



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Bogges Elementary

Principal: **Shurandia Holden**

Mission Statement:

"Inspiring successful and responsible life-long learners."

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, October 04, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Tuesday, February 06, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Tuesday, 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
Laurie Maddux (SEL)	Faculty Member	2016	Yes	Yes	Yes
Kaitlynn Nam (Reading)	Faculty Member	2013	No	Yes	Yes
Natalie Williams (Science)	Faculty Member	2012	No	Yes	Yes
Shawn Flemmer (Writing)	Faculty Member	2016	Yes	Yes	Yes
Diane Wetzel (Math)	Faculty Member	2017	Yes	Yes	Yes
Gabrielle McDonald	Faculty Member, Special Ed	2017	Yes	Yes	Yes
Shurandia Holden	Principal	2017	Yes	Yes	Yes
Fern Johnson	District Professional	2017	No	No	No
Veola Neal	Campus Professional, Non-teaching	2016	Yes	Yes	Yes
Jennifer Almholt	Support Staff Member	2017	Yes	Yes	Yes
Ross Cornell	Parent-Selected by PTA	2016	Yes	Yes	Yes
Monica Malone	Parent-Selected by Principal	2017	No	No	No
Danyelle Becker	Parent	2017	Yes	No	No
Sadia Tahir	Parent	2017	No	No	No
Jacqueline (Jacqui) Barnes	Parent	2017	Yes	No	No
Huyen Nguyen	Parent	2017	No	No	No
Leah Proctor	Community Member	2017	No	No	No
Samra Ali	Community Member	2017	No	No	No
Jacqueline Lipe	Business Representative	2017	No	No	No
Cherie Brewington	Parent Business Representative			Yes	Yes
Katie Flores	Ad Hoc Member ^{Optional}	2016	Yes	Yes	Yes

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

District-Wide Goals

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

District-Wide Goals	Title I Components	Applicable Student Groups
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. Increase the percentage of 4th grade students meeting the Level II Standard in Expository Composition on STAAR to 60%.
2. Increase the percentage of 5th grade students meeting Level III Standard on Science STAAR to 35%.
3. Teachers will use MAP, CogAT, TPRI and STAAR data to target instruction for advanced learners in Reading, Math and Science (MAP Quintiles 1 & 2) by May 2018.
4. Teachers will model and create opportunities to address the social and emotional side of learning.

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:

Improve writing instruction, so that the percentage of 4th grade students meeting the Level II Standard in Expository Composition on STAAR will increase to 60%.

Critical Action:

Project Lead:		Team Leaders, Administrators, Writing PLC						
Staff, Title I Staff:		Core Teachers, Administrators, Academic Support						
Materials and Resources:		TEKS, PISD Curriculum, Edugence, STAAR						
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 1:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
1. Continue to use the revising and editing color coding system.	Daily lessons	Visuals in classroom	Formative Notes: <ul style="list-style-type: none"> Available to staff on the Shared Drive Utilize Buddy Revising/Editing System Summative Notes: <ul style="list-style-type: none"> Some grade levels think that the system is too complicated while others think that it works. This action step will need to be revisited, and the PLC will need to devise a plan that will meet the needs of all grade levels.
2. Facilitate PLCs to discuss how expository writing should grow and build through the grade levels.	Monthly PLC Meetings	PLC Meeting Minutes	<ul style="list-style-type: none"> Resources are shared during campus PD Google Classroom (Instructional Specialist) – classroom ideas and strategies for differentiating are available Summative Notes: <ul style="list-style-type: none"> The PLC thinks that this step is no longer needed because teachers are able to do this step without support or guidance.
3. Teachers model all steps of the writing process.	Daily lessons	Lesson Plans	<ul style="list-style-type: none"> Lesson plans show evidence of all steps of the writing process All grade level teachers model the steps of the writing process. (Model process: I DO, WE DO, YOU DO strategy)

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
			Summative Notes: <ul style="list-style-type: none"> • This action step is no longer needed.
4. More Consistency in cross curricular writing	Daily lessons	PLC Minutes; Lesson Plans; Ellevation	<ul style="list-style-type: none"> • Google Classroom used to provide resources and discussion (Empowering Writer videos) • All levels will utilize cross-curricular options to enhance writing opportunities, i.e. planner, etc. • Teachers will utilize Ellevation & ELPS Toolkit to help LEP students grow one level in TELPAS grow one level in the writing domain • ELL strategies are available on video in ESL Specialist Google Classroom • Utilize Science and Social Studies Notebooks, Readers' Response & Interest Journal Summative Notes: <ul style="list-style-type: none"> • Continue to work on this.
5. Focus on perfecting expository breakdown – including “opinion” writing into instruction.	Once per semester	Staff Meeting Agenda & Minutes	<ul style="list-style-type: none"> • K-1st – Use Empowering Writer’s resources • 2nd-5th Grade – Using <i>Expository Pillar</i> and <i>Empowering Writers</i> plans Summative Notes: <ul style="list-style-type: none"> • The PLC thinks that this step is no longer needed because teachers are able to do this step without support or guidance.
6. Provide campus-wide creative writing opportunities/competitions for students.	All year	Write-On Prompts; History Fair; Poetry Contest	<ul style="list-style-type: none"> • Use Write On (revised to increase participation) • Students will be encouraged to participate in district-wide writing opportunities (MLK Writing Contest & Mockingbird Poetry Contest) • Writing homework will be given to students to support opportunities to practice skills • Utilize Empowering Writers curriculum Summative Notes: <ul style="list-style-type: none"> • Continue this action step.
7. School-wide theme preparing for STAAR & 4 th Grade Writing Camp)	Twice per semester	Lesson Plans; PLC Minutes	<ul style="list-style-type: none"> • Reach out to other campuses to seek ideas to support writing goals • Use Extended Planning Day to plan Writing Camp

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
			Summative Notes: <ul style="list-style-type: none">• Continue this action step.

Critical Action 2

Critical Action: Increase the percentage of 5th grade students meeting Level III Standard on Science STAAR to 35%.

Project Lead:	Team Leaders, Administrators, Science PLC							
Staff, Title I Staff:	Core Teachers, Administrators							
Materials and Resources:	TEKS, PISD, Curriculum, Edugence, STAAR							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 2:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
1. Utilize district curriculum to integrate engineering concepts in math and science.	Daily lessons	Engineering Units in curriculum; STEM Nights; Science plans – as provided by curriculum	Formative Notes: <ul style="list-style-type: none"> Lesson plans will show evidence of integration of engineering concepts into math and science Google Classroom (Science PLC) will be used to compile ideas and share resources Summative Notes: <ul style="list-style-type: none">
2. Implement Interactive, Science Word Walls in all grade level classrooms.	August 2017 – June 2018	Staff Meeting Training Agendas; Classroom word walls; Science PLC; Staff Meeting Minutes	<ul style="list-style-type: none"> Kinder has a grade level Interactive Word Wall in Big Centers. 2nd & 3rd Grade – Implemented a classroom science word wall Summative Notes: <ul style="list-style-type: none"> Strategies have been discussed in PLC meetings. Teachers are struggling with the efficacy of accomplishing this task on a regular basis
3. Teach critical science vocabulary terms campus-wide.	Daily, as the need arises Monthly PLC meetings	Wacky Science Wednesday	<ul style="list-style-type: none"> Lesson plans show evidence of critical science vocabulary in all grade levels Teachers use critical vocabulary during daily science instruction to reinforce use of academic language Summative Notes: <ul style="list-style-type: none"> Strategies have been discussed in PLC meetings. Teachers are struggling with the efficacy of accomplishing this task on a regular basis

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
4. Create opportunities for students to solve real world problems.	Daily, as the need arises	Tower Garden Project; Wacky Science Wednesday	<ul style="list-style-type: none"> Use Station cards Summative Notes: <ul style="list-style-type: none"> Every grade level utilizes the district provided Engineering units. Additionally, each grade level has at least one member trained on the green screen technology which will aid in students showing their problem solving skills.
5. PLC members will be trained on how to use the Green Screen App (Nancy Watson will facilitate training).	September 13, 2017	PLC Agenda/Meeting Notes	<ul style="list-style-type: none"> Google Classroom (Science PLC) – This forum is used to share idea, articles, links to websites, etc. Training completed September 13, 2017.
6. Set up YouTube Channel	Deadline: 2 nd Semester	Emails, Lesson Plans, Grade Level Meeting(s)	<ul style="list-style-type: none"> All teachers will complete by 2nd semester
7. Plan for Green Screen: Submit proposal for approval and purchase	Deadline: November 2017	Purchase Order Request; Approval & Purchase	<ul style="list-style-type: none"> Discussion and collaboration to determine the location and set-up. (Admin, Science PLC Chair and Librarian met January 22nd) The plan has been submitted for approval. Summative Notes: <ul style="list-style-type: none"> The first STEM podcast using the green screen technology was completed and viewed by staff. CogAT scores (high) combined with low performing Science MAP scores were compiled and these students have been presenting the Wacky Science Wednesday portion of the BBN. These students were paired with highly motivated Science students work with the green screen technology.
8. Create a list of 5 th grade students who need motivation for challenging activities			<ul style="list-style-type: none"> Students will be encouraged to use the Green Screen App after the Science Fair ends. Teachers have completed the list. Summative Notes: <ul style="list-style-type: none"> CogAT scores (high) combined with low performing Science MAP scores were compiled and these students have been presenting the Wacky Science Wednesday portion of the BBN.

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
			These students were paired with highly motivated Science students work with the green screen technology.

Critical Action 3

Critical Action: Teachers will use MAP, CogAT, TPRI and STAAR data to target instruction for advanced learners (MAP Quintiles 1 & 2) in Reading, Math and Science.

Project Lead:	Team Leaders, Administrators, PLC Chairpersons							
Staff, Title I Staff:	Core Teachers, Administrators, Academic Support							
Materials and Resources:	TEKS, PISD Curriculum, Edugence, STAAR PES							
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 • 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. Utilize PLCs and Team Planning Meetings for sharing resources and practices among teachers and staff.	August 2017-June 2018	PLC Meeting Minutes; Kid Talk Forms; Staff Meeting Agendas; Team Meetings; Monthly Kid Talk	Formative Notes: <ul style="list-style-type: none"> Teachers share resources during team planning Teachers conduct grade level discussions to assist with instructional decisions, flexible grouping and tutoring Summative Notes: <ul style="list-style-type: none">
2. Provide differentiated instruction using DesCartes, Class by RIT, Depth of Knowledge and a variety of resources (formal and informal assessments).	Weekly Team Meetings Monthly PLC	PLC Meeting Notes; Lesson Plans	<ul style="list-style-type: none"> Implement Intervention and enrichment groups and utilize math curriculum as part of differentiated instruction.
3. Integrate higher level question stems during class discussion/teacher table discussion.	Daily lessons or as the need arises	Lesson Plans; Classroom Visuals	<ul style="list-style-type: none"> <u>7 Steps to a Language-Rich Interactive Classroom</u> – Staff continue to use this resource in each grade level Depth of Knowledge Wheel – This tool is used by teachers to level activities for their diverse thinkers. Utilize Bloom's Taxonomy Higher Order Thinking Skills Flip Chart Kinder sends home higher level questions for reading homework for readers on Level 1-6 and above

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
4. Utilize a variety of differentiated strategies and formal/informal assessments to target student needs.	Daily lessons or as the need arises	Lesson Plans; RTI documentation	<ul style="list-style-type: none"> Pearson Quick Checks is used to provide teachers with updates on student progress. All grade levels implement Guided Reading Summative Notes: <ul style="list-style-type: none"> All grade levels utilize formal and informal data to arrange grouping of students for differentiation on all levels.
5. Focus on differentiated instruction in all content area PLCs.	Weekly Team Meetings Monthly PLC Meetings	Team Meetings PLC Meetings	<ul style="list-style-type: none"> Discuss differentiated methods during team planning and PLCs PLC notes are shared by email and placed on the Shared Drive. Each grade level has a designee who attends and reports information. All staff implement differentiated ideas shared from PLC, Teacher Table Lessons, Tier 2 instruction and tutoring Summative Notes: <ul style="list-style-type: none"> All grade levels utilize formal and informal data to arrange grouping of students for differentiation on all levels.
6. District-Trained teachers will provide Guided Reading Professional Development.	Monthly PLC Meetings September/October	PLC Agenda & Minutes	<ul style="list-style-type: none"> Word Study Training was provided to each grade level by the Curriculum Department
7. Teachers will provide flexible grouping and utilize outside resources in order to strengthen Guided Reading & Word Study	Daily lessons 2 nd Semester	Team Meetings; Lesson Plans	<ul style="list-style-type: none"> Teachers review data to determine changes to tutoring, Tier 2 & Tier 3 rosters. Teachers will utilize L2L forms when visiting different schools to obtain ideas that will align to their TPG/SLO.
8. Math PLC – Evaluate the effectiveness of enrichment opportunities and materials.	August 2017-June 2018	Math PLC Agenda & Meeting Notes; Grade Level Planning; Lesson Plans	<ul style="list-style-type: none"> Items for the Makerspace have been purchased. Plans will be developed to teach students procedures and expectations for new technology. Summative Notes:

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
			<ul style="list-style-type: none"> Started study and discussions on the use of Project Based Learning Faculty training about how to change typical projects into projects that fit the Project Based Learning Model. This is the beginning of a 2 year plan which will likely include a book study and/or video series study to help all grade levels implement Project Based Learning. All grade levels utilize formal and informal data to arrange grouping of students for differentiation on all levels.
9. Literacy Library will be relocated and organized to offer a more user-friendly system and larger space	Deadline: December 2017 (Completed)	Teacher feedback; Check-Out data	<ul style="list-style-type: none"> Implement online checkout system for ease of use
10. Staff will utilize the Literacy Library	Deadline: May 2018	Check-Out Data	<ul style="list-style-type: none"> Each grade level will visit the literacy library monthly beginning January 2018
11. PISD teachers with strong PES and a list of Like-Campuses will be provided to Bogges teachers to target L2L	Deadline: April 2018	Email January 2018	<ul style="list-style-type: none"> Instructional Specialist will send an email containing a list of teachers to observe. Like-Campus list will be provided to teachers
12. Foster more interest in reading for all students			<ul style="list-style-type: none"> Increase the number of students participating in the Six Flags Reading Program Plan to provide an EOY incentive for readers – Golden Ticket Movie Day

Critical Action 4

Critical Action: Teachers will model and create opportunities to address the social and emotional side of learning.

Project Lead:	PLC Facilitator, Administrators							
Staff, Title I Staff:	Core Teachers, Administrators							
Materials and Resources:	Resources from other school districts, School Counselor Guidance Lessons							
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 • 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. Identify and study resources from other school districts and SEL related articles.	Review at PLC Meetings	PLC & Staff Meetings	Formative Notes: <ul style="list-style-type: none"> Share and discuss resources during SEL PLC Mtgs. Share and discuss resources during monthly Staff Meetings with other grade levels/department teams Summative Notes: <ul style="list-style-type: none"> Purchased a SEL lesson resource from Momentous Institute Conference for grade levels to share. Discussed some resources and strategies that were used for restorative charts. Read aloud books were purchased for the professional library.
2. Attend Professional Development that addresses Social and Emotional Learning.	September 2017-May 2018	Training Agenda, Handouts and notes	Summative Notes <ul style="list-style-type: none"> Principals, counselor and PLC Facilitator attended Momentous Institute Changing the Odds Conference 2017
3. Teachers will incorporate a minimum of 30 minutes per week of Social and Emotional Learning opportunities in homeroom classes.	Weekly lesson plans	Lesson Plans	<ul style="list-style-type: none"> Teachers schedule time for SEL – evident in lesson plans Circle Time – Each grade level has a designate time each week Establish a shared place for SEL Lessons in Google sheets for each grade level (Complete)

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
			<ul style="list-style-type: none"> • Establish a shared place for Professional Books for SEL. Professional & Read Aloud. (October) • Focus on incorporating peer-to-peer collaboration within activities to encourage self-confidence (Restorative Practices and activities) • Cohesiveness with counselor to streamline guidance and classroom SEL lessons (on Shared Drive; updates in Google Classroom; binders) • Campus-Wide – Use <u>Circle Forward</u> as a guide for lessons/circles • Leadership Team – Utilize <u>Better Than Carrots or Sticks</u> for book study <p>Summative Notes:</p> <ul style="list-style-type: none"> • Google Sheet was created for Grade Levels to share and organize grade level SEL Lessons. Information is still being added. • Grade levels incorporated lessons to align with the guidance lessons and incorporated circle time and restorative circle practices.
4. Establish school-wide vocabulary and “systems” to encourage positive behavior.	August 2017-June 2018; Review at monthly PLC Meetings	PLC Meetings; Team Meetings to review; Bengal Expectation Posters	<ul style="list-style-type: none"> • Students will utilize the Buddy Benches during recess. Teachers will assist with identifying students who may go unnoticed on the buddy bench. • Establish consistent rewards and consequences across grade levels and specials. • Each grade level has established a set time to recognize student accomplishments • Students are recognized weekly on the BBN for Student Brags (Student Brag: A kind note of praise from their teacher) • All grade levels utilize the “A Bengal does...” posters to reinforce expectations • Campus-Wide – Restorative Question cards and Think Sheets will be utilized <p>Summative Notes:</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
			<ul style="list-style-type: none"> • Grade levels utilized Bengal Bucks and new opportunities for acknowledgements such as Cafeteria Manners and Wow Work. • Improvement has been seen in respect towards student-student and student-staff across grade levels.
5. Incorporate themes for staff to become involved in SEL	August 2017-June 2017; Each grading period	Staff Participation	<ul style="list-style-type: none"> • Staff will have the opportunity to participate in theme weeks/gift exchange at least 3 times a year to show support for each other and thereby increase the sense of community. • Friendship Week, Boo Buddy & Circles in Staff Meetings Summative Notes: <ul style="list-style-type: none"> • Staff participated in Random Acts of Kindness and had the choice to also participate in Boo Buddies (fall), Friendship Week and an End-of-Year Secret Pal.

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	<p>Formative Notes:</p> <ul style="list-style-type: none"> Campus Fitness/Wellness Committee to designate events and programs for student/parent/community involvement Wellness PLC meeting notes Campus Wellness Plan <p>Summative Notes:</p>
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	<ul style="list-style-type: none"> Christi Smith
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	<ul style="list-style-type: none"> Power walkthroughs Formal/informal observations Monthly committee meetings Stretch of the week on morning announcements Red Ribbon Week Fire Safety
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.	P.E. Teacher/ Nurse	Coordinated School Health Curriculum	<ul style="list-style-type: none"> Medical Minutes on morning announcements Nurse bulletin board PE and Fitness Bulletin Board
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	<ul style="list-style-type: none"> Bengal News Cast (morning announcements) Flyers through e-news Maize Days 5K run Red Ribbon Week

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				<ul style="list-style-type: none"> Glow Run Bike Rodeo Murphy Maverick Color Run Coordinated School Health Calendar is sent through the Bogges eNews Healthy Habits Challenge
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	<ul style="list-style-type: none"> Fitness gram
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	<ul style="list-style-type: none"> Miles log Recess – requirement of 2 laps (grades 3-5) daily
	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	<ul style="list-style-type: none"> Power walkthroughs Formal/informal observations Monthly committee meetings Stretch of the week on morning announcements Recess – requirement of 2 laps (grades 3-5) daily
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	<ul style="list-style-type: none"> Teachers have instructed students to know to use the pedometers and heart rate monitors Students can be observed using the devices Student/Grade Level Reports
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	<ul style="list-style-type: none"> Power walkthroughs Formal/informal observations Monthly committee meetings
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	<ul style="list-style-type: none"> Power walkthroughs Formal/informal observations Monthly committee meetings

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				<ul style="list-style-type: none"> Stretch of the week on morning announcements Recess – requirement of 2 laps (grades 3-5) daily
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	<ul style="list-style-type: none"> Power walkthroughs Formal/informal observations Monthly committee meetings Stretch of the week on morning announcements Recess – requirement of 2 laps (grades 3-5) daily
	ATTENDANCE:			
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	ATTENDANCE: Forms are available on inside.pisd

Violence Prevention and Bullying

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

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	PREVENTION:			
	Identify high risk areas. (Required)	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	Formative Notes: <ul style="list-style-type: none"> Teacher reports Behavior Incident Reports Counselor reports Counselor/Admin Meetings Summative Notes: <ul style="list-style-type: none"> Incident follow-up is conducted in a timely manner
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/ schedule	<ul style="list-style-type: none"> Teacher reports Behavior Incident Reports Counselor reports Counselor/Admin meetings
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	<ul style="list-style-type: none"> Beginning of Year Expectations Grade Level Meetings Behavior Incident Reports TEAMS discipline reports Admin grade level logs
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	<ul style="list-style-type: none"> Bullying In-Service Sexual Harassment Training R Time Training Classroom Counseling
	Review referral process. (Required)	Principal or designee	Campus referral plan	<ul style="list-style-type: none"> Beginning of Year Expectations Grade Level Meetings Behavior Incident Reports Admin grade level logs
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. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	<ul style="list-style-type: none"> • Campus Behavior Management Committee • Classroom expectations • Grade level expectations • R Time • De-Escalation Strategies presentation • CPI Training (CORE Members) • TBSI Training (New Staff) • PBS Practices
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	<ul style="list-style-type: none"> • In-Service • Campus Behavior Management Committee • Teacher/Admin conferences • CMIT Meetings
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	<ul style="list-style-type: none"> • Teacher-to-Teacher Intervention • Monthly log sheet • Reflection sheet completion • Teacher completion of Behavior Incident Reports (BIRS) • PBS • CPI Training (CORE Team) • CPI Autism Specific Training (CORE Team) • CORE practice/review • ISS District Support

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	PREVENTION:			
	Clearly state student expectations/campus rules/citizenship. (Required)	Principal or designee	Code of Conduct/ Student-Parent Handbook	<ul style="list-style-type: none"> Weekly Bengal Brags Classroom expectations Grade level Friday meetings Classroom Bengal Brags Student Handbook Student Agenda
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary) Bengal Expectation Posters	<ul style="list-style-type: none"> Monthly log sheet Reflection sheet completion Teacher completion of Behavior Incident Reports (BIRS) Grade level meetings (Kid Talk) Staff Support
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	<ul style="list-style-type: none"> Teacher/Teacher modeling Teacher/Admin modeling Teacher reflection Grade level reflection Campus reflection of what did/did not work and ways to improve CMIT Kid Talk
All Students	INTERVENTION:			
	Apply classroom interventions: (Required)	<ul style="list-style-type: none"> Team Leaders SEL PLC Administrators Counselors 	(Please complete cells below) <ul style="list-style-type: none"> All Staff SEL PBS Strategies Bengal Expectation Posters 	<ul style="list-style-type: none"> Teacher/Teacher modeling Time-Out/reflection time Teacher/student conference Parent Conference SEL Classroom Counseling Sessions (bi-monthly)

	Employ discipline interventions: (Required)	<ul style="list-style-type: none"> Teachers/Designated Staff 	<ul style="list-style-type: none"> All Teachers Campus Forms (BIR) Success Charts Kid Talk RTI Forms 	<ul style="list-style-type: none"> PLC “needs to be addressed” Teacher-to-Teacher Intervention Grade Level Bengal Buck Store R Time Kid Talk CMIT
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	<ul style="list-style-type: none"> Campus Forms (BIR) Success Charts Kid Talk RTI Forms 	<ul style="list-style-type: none"> Student Reflection Forms Parent Conferencing Student/Admin conferencing Frequent Classroom “Check-Ups” Success Charts Kid Talk CMIT
	Conference with parents/students. (Required)	Teachers or other staff	<ul style="list-style-type: none"> Documentation of Meeting CMIT Forms 	<ul style="list-style-type: none"> Student Reflection Forms Parent Conferencing Student/Admin Conferencing

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	<ul style="list-style-type: none"> Front Office Staff Classroom Teachers 	August 2017, as new students enroll	Formative Notes: <ul style="list-style-type: none"> Front Office Staff and Classroom Teachers reach out to parents at the BOY and new students Summative Notes: <ul style="list-style-type: none"> Consistent communication between staff and parents is encouraged
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	<ul style="list-style-type: none"> Classroom Teachers Parent Conferences 	August 2017, as new students enroll	<ul style="list-style-type: none"> Parent Information Forms, Conferences and phone calls assist with acquiring information about families without computer/internet access
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	<ul style="list-style-type: none"> CTA Campus Calendar Events 	August 2017, and Weekly as needed	<ul style="list-style-type: none"> The campus website is maintained by the CTA and the Campus Site Calendar is updated by the Office Manager.
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	<ul style="list-style-type: none"> Principal Weekly eNews 	Weekly eNews	<ul style="list-style-type: none"> The eNews is coordinated and sent weekly by the collaboration of administration, the office manager and the CTA. Google Classroom, Remind, Sign-Up Genius
Utilize social media to keep parents and community informed. Funding source: State and Local	<ul style="list-style-type: none"> CTA Facebook Page 	<ul style="list-style-type: none"> Weekly, as the need arises 	<ul style="list-style-type: none"> The CTA is responsible for updated social media forums.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	<ul style="list-style-type: none"> Principal Meeting Notes 	Monthly PTA meetings	<ul style="list-style-type: none"> Administrators meet with the PTA President on a monthly basis in order to stay current with school events and other school business.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	<ul style="list-style-type: none"> Principal Counselors Parent Meeting Flier (also in eNews) 	Monthly programs throughout the year	<ul style="list-style-type: none"> Jennifer Ruth (Understanding Assessment Data) October 2016 Dyslexia Awareness – October 2016

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
ESL Specialist coordinates and facilitates Parent Academy	<ul style="list-style-type: none"> ESL Specialist May 2018 	Fall/Spring	<ul style="list-style-type: none"> Fall – Completed with focus on BICS and transferring to CALPS

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/Guidance Binder	August 2017-June 2018	Formative Notes: <ul style="list-style-type: none"> Boggess Counselor has prepared and distributed Guidance notebooks that includes lessons for the year to each teacher at every grade level. Monthly Calendar 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	Isaacs Staff, Boggess Secretary, Fliers, newspaper	Spring 2018	<ul style="list-style-type: none"> Boggess will provide fliers about Kindergarten during Kindergarten Round Up. Kinder parents will be offered the opportunity to come to Boggess for a Parent Academy that will focus on Kindergarten. Boggess secretary sends fliers to daycares and post information in the newspaper.
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	Kinder Teacher, SpEd Teacher and Isaacs staff, Administrator(s), ESL Teacher, Nurse, Secretary	August 2017-June 2018	<ul style="list-style-type: none"> ARDs and CMIT meetings will be attended by Boggess Staff, as needed. Boggess Counselor prepares a Google Slides Presentation with pictures and bio of teachers and office staff
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	N/A	N/A	N/A

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: <ul style="list-style-type: none"> HR and Campus Administrators are in communication, as needed to address staffing concerns. 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	<ul style="list-style-type: none"> Standardized questions for all applicants HR Rubric
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	<ul style="list-style-type: none"> Involve student teachers in an opportunity to participate in all staff developments. Involve student teachers in an opportunity to participate in after school activities/programs.
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	<ul style="list-style-type: none"> Empowering Writers Workshop (grades 2-5) Data Digging of STAAR (Campus-Based Reflection)
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	<ul style="list-style-type: none"> HR Rubric HR College Job Fairs