



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Barron Elementary

Principal: **Tricia Lancaster**

Mission Statement:

Barron Elementary: A place where our school community works together to build a safe environment that challenges diverse learners to reach their full potential for a lifetime.

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): **Monday, October 16, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Monday, January 22, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Monday, May 07, 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/](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
Janice Lauten	Faculty Member	2017-2018	X	X	X
Veronica Carreno	Faculty Member	2017-2018	X	X	X
Liliana Marquez	Faculty Member	2017-2018	X	X	X
Lilli Wisler	Faculty Member	2017-2018	X	X	C. Henderson
Yomaida England	Faculty Member	2017-2018	X	X	P. Sotomayor
Michele McNeel	Faculty Member	2017-2018	X	X	X
Alethia Lamp	Faculty Member, Special Ed	2017-2018	X	X	T. Szczesniak
Tricia Lancaster	Principal	2017-2018	X	X	X
Ashley Helms	District Professional	2017-2018			X
Maria Gallastegui	Campus Professional, Non-teaching	2017-2018	X	X	X
Delia Rosa	Support Staff Member	2017-2018	X	X	X
Larry Pepper	Parent-Selected by PTA	2017-2018	X	X	
Maria De la Cruz	Parent-Selected by Principal	2017-2018	X	X	X
	Parent				
	Parent				
	Parent				
Robert Posner	Community Member	2017-2018	X		X
Committee member search still in progress	Community Member				
Steven Lauten	Business Representative	2017-2018			
Darren Ward	Business Representative	2017-2018	X		X
Committee member search still in progress	Ad Hoc Member ^{Optional}				

Information regarding the SBIC Committee, membership, terms, etc. (BQB Local) may be accessed here: [c](#)

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
<p>1. Overall there has been a lack of typical growth in PES scores for Math and Reading in kindergarten – 5th grade students below one standard deviation</p> <p>The current gaps between the campus and district are: Kindergarten - Math (-15%) Reading (-10 %) Grade 1 - Math (5 %) Reading (-8 %) Grade 2 - Math (-15%) Reading (-4%) Grade 3 - Math (-2 %) Reading (-9 %) Grade 4 - Math (-20 %) Reading (-8 %) Grade 5 - Math (-5%) Reading (-8%)</p>
<p>2. Overall there has been a decrease in the percentage of Special Education students performing at the Approaches grade level standard for the campus in all subject areas.</p> <p>The current gaps for Special Education students between the campus and district are: Campus Reading - (3rd-27%, 4th-0%, 5th-7%) District Reading - (3rd-46%, 4th-43%, 5th-46%)</p> <p>Campus Math - (3rd-33%, 4th-7%, 5th-31%) District Math - (3rd-53%, 4th-41%, 5th-54%)</p> <p>Campus 4th Grade Writing – 14% District 4th Grade Writing – 35%</p> <p>Campus 5th Grade Science – 25% District 5th Grade Science – 47%</p>

Critical Action 1

Critical Action (Goal): Increase the percentage of students meeting their typical growth targets to demonstrate performance that is comparable to district typical growth.

Problem Statement:	<p>Overall there has been a lack of typical growth in PES scores for Math and Reading in kindergarten – 5th grade students below 1 standard deviation</p> <p>The current gaps between the campus and district are: Kindergarten - Math (-15%) Reading (-10 %) Grade 1 - Math (5 %) Reading (-8 %) Grade 2 - Math (-15%) Reading (-4%) Grade 3 - Math (-2 %) Reading (-9 %) Grade 4 - Math (-20 %) Reading (-8 %) Grade 5 - Math (-5%) Reading (-8%)</p>							
Root Cause and Strategy:	<p>(a) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessments and instructional responses.</p> <p>(b) We will address the need for consistent implementation of the bilingual program by ensuring adequate structures and systems are in place to implement planning and instruction with fidelity.</p>							
Project Lead:	Campus administrators							
Staff, Title I Staff:	Teachers, Campus instructional specialist							
Materials and Resources:	District curriculum, formative assessments, Edugence, STAAR, MAP data, RTI, TELPAS, District Staff							
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	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results 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>Root Cause (a) Activities: data analysis</p> <ol style="list-style-type: none"> 1. Provide training and support for all grade level teachers, ESL teachers, SPED staff and intervention specialists on the purpose and use of formative and summative assessments. 2. Use of POWER standards- each grade level identifies a standard that has shown to be a weakness using summative data. That standard is a focus for a set period during small group 	<ol style="list-style-type: none"> 1. Professional Development meetings- August-September 2. 4-6 times per year; during grade level meetings and/or data meetings 	<ol style="list-style-type: none"> 1. MLP sign in sheets, agendas, handouts 2. sign in sheets, agendas, handouts 	<p>Expected Outcome – Increase academic performance through the use of formative assessments and data analysis to drive instruction</p> <p>Short Term Status: On Track to Make Progress</p> <p>Teams have begun to created formative assessments and have begun to track student data; Assessments will be included in lesson plans</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>instruction. The standard is tracked using formative assessments and the students' progress is discussed weekly at planning. When the data shows that there is mastery with that standard then another standard is identified and the process repeats.</p> <ol style="list-style-type: none"> 3. The teachers will use formative assessments throughout their lessons at carefully selected points to check for student understanding. 4. Data meetings to analyze formative and summative data to drive instruction. 5. Weekly team planning with intervention specialists to review the formative assessments data and how to adjust planning and instruction decisions. 6. Weekly Walk Through by administrators to monitor the instructional practices <p>TEA Strategic Priority: Goal Title I Component: 8 Funding:</p>	<ol style="list-style-type: none"> 3. Weekly- August to May 4. Weekly team planning; data meetings with the principals 5. Weekly- August to May 6. Weekly- August to May 	<ol style="list-style-type: none"> 3. Data trackers, lesson plans, work samples 4. Agendas/notes from meetings 5. Schedule of weekly extended team planning meetings 6. Tracker sheet 	<p>Intermediate Status: On Track to Make Progress</p> <p>-Teachers are discussing the formative assessment data in team planning and adjusting instructional plans to meet the needs of the students; teams will participate in data meetings; Consultations with campus Instructional Specialists and District Curriculum Department</p> <p>Long Term Status: Significant Progress</p> <ul style="list-style-type: none"> - District and All in Learning personnel provided training to staff on the use of formative assessments. -Instructional specialists and district personnel provided support to teachers as needed. - Teachers are using weekly formative/summative assessments and power standards in both ELA and Math to drive instruction. All in Learning is being used in grades 3-5 weekly to determine individual students' learning needs. <p>Results:</p> <ul style="list-style-type: none"> - Weekly instruction was aligned with the district curriculum, which included formative and summative assessments. Teachers successfully utilized the most current data to develop instruction to meet students' learning needs. <p>Next Steps: Continue the action steps given for the school year of 2018/2019</p>
<p>Root Cause (b) Activities: implementation of Bilingual program</p> <ol style="list-style-type: none"> 1. District Multilingual team will provide staff training on district planning and instructional protocols. 2. Data meetings (as described above) to review TPRI, Tejas Lee, IRI and other data sources to 	<ol style="list-style-type: none"> 1. 3 times per year (team, whole staff) additional support provided as the need arises 	<ol style="list-style-type: none"> 1. Agenda, notes from the meeting, district PD sign in sheets 2. Sign in sheets, agendas, handouts 	<p>Expected Outcome – Increase academic performance by implementing planning and instruction protocols with fidelity.</p> <p>Short Term Status: On Track to Make Progress</p> <p>-Teachers will attend the district trainings and begin to form groups based off beginning of the data to ensure</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>review language acquisition to determine the appropriate language of instruction</p> <ol style="list-style-type: none"> 3. Use TELPAS and/or ELD student performance data and summative and formative assessments to form flexible fluid groups to ensure academic progress as students are instructed in their strongest language. 4. Instructional support by the Multilingual team 5. Weekly Walk Throughs by administrators to monitor the instructional practices. <p>TEA Strategic Priority: Goal Title I Component: Funding:</p>	<ol style="list-style-type: none"> 2. 4-6 times per year 3. 4-6 times per year to correspond with the data meetings 4. On-going as needed 5. Weekly- August to May 	<ol style="list-style-type: none"> 3. team notes, student group lists 4. Emails, notes 5. Tracker 	<p>progression of language acquisition as <u>modeled</u> by the district C&I and Multilingual team.</p> <p>Intermediate Status: On Track to Make Progress – Teachers will meet on a consistent basis to review data and make any instructional decisions and changes to the groups. Teachers will consult with the campus Instructional Specialists and District Multilingual team as needed; and the team discussions will impact future instructional decisions and ensure progression of language acquisition.</p> <p>Long Term Status: Significant Progress</p> <p>- Teachers were able to freely guide and motivate students in their native language. Student performance grew and students were confident in their reading, written, and oral language.</p> <p>-Bilingual Teachers are currently engaged in a book study, <i>Biliteracy From the Start</i>, to learn more about dual language.</p> <p>-New resources such as <i>Palabras a su paso</i>, a Spanish resource for Making Words, was given to the bilingual teachers to implement during small group-guided reading.</p> <p>-Multilingual department was on campus providing instructional support when needed.</p> <p>Results: Weekly instruction was aligned with the district curriculum which included formative and summative assessments. Teachers utilized the most current data to develop instruction. Progression of language</p>

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			acquisition and growth toward on-grade level performance was noted. Second grade students were transitioned to English based on their language acquisition and academic performance. Next Steps: Continue book study and begin use of strategies to facilitate the implementation of the dual language program.

Critical Action 2

Critical Action (Goal): Increase the percentage of all Special Education students performing at the Approaches grade level standard in all subject areas to decrease the gap between the campus and state target performance of 60%.

Problem Statement:	<p>Overall there has been a decrease in the percentage of Special Education students performing at the Approaches grade level standard for the campus in all subject areas.</p> <p>The current gaps for Special Education students between the campus and district are: Campus Reading - (3rd-27%, 4th-0%, 5th-7%) District Reading - (3rd-46%, 4th-43%, 5th-46%) Campus Math - (3rd-33%, 4th-7%, 5th-31%) District Math - (3rd-53%, 4th-41%, 5th-54%) Campus 4th Grade Writing – 14% District 4th Grade Writing – 35% Campus 5th Grade Science – 25% District 5th Grade Science – 47%</p>							
Root Cause and Strategy:	<p>(a) We will address the need for effective planning and implementation of the curriculum by ensuring that there are adequate structures and systems are in place to implement planning and instruction with fidelity.</p> <p>(b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses</p>							
Project Lead:	Campus administrators, District Curriculum Support							
Staff, Title I Staff:	Teachers, Campus instructional specialist							
Materials and Resources:	District curriculum, formative assessments, Edugence, STAAR, MAP data, RTI, TELPAS, Tejas Lee, TPRI, Plano Literacy, IEP, accommodation trackers							
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:

<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>Root Cause (a) Activities: Effective Planning</p> <ol style="list-style-type: none"> 1. Teacher training on the components of the IEP, accommodation tracker and how to implement in the General Education classrooms 2. Special Education teachers will join grade level teams to plan weekly together using the district curriculum for planning and instructional practice. 3. Grade level teachers and special education teachers will reflect on their instructional practices as they deliver the district curriculum 4. Weekly Walk Throughs by administrators to monitor the instructional practices <p>TEA Strategic Priority: Goal Title I Component: Funding:</p>	<ol style="list-style-type: none"> 1. First semester 2. Weekly August-May 3. Once a semester with the swivel 4. Weekly August-May 	<ol style="list-style-type: none"> 1. Agenda; PD added to MLP 2. Meeting notes, lesson plans 3. Reflection notes 4. Walk Through Data, documents/notes 	<p>Expected Outcome – Increase academic performance of special education students by implementing planning and instruction protocols with fidelity by general and special education teachers</p> <p>Short Term Status: On Track to Make Progress – Lesson plans and instruction will be aligned with the district curriculum and plan collaboratively between the special education teachers and general education teachers</p> <p>Intermediate Status: On Track to Make Progress Progress monitoring meetings will start and will use the data and information to plan and adjust instruction</p> <p>Long Term Status: Significant Progress –Had accommodation meetings beginning of the year. -Gen Ed met with SPED, every nine weeks, to discuss ongoing student progress noted on SPED Progress Monitoring Meeting Update (google survey) -Planned weekly with grade levels to help bridge gap for students performing below grade level. -Attended extended planning and professional development for unpacking the TEKS with grade levels in the Fall</p> <p>Results: ... Weekly instruction, aligned with the district curriculum, included formative and summative assessments. Teachers utilized the most current data to develop instruction to meet student academic needs.</p> <p>Next Steps: continue the collaboration between grade level teachers and special education teachers during the school year 2018-2019.</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>Root Cause (b) Activities: Data Analysis</p> <ol style="list-style-type: none"> 1. Scheduled/Intentional progress monitoring meetings between the General Education teacher and the Special Education teacher to discuss the following: <ol style="list-style-type: none"> a. Review accommodation tracker; adjust as needed b. Review grades; adjust plans as needed c. Review overall student progress; adjust as needed d. Review student behavior; BIP; adjust as needed e. Review Formative Assessments; adjust as needed 2. Weekly Walk Throughs by administrators to monitor the instructional practices <p>TEA Strategic Priority: Goal Title I Component: Funding:</p>	<ol style="list-style-type: none"> 1. At the end of each reporting period 2. Weekly August-May 	<ol style="list-style-type: none"> 1. Meeting notes, accommodation trackers, lesson plans 2. Walk Through Data, documents, notes 	<p>Expected Outcome –Increase special education students’ achievement and academic growth by monitoring and adjusting instruction</p> <p>Short Term Status: Some Progress – Lesson plans and instruction will be aligned with the district curriculum and plan collaboratively between the special education teachers and general education teachers</p> <p>Intermediate Status: Some Progress – Progress monitoring meetings will start and data and information will be used to plan and adjust instruction</p> <p>Long Term Status: Significant Progress -Gen Ed met with SPED, every nine weeks, to discuss ongoing student progress noted on SPED Progress Monitoring Meeting Update (google survey). The lesson plans were modified to meet students’ needs. -General education teachers met with case managers to communicate as needed and reviewed the accommodations and modifications -Gen Ed teachers met with Sped. Education teachers to create new IEP for identified students. Teachers collaborated as they set goals, accommodations and modifications using data for the special education students.</p> <p>Results: Increase academic performance of special education students by implementing planning and instruction protocols with fidelity by general and special education teachers.</p> <p>Next Steps: continue the specific data analysis during the school year 2018-2019</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	Complete Wellness team set up and meets 2 times in the Fall and Spring. Set goals for the year; incorporate a health goal, Physical/active goal and a community service goal. Formative Notes: Principal and assistant principal met to discuss goals. Staff, students, and community participated in the Color Run and Eat Healthy competition. Summative Notes: Color Run was a success so it will be repeated next year.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Emily McCoy
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	Health components are discussed on a weekly basis during fitness with Coach Simon.
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	Posters are displayed in the gym. Rewards for students that eat fruit and vegetables. Poster to promote healthy eating. SCH calendar posted in gym
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	Several campus/family health events during the year
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Fall 2017 and Spring 2018 - We will analyze the Fitnessgram Data and where students need to improve such as aerobic

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				conditioning, muscle endurance, or flexibility and adjusted warm-up activities to work on specific areas. Data will be evaluated each time fitnessgram is given.
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	Fitnessgram reports will be printed for all 4th grade students and will be sent home with the students.
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	P.E. class will be divided into “warm-up” and “activities-games”. P.E. sees students three times a week and fitness sees students twice a week.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	It will be done through various games/activities and on “Fitness Friday”. Students will wear pedometers once a week.
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	P.E class follows the district curriculum that includes “warm-up” and “activities-games”.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	Unstructured play occurs daily.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	Teachers will give brain breaks during the day at determined times and extra breaks when needed.
ATTENDANCE:				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal, Assistant Principal, secretary	Pinnacle, Attendance Sheet	Excessive absences will be filed through Truancy Court

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: Ongoing Assistant principal collects discipline/office referral data thorough the school year and identifies any high-risk areas and disseminates that information with grade level teams, counselors and office team. Summative Notes: Counselor and assistant principal with the staff minimized problems in the high-risk areas.
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	Students are monitored through CMIT, Kid talk, lunch groups and guidance classes
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Classroom and area expectations will be discussed and reinforced appropriately from the first day of school.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	Staff trained at the beginning of the year on bullying and suicide prevention by the counselors. Staff watched the mandatory safe school videos
	Review referral process.	Principal or designee	Campus referral plan	Staff trained at the beginning of the year on bullying and suicide prevention by the counselors. Staff watched the mandatory safe school videos. Referral process was reviewed.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Mentor program, morning greetings by all staff members, small group lesson targeted skills

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	Refer to grade levels Pride Plan
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Grade level Pride Plans

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	Monthly citizenship of the month breakfast done by the counselors, Plano Rotary Club Citizen of the year for 4th and 5th grade students. Grade level pride plans
	Monitor high risk areas.	All staff	Schedule (if necessary)	Daily check-in with student on the practice plans
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	Grade level Pride Plans
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions.	All teachers		Reflections, plan for positive change, practice plans
	Employ discipline interventions.	Designated staff		Grade level Pride Plans
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors		Restorative circles, refer to counselors for groups. Frequent check-ins, parent phone calls

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Conference with parents/students.	Teachers or other staff		Restorative circles, refer to counselors for groups. Frequent check-ins, parent phone calls

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/Assistant Principal/Counselor and Parent Liaison	August 2017	All parents registered via Parent Portal. Parents were welcomed the Information Fair where the registration took place, if they did not have access to the internet outside the school. Formative Notes: Some grade levels communicate with parents using different internet apps like remind. Summative Notes: Social Media and computer parenting classes were offered during the school year.
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/Assistant Principal/Counselor and Parent Liaison	September-December 2017	Weekly flyers are send home, use of the marquee, phone tree. Mobile Lab comes to Barron weekly from September to December Parenting internet classes were offered to increase media communication. Teachers used remind to communicate with parents.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Principal/CTA	Monthly- August 2017 to May 2018	The CTA updates the website and PTA communicates through flyers, phone tree, and marquee, Facebook, and Twitter
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Principal/CTA	Monthly- August 2017 to May 2018	Weekly flyers are send home, use of the marquee, phone tree
Utilize social media to keep parents and community informed. Funding source: State and Local	Principal/Counselor	Monthly- August 2017 to May 2018	Twitter and Facebook updated continually to communicate with community

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Principal/PTA President	Monthly- August 2017 to May 2018	PTA President along with PTA board meet with principal monthly; Meetings between the principal and PTA president and other members of the PTA board occurred consistently on an as needed basis. PTA meetings are conducted on school events to increase parents' participation.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local	Principal/PTA President	Monthly- August 2017 to May 2018	Parent education meetings conducted throughout the year at different times and meeting with the parents as needed.

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)
<p>Elementary counselors deliver guidance lessons that support and promote the learning process.</p> <p>Title I Components: 7 Funding source: State and Local</p>	Counselors	August-May	<p>Counselors deliver lessons to all students grades K-5</p> <p>Formative Notes: Counselors incorporate SEL strategies to their lessons and modeled community circles in some classrooms.</p> <p>Summative Notes: Classrooms where community circles were taking place had better attendance and less behavior interruptions.</p>
<p>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.</p> <p>Title I Components: 7 Funding source: State and Local</p>	Kinder teachers/counselor/ Principal/ Assistant Principal/ Instructional Support/ Special Ed. staff	April during round up; Kinder Camp in May	<p>Teachers and counselor give materials to incoming kinder parents and train them in the use of these materials. Kinder Camp gave parents and students the opportunity to meet the teachers and tour the school to lessen the anxiety to start school.</p>
<p>Kindergarten staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions)</p> <p>Title I Components: 7 Funding source: State and Local</p>	Kinder teachers / special education staff	April - May	<p>Kinder teachers and special education teachers are invited to transition ARD meetings, and counselor and teachers are invited to some CMIT meetings. CMIT paperwork is received from preschools.</p>
<p>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.</p> <p>Title I Components: 7 Funding source: State and Local</p>	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: Used TEAMS to check for applicants Summative Notes: New applicants were available through the job fair and TEAMS
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	Bilingual stipend offered by the district
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	Student teachers are placed on campuses that request it and HR visits campus to recruit candidates.
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	Professional development offer to staff on Wednesdays after school.
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	District ensures high qualified professionals work on Title I campuses