



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Beverly Elementary

Principal: **Cindy Savant**

Mission Statement:

Beverly Elementary will provide an excellent education for all students.

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): **Wednesday, September 27, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Tuesday, January 23, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Wednesday, May 23, 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
Debbie Hays	Faculty Member	1998	x	X	X
Kim Luczycki	Faculty Member	2005	X	X	X
Karen Luellen	Faculty Member	2007	X	X	X
Jenna Kirkman	Faculty Member	2017	X	X	X
Paige O'Kelley	Faculty Member	2013	X	X	
Carole West	Faculty Member, Special Ed	2017	X	X0	X
Cindy Savant	Principal	2016	X	X	X
Katie Phillips (Faculty Member)	District Professional	2014	X	X	X
Diane Barnett	Campus Professional, Non-teaching	1998	X	X	X
Elizabeth Sandlin	Support Staff Member	2013	X	X	X
Julie Montgomery (Faculty Member)	Parent-Selected by PTA	2003	X	X	X
Amy Scott	Parent-Selected by Principal	2017	X	X	X
Nicole Mattingly	Parent	2017	X	X	X
Renee Bueche (Faculty Member)	Parent	2007	X	X	X
Kristen Perry (Faculty Member)	Parent	2017	X	X	X
	Parent				
Andy St. John	Community Member	2012			
	Community Member				
Cynthia Flores-Harris	Business Representative	2012			
	Business Representative				
	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. Beverly Staff meet together to Observe, Connect and Collaborate in order to improve the instructional practices of the team. PPPA CL #5

2. Teach students to monitor and evaluate progress in both academic and character development areas. PPPA CL #12

3. Provide proven interventions to assist each student in mastering grade-level learning objectives. PPPA CL #13

4. Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives. PPPA CL #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

Critical Action: Beverly Staff meet together to Observe, Connect and Collaborate in order to improve the instructional practices of the team. PPPA CL #5

Project Lead:	Team Leaders							
Staff, Title I Staff:	Classroom teachers, specials teachers and support staff							
Materials and Resources:	Observation Form, Social Media-Facebook and Twitter							
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 <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
1. Continue to facilitate observations of other classrooms TEA Strategic Priorities Goal #1	Once per teacher per school year	Observation Template Observation Log Twitter Facebook	Formative Notes: Teachers in all grade levels are scheduling observation times, not only with grade level teachers, but with support staff as well. In addition to face-to-face observations, teachers are also incorporating Social Media such as Beverly Twitter and Facebook pages as a way to share instructional practices across all grade levels. Summative Notes: Staff continued to use Twitter and Facebook to share instructional practices across grade levels. Teachers use this time to observe other teachers with similar SLO goals.
2. Debrief, reflect, and share best practices and plan for implementation of new strategies following an observation TEA Strategic Priorities Goal #1	Once per teacher per school year	Observation Template/Actions My Learning Plan Team Planning/Agenda Twitter Facebook Display cases	Teachers are using planning time to discuss best practices observed during observations of other classrooms. Teachers are also talking to one another about Twitter and Facebook posts. On Tuesdays, the Twitter posts tweeted using #pisdtwitteruesday. Grade level teachers and support staff use display cases to display student work and projects as a reflection of best practices. Summative Notes: This led to trust building and transparency for instructional best practices. Teachers realize same issues happening in their grades levels were also happening in other grade levels as well. This

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
			transparency led to teachers becoming practitioners that are more reflective. Because of classroom observations, ELS teacher initiated a Writing Club for 4 th grade students who needed extra help in preparing for 4 th grade STAAR writing. ESL teacher and instructional specialist observed weaknesses and struggles among shared student because of observing each other during instructional time.

Critical Action 2

Critical Action: Teach students to monitor and evaluate progress in both academic and character development areas. PPPA CL #12.

Project Lead:	Team Leaders							
Staff, Title I Staff:	Classroom teachers, specials teachers, counselor and support staff							
Materials and Resources:	Grade level instructional materials, goal setting sheets, performance/reflection rubrics, restorative circles, Dreambox, Prodigy, Herman, Rite Flight							
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 <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
1. Teach students to set specific learning goals TEA Strategic Priorities goal #2	October 2017	S.M.A.R.T. Goal Samples MAP Goal Sheets (labels in agendas) AR Goals	Formative Notes: Students continually set S.M.A.R.T. goals across curriculum areas using MAP scores as benchmarks. 1 st grade students use “I Can” statements to set these goals. Students revisit goals several times during the year to monitor progress and reflect on actions taken to achieve goals. Students set Accelerated Reader goals across grade levels with teacher guidance in grades K, 1, 2. In 2 nd grade students wrote one to two goals with 2 action steps to achieve the goal. Third grade students made SMART goals for academics and character development. 4 th grade Math Goals were written in Math spirals based on unit of study. Summative Notes: Learning targets were also used to help select goals. MAP goal sheets were used in Math and Reading where BOY, MOY, and EOY scores were reflected.
2. Teach students to use performance/reflection rubrics TEA Strategic Priorities goal #2	Units of Study per 9 weeks	Sample Rubrics (examples provided) Take Flight note packets, Learning	Students use a variety of Rubrics to monitor progress. These Rubrics are teacher generated and some are student generated. These Rubrics include Science Projects, learning reflection after a test, writing reflection, personal grid maps. Students use Rubrics for awareness of TELPAS levels. Students in Special

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
		Ally, and Quizlet reviews.	Education also use Herman program tracking and Rite Flight. Summative Notes: 4 th graders used notebooking after tests to debrief, and describe their level of competence. Students across all grade levels continued tracking progress and evaluating goals. ELS students continued focusing on targeted writing skills.
3. Provide students with tracking tools to measure progress TEA Strategic Priorities goal #2	October 2017	Fluency Trackers Facts Trackers AR Trackers (Class Charts, Places to hang charms) with Star Reports Dreambox Prodigy	Students access Prodigy and Dreambox, programs that keep track of progress. AR bookmarks are used to track AR progress. Students in 3 rd grade Comprehension Café checklist to reflect upon their Comprehension Café experience.
4. Engage students during restorative circle time to think about goal setting practices TEA Strategic Priorities goal #2/#4	September 2017	S.M.A.R.T. Goal Samples (See counselor feedback)	Students across grade levels participate in Restorative circle times by learning the rules of the practice and respecting the ideas of others as they pass the “talking piece” around giving them the opportunity to share. Summative Notes: ESL students used ELD Sentence frames to present, defend and challenge an idea. Summative Notes: Kindergarten completes a survey about how students feel about circle times. Teachers found strong evidence from feedback from students to continue restorative circles next year.

Critical Action 3

Critical Action: Provide proven interventions to assist each student in mastering grade-level learning objectives. PPPA CL #13

Project Lead:	Principal, Counselor, Team Leaders, Instructional Specialist							
Staff, Title I Staff:	Classroom Teachers, Support Staff							
Materials and Resources:	TPRI, AIM, Tier 1 & 2 resources, Dreambox, Raz-Kids, OSMO, Reading A-Z, STAAR Mission (5 th gr Math), EPIC! App, Google Classroom, Flipped Classroom, Flocabulary, Hands on Fractions, Mentoring Minds, Sum Dog, Big Brainz, Words Their Way, IPAD apps- Word Wizard, Rainbow Sentences, Noodle Words, Word SlaPs, Text Structure Finding Evidence Kit, What's the Point, Theme & Main Idea finding evidence kit, Point of View finding evidence kit, Informational Text Comprehension Centers, Hazard Mountain: inference game, BrainPOP ELL, Take Flight							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 3:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per 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 <p>1. Provide tutorials that target specific TEKS objectives needed for grade-level mastery of skills</p> <p>TEA Strategic Priorities Goal #2</p>	Daily beginning in September 2017-May 2018	GAP Analysis Rosters, Pre/Post Assessments Tutoring Lesson Plans RTI Math Chart, Edugence Reports, Take Flight, Touch Phonics, Extended planning with Kindergarten and 2 nd grade, Learning Ally,	<p>Formative Notes: Aside from after school tutoring, teachers using effective and efficient targeted tutorial time such as Dear, ACT time, Teacher Table, small groups with support staff, IE time, extended L/A and Social Studies blocks. 4th grade at-risk students in ESL attend a 3 day Writing Club every 3 weeks.</p> <p>Summative Notes: ESL Writing Club allowed for think alouds, modeled writing, shared writing, and for more writing opportunities for the students to draft, revise, and edit expository essays. This increased the confidence of the students and increased TELPAS Writing scores. Instructional specialist pulled At-Risk 4th and 5th STAAR Groups – Math 2/week, Reading 2/week. At-Risk students in 5th passed STAAR. Take Flight students progressed two grade levels after spring break. Flexible groups were used in 2nd grade IE, targeted instruction in Math, Reading and Spelling. Special Education teachers see the need for continued use of DEAR time, use of more paired reading either between teacher and student or student to student and</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	Formative & Summative Notes per Action Step
			teacher Read-Aloud to improve student achievement as well as students love of learning.
2. Integrate technology software interventions to target identified TEKS skill gaps TEA Strategic Priorities Goal #2	Daily beginning in September 2017-May 2018	GAP Analysis Rosters, RTI, Edugence Reports, Dreambox, Tech tools for Dyslexia Workshop	Teacher are using a variety of technology software to target identified TEKS skill gaps. Summative Notes: Instructional specialist conducted parent workshop which focused on tech tools for students with Dyslexia.

Critical Action 4

Critical Action: Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives. PPPA CL #15

Project Lead:	Team Leaders							
Staff, Title I Staff:	Classroom Teachers and Support Staff							
Materials and Resources:	DeCartes, M3, Puzzlers, Plickers, Kahoot, Dreamboxm, Escape Room							
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 4:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per 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 <p>1. Extended learning for students who demonstrate early mastery (Use of DeCartes to help with depth and complexity of lessons.)</p> <p>TEA Strategic Priorities Goal #2</p>	Daily beginning in September 2017-May 2018	Lesson Plans Team Meetings PACE Update Meeting	<p>Formative Notes: Teachers across grade levels are using Choice Boards, individualized activity boards to guide students to complete extension/enrichment activities. 4th and 5th grades are using word study programs such as Greek & Latin Roots, derivational syllables, and Word Masters. 2nd gr teachers have implemented PBL units on weather and coral reefs. 1st gr has implemented enrichment weeks. They are also using STEM and SCAMPER thinking activities. Kinder students completed STEM activities after Gingerbread Man Unit. 4th and 2nd gr students are also participating in M3 math enrichment activities.</p> <p>Summative Notes: 5th grade implemented novel studies using Choice Boards and Literature Circles. 4th grade Math Rocks class continued using STEM resources in the library to enhance lessons. Escape room activities were used in grades 3, 4, 5 and PACE. All grade levels continued to use STEM resources in the library. Students continued to participate in Tinker Time. 2nd grade used an extension calendar to provide enrichment activities for students. 3rd grade used Think Tanks and extension projects including an engineering unit with bridges. 71% of 5th graders achieved Masters Level on 5th gr Reading STAAR, with 65% of 5th graders achieving</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
			Masters Level on 5 th gr Math STAAR. 1 st grade implemented a financial literacy PBL.
2. Integrate more Project Based Learning experiences across all disciplines to foster 21 st Century Skills, such as communication, critical thinking, collaboration, and creativity TEA Strategic Priorities Goal #2	1 per semester 2017 and 2018	Lesson Plans Training Agenda	See above
3. Implement pretests or quick checks (informal observations) to quickly assess student understanding/mastery TEA Strategic Priorities Goal #2	Weekly- October 2017- May 2018 Beginning and end of unit study	Sample Pretests Lesson Plans Team Meetings	Teachers use Pearson Quick Checks, Daily TEKS Reviews for pre-tests or quick checks. Sped teachers track student progress on IEP goals with data. Summative Notes: TELPAS PLD's provided the ESL teacher with quick access to assess Reading, Writing, Listening and Speaking achievement all year long.

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: Summative Notes:
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	
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	
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.	P.E. Teacher/ Staff	Coordinated School Health Curriculum	Bulletin board in cafeteria, updated monthly by Wellness Team members.
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	January 30, 2018 Health and Safety fair
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	
4 th & 7 th	Ensure all data for 3 rd - 8 th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.	P.E. Teacher	Fitnessgram Student Report	

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	
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	
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	
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	
ATTENDANCE:				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	

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: Counselor reports Summative Notes: Counselor reports
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	
	Review referral process.	Principal or designee	Campus referral plan	
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	
	Implement campus referral plan.	Principal or designee	Campus Referral Plan, Kid Talk	
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	PREVENTION:			
	Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	
	Monitor high risk areas.	All staff	Schedule (if necessary)	
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions.	All teachers	Kelsos Choices Positive Behavior Supports Social/Emotional Health Curriculum	Kid Talk was implemented this year to give teachers a chance to review all interventions used in the classroom before referring a child for the formal evaluation process.
	Employ discipline interventions.	Designated staff	CMIT/504/ARD Accommodations TIER II and III RtI	
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	CMIT/504/ARD accommodations TIER II and III RtI Student Code of Conduct	
	Conference with parents/students.	Teachers or other staff	CMIT/ARD/Office Referral Documentation	

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	Principal, Secretary, Classroom Teachers, Campus Technology Assistant	First 9 weeks of school, as the need arises	Formative Notes: completed Summative Notes: completed
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	Principal, Secretary, Classroom Teachers, Campus Technology Assistant	First 9 weeks of school, as the need arises	
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Office Manager, CTA	August 2017, as the need arises	
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Office Manager, CTA	As the need arises	
Utilize social media to keep parents and community informed. Funding source: State and Local	Campus Staff	As the need arises	Grade levels used weekly emails, SMORES, See Saw, phone calls and social media to communicate with parents. Special Education used daily written notes for self-contained students. Weekly and monthly notes and picture/videos were to communicate with parents.
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	Monthly meeting	
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	PTA President, Principal, Counselor	As the need arises	4 Parent Education Meetings were conducted. See attached schedule

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, 5 th grade Teachers, Middle school counselors		Jan 19 Fine Arts Field Trip to Hendrick Jan 23 Hendrick Middle School parent night for 5 th grade parents. Jan 25 HMS counselor visit to gr 5 May 9 Parent Education Mtg "Transition to Middle School"
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			BOY individual teacher information meeting conducted second day of school Kinder roundup 3/23/18 Parent Education Mtg 4/5/18 "Kindergarten Ready" New Parent Kinder Meeting 4/24/18
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	Formative Notes: Summative Notes:
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	