arises 2. As the need arises (at least | <ol style="list-style-type: none"> 1. MLP training log, agendas, and materials 2. Classroom observations, progress as measured in student performance | <p>Expected Outcome – Increase student achievement and academic growth by monitoring and adjusting instruction.</p> <p>Short Term Status: Some Progress – Lesson plans will begin to include formative and summative assessments of student learning and ensure progression of language acquisition as <u>modeled</u> by the district C&I and Multilingual team.</p> <p>Intermediate Status: Some Progress</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>Outcome, Status and Results per Action Step</p> |
|--|---|---|---|
| <p>TEA Strategic Priority: 1,2 & 4 Title I Component: 8 Funding: Title I, SCE, State and Local</p> | <p>every week) in Tier I and Tier II instruction</p> | <p>data in Edugence (Rtl)</p> | <p>– Lesson plans will continue to include formative and summative assessments to monitor and adjust student learning <u>with consultation</u> from the district C&I and Multilingual team; and the team discussions will impact future instructional decisions and ensure progression of language acquisition.</p> <p>Long Term Status: Some Progress – Weekly instruction, aligned with the district curriculum, will include formative and summative assessments so that teachers utilize the current data to develop instruction to meet student learning needs and ensure progression of language acquisition and growth toward on-grade level performance.</p> <p>Results: 02/2018 District personnel has provided all staff training on the use of effective formative assessments and how to use data to drive instruction.</p> <p>Teachers in grades 2 - 5 utilize All In Learning data to 1) complete formative assessments to determine the students' level of understanding at multiple points throughout the lesson and 2) compare data across the grade level to see if certain teachers had better results with common assessments - and then discuss different instructional practices that worked more effectively.</p> <p>Next Steps: We will continue to utilize All In Learning in grades 2 – 5 in an effort to analyze the results of common formative assessments. We will work to have all teams use the resource with more fidelity as some grade levels utilized it more than others did. All teachers will continue to focus on ways to formally and informally collect data so they will be better prepared to fill-in gaps in their students' learning.</p> |

Critical Action 2

Critical Action (Goal): Increase the percentage of all students making expected growth at the Approaches grade level standard and at the Meets Grade Level Standard to decrease the gap between the campus and district to meet the district average performance.

| | | | | | | | | |
|---------------------------------|--|---------------------------------|--|--|---|---|---|---------------------------------|
| Problem Statement: | Overall there has been a decrease in 3rd and 4th grade students in MATH making expected growth at Approaches Grade Level performance and at Meets Grade Level performance for the campus. The current gaps between the campus and district 3rd to 4th grade students that did not make expected growth are: Campus - Approaches Grade Level (80%), Meets Grade Level (81%) District - Approaches Grade Level (53%), Meets Grade Level (60%) | | | | | | | |
| Root Cause and Strategy: | (a) (a) We will address the need for effective planning of the curriculum by ensuring that there are adequate structures and systems are in place to ensure implementation of effective instruction with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses. | | | | | | | |
| Project Lead: | Campus Administrators, PISD Elementary Content Coordinators and Specialists | | | | | | | |
| Staff, Title I Staff: | Grade Level Team Teachers, Title I/Intervention Team, ESL Teachers, Counselors | | | | | | | |
| Materials and Resources: | District Curriculum, Edugence (PES Growth Roster, STAAR Roster, MAP data), Eduphoria, Gradebook, Lead4Ward | | | | | | | |
| 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 checked="" type="checkbox"/> 3 rd grade | <input checked="" type="checkbox"/> 4 th grade | <input checked="" type="checkbox"/> 5 th grade | <input type="checkbox"/> Other: |

Strategies for Accomplishing Critical Action 2:

| Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step | Implementation Timeline per Action Step | Implementation Evidence per Action Step | Outcome, Status and Results per Action Step |
|---|--|--|---|
| <p>Root Cause (a) Activities: Effective Planning</p> <ol style="list-style-type: none"> 1. Grade level teams will meet with the C&I team to use the district curriculum for planning and instructional practice. <ul style="list-style-type: none"> • Weekly planning meetings to maintain alignment to the curriculum 2. District curriculum and instruction team members will provide staff training on district planning protocols. | <ol style="list-style-type: none"> 1. Weekly Planning Protocol meetings, weekly support by C&I teams, weekly Administration Walk Throughs, 2. Professional Development meeting (1x | <ol style="list-style-type: none"> 1. Weekly planning protocols meeting notes, feedback provided to teachers from C&I team, Walk Through Data, documents/notes 2. MLP training log, agendas, and materials | <p>Expected Outcome – Increase academic performance by implementing planning and instruction protocols with fidelity.</p> <p>Short Term Status: Some Progress – Lesson plans and instruction will be aligned with the district curriculum and include daily learning and language targets as <u>modeled</u> by the district C&I team.</p> <p>Intermediate Status: Some Progress – Lesson plans will be aligned with the district curriculum and include daily learning and language targets <u>with consultation</u> from the district C&I team.</p> <p>Long Term Status: Some Progress</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>Outcome, Status and Results per Action Step</p> |
|--|---|---|--|
| <p>3. Extended time will be provided for teams to implement the planning protocols for unit instructional planning.</p> <p>TEA Strategic Priority: 1,2 & 4 Title I Component: 10 Funding: Title I, SCE, State and Local</p> | <p>per grading period), additional support provided as the need arises</p> <p>3. Extended team planning time provided weekly.</p> | <p>3. Schedule of extended team plan meetings</p> | <p>– Using the planning protocols, lesson plans aligned with the district curriculum, will include daily learning and language targets, and will be implemented effectively by grade level teams.</p> <p>Results: 02/2018 District personnel has provided campus-wide training on planning protocols to support staff in a continued focus on the UBD model.</p> <p>Next Steps: McCall will continue to utilize the UBD planning protocol. This year we saw an increase in collaboration amongst teams by implementing the planning strategies that were taught by district personnel. Teams were able to focus on the learning that needed to occur and, more importantly, discuss ways that they could help their specific students attain that learning. We will continue find ways to implement extended planning sessions so that teachers have more time to collaborate and share ideas without being in such a hurry.</p> |
| <p>Root Cause (b) Activities: Data Analysis</p> <p>1. Provide training for all grade level teachers, special education staff, and interventionists on the purpose and use of formative and summative assessments.</p> <p>2. Teachers will analyze assessment data and use it to plan for instruction.</p> <p>TEA Strategic Priority: 1,2 & 4 Title I Component: 8 Funding: Title I, SCE, State and Local</p> | <p>1. Professional Development meeting (fall and spring), additional support provided as the need arises</p> <p>2. As the need arises (at least every week) in Tier I and Tier II instruction</p> | <p>1. MLP training log, agendas, and materials</p> <p>2. Classroom observations, progress as measured in student performance data in Edugence (Rtl)</p> | <p>Expected Outcome – Increase student achievement and academic growth by monitoring and adjusting instruction.</p> <p>Short Term Status: Some Progress – Lesson plans will begin to include formative and summative assessments of student learning as <u>modeled</u> by the district C&I team.</p> <p>Intermediate Status: Some Progress – Lesson plans will continue to include formative and summative assessments to monitor and adjust student learning <u>with consultation</u> from the district C&I team; and the team discussions will impact future instructional decisions.</p> <p>Long Term Status: Some Progress</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>Outcome, Status and Results per Action Step</p> |
|--|---|---|---|
| | | | <p>– Weekly instruction, aligned with the district curriculum, will include formative and summative assessments so that teachers utilize the current data to develop instruction to meet student learning needs.</p> <p>Results: 02/2018 District personnel has provided all staff training on the use of effective formative assessments and how to use data to drive instruction.</p> <p>Teachers in grades 2 - 5 utilize All In Learning data to 1) complete formative assessments to determine the students' level of understanding at multiple points throughout the lesson and 2) compare data across the grade level to see if certain teachers had better results with common assessments - and then discuss different instructional practices that worked more effectively.</p> <p>Next Steps: We will continue to utilize All In Learning in grades 2 – 5 in an effort to analyze the results of common formative assessments. We will work to have all teams use the resource with more fidelity as some grade levels utilized it more than others did. All teachers will continue to focus on ways to formally and informally collect data so they will be better prepared to fill-in gaps in their students’ learning.</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 | Formative Notes: Julie Walker – Capitan – committee meets monthly Summative Notes: |
| K-8 | Include at least one Parent on Campus Wellness Team. | Campus Wellness Captain | Campus Wellness Plan | Jennifer Garvin |
| 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 | CSH is taught in fitness class for K-5th grades |
| 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 | Outside of the gym; updated regularly |
| 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 | Communication done through a PE Smore newsletter, then sent out in principal’s Smore newsletter and PTA news; class messenger text alert system; papers sent home |
| FITNESS: | | | | |
| 3-8 | Pre and Post Assess all eligible students using fitness test components. | P.E. Teacher | Fitnessgram Website | Students are assessed in the Fall to develop a baseline and again in the Spring to determine growth. |
| 4 th & 7 th | Ensure all data for 3 rd - 8 th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents. | P.E. Teacher | Fitnessgram Student Report | Students are assessed in the Fall to develop a baseline and again in the Spring to determine growth. |

| Applicable Students | Action Step | Project Lead | Staff/Resources | Formative & Summative Notes (Evidence of Implementation and Impact) |
|---------------------|--|--------------|--|--|
| | PHYSICAL ACTIVITY REQUIREMENTS: | | | |
| K-8 | Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. | Principal | Sample daily lesson plans may be provide by P.E./Fitness Teacher | PE minutes are calculated for all grade levels at the BOY |
| K-8 | Measure MVPA and physical activity time using pedometers and heart rate monitors. | P.E. Teacher | Pedometers; heart rate monitors | MVPA is monitored through the weekly lesson plans. Pedometers and HR monitors are used regularly |
| 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 | District curriculum is utilized along with supplemental materials to ensure developmental appropriateness |
| K-5 | Ensure students are receiving daily unstructured play during recess. | Principal | Master Schedule, Staff Supervising Schedule | Each grade level has 30 minutes of recess each day prior to lunch time (2 nd Grade is the only exception – they eat lunch prior to having recess) |
| K-5 | Encourage opportunities for brain breaks and short activity breaks throughout the day. | Principal | Resources available upon request | Wellness Team provides activities and websites for school wide use to give brain breaks to students throughout the day |
| | ATTENDANCE: | | | |
| K-8 | Monitor attendance of students and follow up on prominent and chronic absences. | Principal | Pinnacle, Attendance Sheet | Attendance and participation issues are monitored and communication is kept open with teachers and parents |

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 | Formative Notes: Surveys were sent out to students, parents and staff to determine how safe each group felt here at McCall. Summative Notes: McCall administrators discussed areas of strength as well as areas that need more attention and steps that we can take to strengthen those areas. |
| | Monitor high risk areas. | Principal Designee | Staff assignments/schedule | Duty and coverage schedules were determined for lunch, recess, morning arrival and dismissal to ensure that high-risk areas were supervised as much as possible. |
| | Follow Campus Rules/Expectations. | Principal | Code of Conduct, District Handbook Campus Handbook | Staff followed the Code of Conduct, District Handbook and Campus Handbook. If questions or concerns regarding any of these polices arose, we discussed them fully with the staff member. |
| Staff | EDUCATION: | | | |
| | Participate in annual staff training on bullying/sexual harassment. | Principal or designee | Handouts/PowerPoint | Each staff member were trained on bullying during the month of August, The teacher and other staff members were also required to complete district online training on sexual harassment in the month of December. |
| | Review referral process. | Principal or designee | Campus referral plan | During the month of August the school counselor reviewed the process for referring incidents of bullying with the staff. Throughout the school year staff member are reminded of the procedures as well. |
| Staff | INTERVENTION: | | | |

| Applicable Group | Action Step | Project Lead | Staff/Resources | Formative & Summative Notes (Evidence of Implementation and Impact) |
|------------------|---|---|----------------------------|---|
| | Establish recommended intervention strategies for classroom/campus. | Principal or designee (campus discipline staff) | Discipline Management Plan | Each classroom teacher has been in R Time to help reduced the number of incidents through teacher character traits and various strategies. Beginning in September, the school counselor began teaching anti-bullying lessons. Teachers were also given Social/Emotional strategies and resources at the beginning of the year. These efforts are supported by our .5 SEL teacher who splits time on our campus. |
| | Implement campus referral plan. | Principal or designee | Campus Referral Plan | Staff members are expected to report any reports of bullying to the designated staff member. Reports my come in the form of student to teacher, written notice, phone call or etc. Once e the report has been made, the designated staff member will investigate the referral. |
| | Utilize Discipline Management strategies. | Principal or designee | Discipline Management Plan | The designated staff member has managed discipline through the form of parent conferences, further education, office referrals, Restorative Practices and stay away agreements. |

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 | McCall staff members reviewed the following expectations in the during the fall semester. |
| | Monitor high risk areas. | All staff | Schedule (if necessary) | Duty and coverage schedules were determined for lunch, recess, morning arrival and dismissal to ensure that high-risk areas were supervised as much as possible. |
| All Students | EDUCATION: | | | |
| | Explain referral process/contacts. | All teachers | Referral Plan | The staff members were presented a PowerPoint on the referral process and contacts during the month of August. |
| All Students | INTERVENTION: | | | |
| (Please complete cells below) | | | | |

| Applicable Group | Action Step | Project Lead | Staff/Resources | Formative & Summative Notes (Evidence of Implementation and Impact) |
|------------------|---|------------------------------------|--|--|
| | Apply classroom interventions. | All teachers | Data meetings, CMIT meetings | Applications of classrooms intervention begin in the month of September and will continue throughout the school year. |
| | Employ discipline interventions. | Designated staff | Teachers and administrators will implement positive behavior strategies through behavior plans, social stories and by implementing the self-manager program. | Discipline interventions are applied for students who are in need of further strategies. The designated staff member began implemented the strategies during the 2014-2015 school year. |
| | Use other intervention strategies as necessary/appropriate. | Administrative staff or counselors | Kelso's Choice curriculum and resources to assist students in appropriate reactions to conflict | R-Time lessons and tiered interventions began in the month of September. Each classroom teacher is required to teach R-Time every Wednesday. Tiered interventions for students who are in need of further strategies utilized the process of CMIT. |
| | Conference with parents/students. | Teachers or other staff | Conference room, computer with projector and wireless mouse to display information for all attendees | Conferences are scheduled with parents and students based of the needs of each situation. |

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 | Title 1 teacher Principal/Assistant Principal Teachers (eNews) | August, 2017 (regularly monitored to determine completion), as the need arises | Formative Notes: Emails and phone messages were sent out before school started in an effort to get registered early. Summative Notes: Parents were reminded at Meet the Teacher Night, parent teacher conferences, CMIT meetings, and ARD meetings about how to access information about the school in general as well as specific information pertaining to their child(ren). |
| 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 | Title 1 teacher Principal/Assistant Principal Teachers (eNews) | Monthly through newsletter | Parents were invited to attend the Mobile Classroom to provide computers and internet access to those without. |
| Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local | CTA | Monthly throughout the school year | Mrs. Kimbriel met with our PTA president as well as other members of the PTA throughout the year to plan for upcoming events and discuss student needs. |
| Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local | Principal/Assistant Principal (eNews) | Biweekly throughout the school year | Mrs. Kimbriel sent out our eNews to parents throughout the year to keep them updated on news and events that were occurring at school. |
| Utilize social media to keep parents and community informed. Funding source: State and Local | Principal/Assistant Principal Teachers (Facebook and Twitter) | As needed | McCall administrators utilized Facebook, Twitter and Smore to keep parents and community members updated and informed. |
| PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local | Principal | Monthly PTA meetings | We had multiple parent events to assist parents/guardians in meeting their child's needs: AVID Family Night |

| Action Step | Staff/Resources | Implementation Timeline per Action Step | Formative & Summative Notes (Evidence of Implementation and Impact) |
|--|---|---|---|
| Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local | Principal Counselor (Parent program speakers) | Monthly through PTA meetings | We had multiple parent events to assist parents/guardians in meeting their child’s needs: Social Emotional Health: How You Can Help! 1/23/18 What Are Our Children Doing with their Electronic Devices? 2/27/18 |

Transition

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

Strategies for Accomplishing Transition Critical Action:

| Action Step | Staff/Resources | Implementation Timeline per Action Step | Formative & Summative Notes (Evidence of Implementation and Impact) |
|--|---|---|--|
| Elementary counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding source: State and Local | Counselor | As needed | Formative Notes: Teachers from McCall visited early childhood centers throughout the year to help with bridging the gap for students that would eventually come to our campus. Summative Notes: Teachers from McCall visited early childhood centers throughout the year to help with bridging the gap for students that would eventually come to our campus. |
| 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 | Counselor | Once per year | 3/24/18 Parents at Kindergarten Roundup are given materials and information about how to best prepare their students to start Kindergarten in the Fall. Ready Rosie is one of the resources that is shared with parents as something they can help their child(ren) with daily. |
| 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 team, Principal, Assistant Principal | One per year | As needed |

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.

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

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

| Action Step | Implementation Timeline per Action Step | Formative & Summative Notes (Evidence of Implementation and Impact) |
|---|--|---|
| Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. Title I Component 5 Funding source: State and Local | August 2017 to May 2018 | Formative Notes: Summative Notes: Principal and Assistant Principal attended the Job Fair and met several qualified applicants. One candidate we met at the Job Fair came in for an interview and was eventually hired. |
| To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. Title I Component 5 Funding source: State and Local | Monthly Bilingual Stipends, July 2017 to June 2018 | HR |
| To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. Title I Component 5 Funding source: State and Local | August 2017 to May 2018 | HR |
| 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 | We offered 7.5 hours of campus professional development on Social Emotional Learning. Teachers were also able to choose other learning opportunities that helped them meet their professional goals. |
| The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards. Title I Component 5 Funding source: State and Local | July 2017 to June 2018 | HR |