



**Plano Independent School District
Campus Improvement Plan**

Thomas Elementary School

1800 MontanaTrail

Plano, TX 75023

2018-2019

Table of Contents

Vision and Mission Statements for District and Campus3
Campus Information.....4
State Goals and Objectives.....5
Site-Based Improvement Committee Members6
State Compensatory Education Program Information7
Title I Program Information.....8
Comprehensive Needs Assessment Summary10
Critical Action #113
Critical Action #218
Health, Fitness and Attendance30
Violence Prevention and Bullying.....38
Parent Involvement.....46
Transition51
State Certified Teachers and Highly Qualified Paraprofessionals53

Vision and Mission Statements for District and Campus

Plano ISD 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.

Plano ISD Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

District Goals

Plano ISD has two major ongoing district goals:

- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Campus Mission Statement

At Thomas Elementary, we celebrate diversity and are committed to providing excellence in education for all students. We empower our students to be caring, responsible, life-long learners with big dreams.

Campus Information

Administration Team

Principal, Zack Pruett

Assistant Principal, Kimberly Blackwell

About Us

Thomas Elementary opened in 1978. James Lawrence Thomas, or "Mr. Jim", for whom the school was named was known throughout Plano as an unselfish humanitarian. The school's motto embodies this philosophy: "At Thomas Elementary, we are all unique, friendly and enthusiastic about learning. We treat each other with kindness and respect. Together as a school, we help each other make our dreams a reality."

Campus Status

Non-Title I Campus

X Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 08/31/2018 12:00 am

Meeting 2: Progress monitoring and review of strategic plan - 01/16/2019 12:00 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals -

State Goals and Objectives

The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.

Objective #2 - Students will be encouraged and challenged to meet their full educational potential.

Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.

Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

Goal #1 - **Recruit, support,** and **retain** Teachers and Principals.

Goal #2 - Build a **foundation** of **reading** and **mathematics**.

Goal #3 - Connect high school to **career** and **college**.

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/

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Kellie Leehy	Faculty Member	2018	X		
Amy Rouquette	Faculty Member	2018	X	X	X
Ana Gurrola	Faculty Member	2018	X	X	
Kemile Box	Faculty Member	2018	X	X	
Jami Lamar	Faculty Member	2015	X	X	
Linda Rozeboom	Faculty Member, Special Ed	2016	X	X	X
Zack Pruett	Principal	2018	X	X	X
	District Professional	2018			
Alison Manktelow	Campus Professional, Non-teaching	2016	X	X	X
Mirna Avila	Support Staff Member	2015	X	X	X
Jada Watson	Parent-Selected by PTA	2017			X
Rebecca Hargrave	Parent-Selected by Principal	2017	X		X
Cherie Beasley	Parent			X	
Sandra Bucio	Parent				
Carrie Krumweide	Parent	2016			
Daniela Kerpens	Parent	2016	X		X
Kim Moring	Community Member	2018	X		

State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD’s compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state’s eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

SCE Program Funding

SCE Total	\$531,460.06	State Compensatory Ed funds allocated for allowable supplemental resources and 9 staff.
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Title I Program Information

Title I - Schoolwide Components

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by state certified qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards.
5. Strategies to attract state certified high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I, Part A Program Funding

Staffing	\$240,400	Total Funding for 3 Title I Support Teachers (including tutoring, adult temp staff) and for 0 Paraprofessionals.
Professional and Consulting Services	\$0	Campus contracts a consultant to train staff on instructional strategies.
Supplies and Materials	\$0	Instructional supplies (i.e. software) used to enrich student learning, training materials used to support on-going professional learning.
Other Operating	\$880	Additional Title I Funding used to increase student and campus capacity (i.e. educational student field trip opportunities, registration for staff professional development, student snacks, student enrichment opportunities).
Parental Engagement	\$2658	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)

Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Diversity represented on our campus; Recognize and plan instruction for our diverse student population	Additional support materials and instruction for our economically disadvantaged students; Second language acquisition needs	Second language acquisition needs; We must meet the language and cultural needs of the parents of our students
Student Achievement	Met standard on student achievement; Met standard on student progress ; Met standard on closing performance gaps	Writing scores need improvement; Hispanic, Asian American, and our One or More Races student groups are not performing as well as other groups	Increase the STAAR growth measure of our lower performing students; Overall there has been a decrease in the percentage of students performing at the Approaches and Meets grade level standard on the 4th grade Writing STAAR for the campus
School Culture and Climate	All staff recognize the diverse needs of our school population; Parent feedback from surveys and conferences indicates that parents feel connected to the school and their child’s teacher; Night events are well attended by families across all socioeconomic demographics; We have a school-wide discipline plan based on positive reinforcement; Building initiatives are supported across the campus	Transportation for our bilingual and day care students outside of school hours; Some parents are not accessing or inputting data electronically	Conduct additional parent surveys to determine the best means to communicate and engage all parents, and assist them with the use of electronic communication.

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Staff Quality/ Professional Development	We have a strong teacher-mentor program for all new staff members; We intentionally hire staff members who meet Highly Qualified NCLB status; Professional development is determined from data	Continued professional development that meets the specific needs of individual teachers; Spiraled reviews/training for staff based on the specific needs of our school population	More time is needed for planning and data analysis; Promote high yield strategies that support a strong curriculum in order to build teacher capacity and self-efficacy.
Curriculum, Instruction, Assessment	Instructional leadership team works to build teacher capacity in the areas of instruction and data analysis; Tier 2 and Tier 3 groups are clearly defined; Many sources of data are used to identify and plan for individual student needs	Increased knowledge of instructional practices that address Tier 2 identification, instruction, and documentation; More training to help teachers identify the materials that match individual student needs	Training on Plano ISD planning protocols
Family and Community Involvement	In-person parent/teacher conferences; Parents are members of the campus SBIC; Parent education classes are taught Mobile computer lab is provided; Three community churches support the school; Student mentor program	Increased parent participation in fundraising activities; Increased parent PTA participation; Busing is needed for bilingual students so that they can participate in tutoring, clubs, and night school events	Higher participation in PTA; Increase in amount of mentors on campus
School Context and Organization	The Instructional Support team, team leaders, grade level teams, administration, counselors, and specials team meet and analyze the needs of the school; Teachers have a voice in decision making during SBIC, team planning, staff meetings; Parents and students view the school as a safe and caring environment; The expectation of	Working to increase the participation of economically disadvantaged community in school events and build a strong relationship between school and home	Increase opportunities to include diverse student population; Increase family involvement of diverse learners and students who are economically disadvantaged

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	a structured environment is evident throughout the building		
Technology	Our campus works diligently to increase technology integration; Campus technology training is done by the campus specialists	Additional training on the use of technology integration tools; Teachers need more training on district curricular initiatives that involve technology	Teacher training on technology integration and available software applications would contribute to an increase in student achievement

Critical Action #1

Problem Statement	Teacher teams and collaborative groups do not regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
Root Cause and Strategy	(a) We will address the need for teacher teams and collaborative groups to effectively address curriculum, assessment, instruction and the achievement of all students (b) We will ensure that the culture of the PLC process is implemented consistently using the districts' PLC protocols with fidelity
Goal	Increase student achievement by implementing the PLC process and attain success with HRS Critical Commitment Level 1.
Project Lead	Campus Administrators, Instructional Specialists
Staff, Title I Staff	Grade Level Team Teachers, Title I/Intervention Team, ESL Teachers, Counselors
Materials and Resources	District Curriculum, Edugence (PES Growth Roster, STAAR Roster, MAP data), Eduphoria, Gradebook

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Root Cause (a) Activities: Professional Development 1. Provide training for Team Leaders on A Handbook for High Reliability Schools and the HRS Commitment level 1. 2. Provide training for Team Leaders on Collaborative Teams that Transform Schools to guide in best practices and facilitation of PLC communities. 3. Provide training for all teachers and staff in on A	A Handbook for High Reliability Schools Collaborative Teams that Transform Schools	6329 – Supplies and Materials (Teacher Materials)		Root Cause (a) 1. July 2018: Initial Team Leader training on A Handbook for High Reliability Schools 2. October 2018: Initial Team Leader training on Collaborative Teams that Transform Schools 3. During monthly staff meetings and	Team Leader agendas, meetings notes, and materials MLP training log, agendas, and materials PLC collaborative team and Leadership team agendas and meeting/planning notes	Increase Leadership effectiveness Increase Teacher Quality Increase academic performance by implementing PLC protocols with fidelity Campus wide PLC Focus Groups centered on	Provide initial training and develop common set of school-wide practices to implement the PLC process and attain success with HRS Critical Commitment Level 1.	Instructional Support, Team Leader and grade level meeting notes reflect data analysis and instructional planning is occurring through team collaboration at least every month (OCT 2018-JAN 2019)	The leading indicator (1.4) Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students- score will increase to a 4.0 mean.	1,2

Thomas Elementary School – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>Handbook for High Reliability Schools and the HRS Commitment level 1 and Collaborative Teams that Transform Schools</p> <p>Root Cause (b) Activities: Effective Professional Learning Committee (PLC) Process</p> <p>1. School leaders will regularly examine PLC collaborative team's progress towards goals through quick data collection.</p> <p>2. Extended time will be provided for professional learning community (PLC) teams</p> <p>3. Have parent liaison, counselor and parents attend love and logic training.</p>	Love and Logic Conference	61.6399 – Parent Engagement (Supplies)	792.00	<p>weekly grade level team planning: Supplemental training for teachers on A Handbook for High Reliability Schools and Collaborative Teams that Transform Schools</p> <p>Root Cause (b)</p> <p>1. July 2018: Selection of book for book study.</p> <p>1a. August 2018: Collaborative teams begin to establish goals</p> <p>1a. October 2018: Begin Team Leader book study</p> <p>2. October 2018: Goals will be reviewed by School leaders</p> <p>2a. Review progress towards goals every nine weeks</p> <p>3. Extended PLC time will occur 3-4 times a year</p>		student achievement		<p>SPED: When there is a need for additional practice the students are assigned to a reteach group the next day. Added teacher support during independent time (either as in ICS or para support in resource setting).</p> <p>UDL strategies are used to provide information and student feedback in a variety of ways such as manipulatives, visuals, sentence stems.</p> <p>Individual students have mastery criteria.</p> <p>Involved with grade level planning process with general education team, which helps the special educators to fill in learning gaps in foundational skills</p> <p>IS Team: IS Team meets weekly as a PLC. The team discusses data, participates in</p>	<p>(FEB 2019- MAY 2019)</p> <p>Through our school's Pillar Work, all teachers have joined a collaborative team to work on four focus areas for the school- Communication, Culture and Climate, Student Management, and Planning and Instruction. Our essential questions guide our work: What is the state of Thomas Elementary? What do we value the most? How are we settling for what we want now over what we value most? Are we aligning our teams and each other with our values? How are we aligning our teams with our values? What our strengths and how are we leveraging them to combat our weaknesses? What areas are not working well? Is it time to make significant changes and take different approaches? What do I need to know</p>	

Thomas Elementary School – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
								<p>book studies (The New Art and Science of Teaching by Marzano, Taking Action by Buffman, Mattos & Malone). Strategies and concepts are being thoroughly discussed so we can implement with students and staff in the future.</p> <p>Pre-K: Meets regularly to look at curriculum and plan lessons. On Mondays and Tuesdays during planning time and Tuesdays after school discuss concerns and address the needs of our students.</p> <p>Teachers do summative assessments at the beginning, middle, and end of the year using CLI Engage Circle Assessments to assess student growth and help plan our instruction.</p> <p>Reflection sheets are completed using the data from these assessments to</p>	<p>about my leadership style to enable others to be successful? The pillar groups have been provided time to collaborate throughout the school year. Pillar leaders use agendas, and they have established guidelines and protocol to guide their work.</p> <p>(Feb 2019) Parent surveys were completed</p> <p>(March 2019) Lagging Indicator surveys were completed by admin, instructional support, team leaders, and staff</p> <p>(April 2019) HRS Level 2 Survey was discussed</p> <p>(May 2019) 2019-2020 CNA committees have been formed, leaders for the CNA process have been selected and CNA meetings have been scheduled</p> <p>SPED:</p>	

Thomas Elementary School – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
								<p>check for student growth and determine future student needs. Formative assessments are also completed throughout the year to help meet student needs and plan instruction.</p> <p>Kindergarten- Seek help with planning and instruction from the Instructional Support team as needed; Had extended planning to develop lessons for our instruction in Data meetings held January 24th to discuss MOY data.; All team members signed up for one of the schoolwide focus groups (Four Pillars) centered around student achievement</p> <p>3rd Grade: Each of our team members has signed up for a Pillar Focus Group in order to collaborate with other grade levels and staff members throughout the building.</p>	<p>We continue to take ongoing data on IEP goals and often collaborate when developing goals and schedules.</p> <p>3rd grade: As a team, we recently revamped our team norms after reading a few articles on collaboration and effective team meetings. We discussed the importance of adherence to our norms and holding each other responsible.</p>	

Thomas Elementary School – 2018-2019 Campus Improvement Plan

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								<p>We had several critical conversations as a team and changed the planning process several times. The biggest hurdle we had to get over to reach this process, we discovered was trust. As we became more comfortable with openly and honestly sharing our thoughts and with one another, we were able to come up with the planning process we have now. This has helped us to write well thought out Tier 1 plans for our whole group instruction, thereby increasing student growth on MOY testing.</p> <p>4th Grade: Meeting weekly to discuss curriculum. Plan and share lesson ideas that will allow for a variety of learning styles. Share teaching strategies at team meetings.</p>		

Critical Action #2

<p>Problem Statement</p>	<p>Overall there has been a decrease in the percentage of students performing at the Approaches and Meets grade level standard on the 4th grade Writing STAAR and a decrease in the academic achievement, growth status, and student success status for Hispanic students in the areas of Reading and Math, and the student success status for Asian students and students identifying as Two or More Races.</p> <p>The current gaps between the campus and district are: Campus 4th Grade STAAR Writing -45% Approaches District 4th Grade STAAR Writing - 73% Approaches</p> <p>and:</p> <p>Academic Achievement Status: Hispanic ELA/ Reading (Target 37% - Met 31%) Academic Achievement Status: Hispanic Math (Target 40% - Met 36%) Growth Status: Hispanic ELA/ Reading (Target 65% - Met 63%) Growth Status: Hispanic Math (Target 69% - Met 64%) Student Success Status: STAAR Component Score (Overall Student Achievement Domain) Hispanic (Target 41% - Met 36%) Student Success Status: STAAR Component Score (Overall Student Achievement Domain) Asian (Target 73% - Met 59%) Student Success Status: STAAR Component Score (Overall Student Achievement Domain) Two or More Races (Target 55% - Met 38%)</p>
<p>Root Cause and Strategy</p>	<p>a) We will address the need for effective planning by ensuring that there are adequate structures and systems 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> <p>c) We will address the responsiveness to student needs by ensuring that there are structures in place to support the needs of all students.</p>

Thomas Elementary School – 2018-2019 Campus Improvement Plan

Goal	Increase the percentage of all students performing at the Approaches grade level standard to decrease the gap between the campus and district to meet the district average performance.
Project Lead	Principal, Assistant Principal, Instructional Specialists
Staff, Title I Staff	Grade Level Team Teachers, Title I/Intervention Team, ESL Teachers, Counselors
Materials and Resources	District Curriculum, Edugence (PES Growth Roster, STAAR Roster, MAP data), Eduphoria, Gradebook

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>Root Cause (a) Activities: Effective Planning</p> <p>1. District curriculum and instructional team members will provide staff training on effective planning protocols.</p> <p>2. Grade level teams will meet weekly to use the district curriculum for planning and instructional practice.</p> <p>2a. Weekly planning meetings to maintain alignment to the curriculum.</p> <p>2b. Instructional support as needed by campus IS team (ie. provide feedback to teachers, planning, instructional approaches, etc.)</p> <p>2c. Weekly team meetings with Administration to support implementation of the plans into instructional practice.</p> <p>3. Extended time will be provided for teams implement</p>	<p>District Curriculum Specialists,</p> <p>District curriculum Planner, Campus Instructional Support Team, Sub Codes, ELD, ELPS, Jan Richardson'G uided Reading Model, Seven Steps of a Language Rich Classroom, Costa's Level of Thinking, and AVID</p>			<p>1. August 2018: District EAS provided training on district effective planning protocols.</p> <p>Weekly Planning Protocol meetings, weekly support by Instructional Support, Intervention and ESL teams, Walk Throughs,</p> <p>2. Extended team planning times occurring at least 2-3 times a year</p>	<p>1. MLP training log, agendas, and materials</p> <p>2. Weekly planning protocols meeting notes, feedback provided to teachers from Instructional Support, Intervention and ESL teams, Walk Through Data, documents/ notes</p> <p>3. Schedule of extended team plan meetings</p>	Increase academic performance by implementing planning and instruction protocols with fidelity	<p>Lesson plans and instruction will be aligned with the district curriculum and include daily learning and language targets as modeled by the district EAS team.</p> <p>(JAN 2019)</p>	<p>Lesson plans will be aligned with the district curriculum and include daily learning and language targets with consultation from the district EAS team.</p> <p>(JAN 2019)</p> <p>SPED: Checking for understanding: includes: verbally restate, summarizing, exit tickets (formative data)</p> <p>Results from the above are used to make future plans (IEPs, lessons,</p>	<p>(OCT-JAN 2019) SEL Workshops led by Sharon Bradley from the Student Services office.</p> <p>(FEB-MAY 2019) Tuesdays have been designated as planning days where teams meet for an extended time after school to complete planning</p> <p>(FEB-MAR 2019) Planning and Instruction pillar completed book study on 7 Steps to a Language Rich Classroom</p> <p>Student Management pillar researched new schoolwide</p>	1, 2

Thomas Elementary School – 2018-2019 Campus Improvement Plan

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<p>planning protocols for unit instructional planning.</p> <p>4. District Elementary Academic Services Department members will provide writing training to 3rd and 4th grade staff members.</p> <p>Root Cause (b) Activities: Data Analysis</p> <p>1. Provide training for all grade level teachers, ESL teachers, special education staff, and interventions on the purpose and use of formative and summative assessments.</p> <p>2. Teachers will analyze assessment data and use it to plan instruction.</p> <p>Root Cause (c) Activities: Differentiation</p> <p>1. Provide training to increase staff awareness of the variety of student needs (i.e. academic and social-emotional), identify best practices and utilize resources to promote student needs.</p> <p>3. Utilize differentiation strategies based on ELD, ELPS, Jan Richardson' Guided Reading Model, Seven Steps of a Language Rich Classroom, Costa's Level of Thinking, and AVID resources.</p> <p>4. Provide adult temps during the day for extra intervention.</p>	Breakfast Club	6118 – Professional Salaries (Extra Duty)	2,640					placements, services). Impact statements now added to every student's IEP	positive behavior management systems including a focus on SEL and sent 5 staff members to CHAMPS training at Region 10	
	Intervention	6117 – Professional Salaries (Adult Temp)	25,592					IS Team: IS Team has been intentional when working with intervention groups to have them speak and write in complete sentences. We have incorporated planning protocol questions into our intervention lesson plans.	Held 2 parent Academies aimed at engaging our bilingual and ESL families focused on Reading and Math games and activities that could be done at home, SEL and AVID sessions for parents.	
	Parent Engagement Conference	6411 – Other Operating (Staff Training - Registration, etc.)	370.00					Pre-K: We are doing a book study as a team with a book called In Pictures and Words to help support the whole building in hope that students will have a stronger foundation in writing, which will help them as them in the future grades.	Counselor, Bilingual Specialist who 5 parents attended a Parent Involvement conference used this information in a workshop at the Parent academy.	
	Literacy Footprints - Guided Reading books	6399 – Supplies and Materials (Instructional Supplies)	11,160					Kindergarten: We provide scaffolding for our students and plan our lessons with the end in mind. We differentiate according the	IS team provided Guided Reading training to all new teachers and teachers new to Thomas Adult temps began intervention groups 3-4 days per week Assessment meetings led by	

Thomas Elementary School – 2018-2019 Campus Improvement Plan

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<p>5. Provide before school tutoring for certain tier II and III students. (Breakfast club).</p> <p>6. Attend Parent Involvement Training.</p>								<p>academic needs of our students.</p> <p>We provide our students with sentence stems to help them with their language development. Elbow partner strategy to help with understanding.</p> <p>Thumbs up/ down. ELD strategies for our ESL students. Quick checks for understanding; Bilingual teachers meet with the Bilingual team to discuss data, assessments, concerns, future important dates and datelines</p> <p>1st Grade: All students have the opportunity to learn the critical content of the curriculum. We look at assessments prior to planning instruction. We also include quick checks throughout each unit, which we use to guide our instruction. These quick checks spiral in previously taught skills and</p>	<p>district assessment office to discuss MAP scores and navigating Edugence and NWEA website</p> <p>3rd and 5th grade teachers continue to provide before and/or after school tutoring</p> <p>(APRIL 2019) Instructional team completed book study focused on effective RTI: Taking Action</p> <p>(MAY 2019) 3rd and 5th grade teams continue to receive training and support on understanding essential standards and using effective planning protocols</p>	

Thomas Elementary School – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
								<p>includes skill(s) currently being taught. This allows our teams opportunities to continually plan, assess, and modify instruction. These changes in instruction benefit all students.</p> <p>We use these formal and informal assessments to guide instruction, which helps teachers to progress monitor on intended grade level curriculum.</p> <p>Clear and measurable goals are established and focused on critical needs regarding improving overall student achievement in our grade level. Data is analyzed, interpreted, and used to regularly monitor progress toward mastery of first grade TEKS. As we plan, we have opportunities to discuss effective teaching strategies that are being used in the classroom. We</p>		

Thomas Elementary School – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
								<p>monitor student work and assessments and discuss as a team what mastery of specific TEKS looks like. We adjust instruction and provide interventions to students who have not shown mastery.</p> <p>Teachers have successfully presented learning targets through a PowerPoint to students before each lesson. At the end of lessons, teachers will have reviewed leaning target with students and checked for mastery. We have used Kahoot, tumbs-up/down, dry erase boards to check for understanding. As a result of checking for understanding, we continue to monitor the students, pull students to teacher table, using flexible grouping according to academic needs, and we do spiral review for LA</p>		

Thomas Elementary School – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
								<p>and math during morning work and between lessons. We persist in making sure all our lessons are presented in different ways – below level, on level, above level. All lessons reflect the Measurement of Student Learning.</p> <p>We continue to use pre-assessments for math to form groups, to guide our math lessons and our guided math groups. Ongoing assessments (formal and informal) in LA continues to help us to see if we need to review/reteach a skill/concept.</p> <p>2nd Grade: As a team we sit down and map out each subject's unit. We follow the 4 questions format and unpack the TEKS to answer those questions. Our team uses the lead4ward guide to help us identify what are common</p>		

Thomas Elementary School – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
								<p>mistakes that students will make to help us make sure that gap is not there.</p> <p>We use pre-assessments to determine what the students are prepared to learn. We use post assessments to determine if they have met their learning goals.</p> <p>3rd Grade: We have revamped our planning process to ensure that all of our lessons are TEK focused and thoroughly address the depth and rigor of the 3rd grade requirements.</p> <p>In order to accomplish this we have:</p> <p>Assigned each team member as a subject area expert. We begin each unit with a complete analysis</p>		

Thomas Elementary School – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
								<p>of the TEK's that will be covered by diagramming the TEKs and pulling out the nouns and verbs.</p> <p>Diagrammed TEKS with boxed and underlined nouns and verbs are then posted on the walls of our planning room so that everyone can refer easily to them during meetings.</p> <p>We determine together the order in which the skills need to be presented for coherence and flow, and then we map out the units together on a big picture calendar that is also posted on the wall in our planning room.</p> <p>We each take the end of unit test and share our personal strategies for solving problems and thinking strategies that need to be included within the lessons.</p> <p>Each team member then goes back and focuses</p>		

Thomas Elementary School – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
								<p>in on planning one subject using the input from other team members, TEKs analysis, unit maps, and thinking strategies that were shared during the mapping meeting.</p> <p>During our after school required planning meetings, subject area experts share the preliminary plans they have written with the entire team.</p> <p>We give suggestions to increase rigor, or add steps that will better help meet the needs of the students in every class as needed. The grade level plans are then finalized and accepted by the entire team.</p> <p>We are now planning common formative assessments together as a team, discussing the results together, and then using this information to make changes to</p>		

Thomas Elementary School – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
								<p>our whole group planning calendar, small group, and tier 2 instruction.</p> <p>4th Grade: Looking at TEKS and unit plans for long range planning. Using district assessments to plan backwards.</p> <p>Creating common formative assessments as a grade level. Creating google spreadsheets to input data and analyze as a teacher and team. Looking for strengths and improvements across the grade level.</p> <p>5th Grade: In 5th grade we complete one reading passage from STAAR released tests, every Friday. Data is being used to see drive instruction to help "fill in gaps"</p> <p>When there is a need for additional practice the students are</p>		

Thomas Elementary School – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
								<p>assigned to a reteach group</p> <p>Curriculum assessment data drives small group instruction. Differentiated pacing during small group instruction is based on students' needs.</p> <p>The lessons have end targets in mind based on grade level TEKS. Teachers have been trained on looking at the vertical alignment to make sure they include pre-requisite skills in lesson plans as needed.</p> <p>Plans include the anticipated level of prompting and adjusted through the lesson.</p>		

Health, Fitness and Attendance

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)

COORDINATED SCHOOL HEALTH

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.	Principal	Campus Wellness Plan	Wellness Captain Terry Johnston, RNCDE - School Nurse; Wellness Team will meet once/semester, at that time goals will be reviewed and revised as needed.	<p>AUG-SEP 2018</p> <p>Establish Wellness Captain and recruit Wellness team members</p> <p>October 10, 2018</p> <p>National Walk/Bike to School Day - School nurse encouraged students to participate through daily morning announcements . Also completed call outs and completed flyers to go</p>	<p>Wellness team meetings scheduled for Sep 2018-May 2019 to meet and discuss ways to create an environment that enhances learning and development of life-long wellness practices.</p> <p>AUG 2018-MAY 2019: School Nurse provided Health tips on the morning announcements</p> <p>APR 2019: Family Fitness Night included</p>

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
					<p>home with students in thursday Take-home folders.</p> <p>Jami Lamar(counselor) had Safety patrol make posters.</p> <p>Morgan Bentley (2nd grade) had someone to take pictures of students walking/biking to school.</p> <p>OCT 22-26 2018: Counselors:During Red Ribbon Week students participated in the Jump Masters assembly-Oct 27, 2018</p> <p>NOV-DEC 2018: Walking Challenge for</p>	<p>indoor and outdoor fitness activities and exhibits/tables from Plano Fire Department, Parkland Health, and Collin County Health and Human Services.</p>

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
					staff to encourage healthy habits, progress posted in the school hallways for students to see and teachers were encouraged to discuss progress with students to encourage schoolwide healthy habits. JAN-APR 2019 Biggest Loser Challenge for staff to encourage healthy eating habits JAN 2019: Family Fitness Night/Health Fair scheduled for April 25, 2019	
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Parent - Tiffany McDaniel	August 2018	May 2019

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
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 Curriculum taught in fitness class for K-5th grades throughout the 2018-2019 school year.	August 2018-May 2019 PE: Provide nutrition education that fosters the adoption and maintenance of healthy behaviors. PE and Classroom Teachers: Health curriculum taught throughout the 2018-2019 school year in fitness class and classes.	OCT 2018-APRIL 2019: Jogging club incorporated within the student's PE time.
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 hung in the gym and cafeteria throughout the 2018-2009 School year focusing on health and nutrition.	August 2018-May 2019 OCT 2018 School Nurse: Healthy Habits bulletin board	OCT 2018-May 2019 Added pictures of students making healthy

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
					placed in front hallway with pictures of students.	choices on the 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	Using all modes referenced, parents/community will be notified of events..	<p>August 2018- May 2019</p> <p>OCT 2018 Schoolwide: Recognition of National Walk/Bike to School Da- sent notices home in Thursday folders and reminded families through eNews.</p> <p>Safety patrol made posters to publicize and 2nd Grade took pictures of students walking/biking to school. School Nurse created flyers</p>	<p>MAR 2018-APR 2018 Sent information home regarding Family Fitness Night using eNews, Thursday take home folders, call out system</p>

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
					and prepared call-out. JAN 2019: Field Day scheduled for May 2019 and will invite parents and community members to volunteer and participate	

FITNESS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	FitnessGram will be tested twice a year, Fall and Spring	September	April 2019
4th & 7th	Ensure all data for 3rd - 8th 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	Scores will be inputted in May and distributed accordingly		May 2019

PHYSICAL ACTIVITY REQUIREMENTS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
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	AUG 2018-MAY 2019	PE: Jogging club incorporated within the student's PE time.	JAN 2019: Awaiting scanner approval and shoe tokens for rewards.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Multiple times a year each students monitors their heart rate and compares resting HR to active HR		
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			
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time			Field Day scheduled for May 2019
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation			OCT 2018-MAY 2019: Extra recess time or physical activity has been implemented for Pre-K-1st grades

ATTENDANCE

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	AUG 2018-MAY 2019	Thomas celebrated attendance week 09/17-09/21/18 to help remind students and parents the importance of coming to school and getting to school on-time. Attendance was monitored also throughout the month and prizes were awarded to classes that had the best attendance and least amount of tardies.	SEP-MAY 2019: Assistant Principal and Parent Liasion monitor attendance and work with parents to decrease tardies and unexcused absences. Parents are invited to attend I'm Present classes and then meet with the assistant principal to develop a plan for improved attendance.

Violence Prevention and Bullying

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)

STAFF PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	August and January	Create duty schedule, classroom procedures, and campus expectations	Continuous monitoring and adjustment
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Daily		
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Daily		

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	1. Professional Development scheduled in August 2018 conducted; in addition to the Safe Schools video requirements for all staff to participate in.	Safe School videos will be completed by staff by the required due date.	All staff will be able to use the information and resources provided in the trainings to be aware how to handle a bullying/sexual

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					harassment situation if it may occur.
Review referral process.	Principal or designee	Campus referral plan	August professional development	Train staff at beginning of year	Continue progress monitoring

STAFF INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	<p>AUG 2018: Professional Development training on the school-wide Self Manager Program that covers with six pillars of character, along with support provided throughout the year by the Self Manager Team Committee.</p> <p>AUG 2018-MAY 2019: Morning Meeting lesson plans will include SEL strategies and will focus on the climate and needs of each individual classroom.</p>	<p>AUG 2018: Self Manager Program will align the six pillars of character by rewarding students with initials, grade level and school-wide privileges for character displayed with continued support and training throughout the year.</p>	<p>AUG 2018- MAY 2019: With the use of support and training throughout the year, the Self Manager Program will be implemented effectively and with fidelity across all grade levels and the entire staff.</p> <p>AUG 2018-MAY 2019: Morning Meetings will be conducted consistently and</p>

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					<p>with fidelity and teachers begin to develop and build relationships within the classroom environment.</p> <p>OCT 2018-MAR 2019: Counselors and assistant principal have been conducting restorative circles in various classrooms to help students and teachers adjust to the relationship building component in restorative practices.</p> <p>OCT 2018-APR 2019 SEL focus group established and will meet on a regular basis to discuss learning centered around</p>

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					behavior management and relationship building
Implement campus referral plan.	Principal or designee	Campus Referral Plan	Daily	AUG-MAY 2019: Monthly discussions about the referral process	JAN-MAY 2019: Summative review of office referrals included in the Student Management focus group discussion
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	AUG 2018-MAY 2019: Plano ISD Social Emotional Learning Standards, Re-establish schoolwide Self Manager Plan, Morning Meetings	AUG 2018-MAY 2019: Through professional development the discipline management strategies will help to develop school-wide expectations and implementation of the academic and social-emotional needs of all students. OCT-DEC 2018:	AUG 2018-MAY 2019: Continued training and support of the discipline management strategies will be provided to staff throughout the year to promote consistency and fidelity across the campus. JAN 2019: Student Management focus group

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				PDH provided by Sharon Bradley from the district's Student Services department, on SEL strategies to be utilized by teachers with students and for self care.	established to review and provide feedback and suggestions for revamping schoolwide behavior management system centered on positive behavior supports.

STUDENT PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Daily AUG 2018-MAY 2019	Daily on announcements and in all classrooms.	OCT 2018 10/26/18 – Red Ribbon Week Assembly NOV 2018-MAY 2019: Continued Guidance lessons from counselors in the classrooms every other week!

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					Small Group lunches with students have been taken place with counselors to work on topics that include: anger management, responsible decision making, friendships, and self-esteem
Monitor high risk areas.	All staff	Schedule (if necessary)	Daily	AUG 2018-MAY 2019: Review and develop effective morning and afternoon duty schedules to include more high risk areas.	AUG 2018-MAY 2019: Monitoring hallways, observations in classrooms, review and discussion of formative and summative notes from administration and counselors throughout the school year.

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	AUG 2018-MAY 2019: All students can self-refer themselves to see the counselors at anytime; Teachers will also reach-out to the counselors for services students may need when needed.	During the first week of classroom guidance lessons, students will be familiarized with the role of the counselor, where the counselor's office is located and how they can request to see the counselor when needed.	Bi-Weekly classroom guidance lessons will continue throughout the year to help build relationships with students and the counselor referral process.

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Classroom Guidance Lessons	Bi-Weekly classroom guidance lessons will be conducted by the school counselors, that will align with the six pillars of character and the Plano ISD Social Emotional Standards.	Classroom guidance lessons with begin during the first month of school and will included instructional lessons, quick checks and surveys to assess student learning.	Bi-Weekly classroom guidance lessons, with the aligned Plano ISD Social Emotional Standards, will provide data to continue to develop meaningful instruction to

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					meet the needs of all students.
Employ discipline interventions.	Designated staff	Restorative Practices	Professional development will be conducted at the beginning of the school year to train staff on the purpose and benefits of Restorative Practices on campus; resources and support will also be provided to teachers.	Restorative Practices will begin to be conducted through Morning Meetings and on-campus by staff with the alignment of Plano ISD Social Emotional Standards.	Through continued professional development, staff will be supported in conducting Restorative Practices on-campus with students.
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Assigned duty schedules will reflect monitoring high risk areas	Daily	Daily communication with teachers and students	Summative notes at the end of the year.
Conference with parents/students.	Teachers or other staff	All Edugence testing data, classroom assessments and teacher/staff observations	Parent conferences, ARD, CMIT/504 meetings will be conducted through the year that will be targeted to student success academic and/or behavioral.	Teachers and staff will conduct meetings with parents to develop relationships with family members for the overall success of student learning.	Parent and teacher conferences will continue based on individual student learning needs.

Parent 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.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
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	Teachers and office staff	Beginning of year and as new parents register	Parents will fill out proper documents at the beginning of year.	Parents will be continuously notified in order to receive proper documents
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	Parent Liaison and district personnel	August, October and February	Parents can always come up to the school for internet access. Secure mobile bus evenings.	Parents will be encouraged to participate in mobile bus events and parent trainings.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Principal	Office staff and CTA	August and Weekly	Update Website with new information	Continue updates of dates on calendar, programs, and other helpful information to keep parents informed.
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Principal	Office staff	Every Friday or Monday	Acquire parent emails and advertise the eNews through hard and soft copies.	Continue updates of dates on calendar, programs, and other helpful information to

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					keep parents informed.
Utilize social media to keep parents and community informed. Funding source: State and Local	Principal	Teachers, counselors, and office staff	Weekly and as needed throughout the year	Acquire parent emails and advertise the facebook and website through hard and soft copies.	Continue updates of dates on calendar, programs, and other helpful information to keep parents informed.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Principal	Principal	2nd Monday of every month	The principal will meet with the PTA president and PTA on a monthly basis	Regular scheduled meetings with parents to seek concerns and good communications.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	Principal	Principal	Four times a year, Parent Workshops with be scheduled with a district representative to train parents on various topics for the overall learning of students at school and home.	Four times a year, Parent Workshops with be scheduled with a district representative to train parents on various topics for the overall learning of students at school and home.	Four times a year, Parent Workshops with be scheduled with a district representative to train parents on various topics for the overall learning of students at school and home.
Parents Trainings and Classes	School Counselors, Social Worker and Parent Liaison	Plano ISD Family Education and	Four times a year, Parent Workshops with be scheduled with a	Four times a year, Parent Workshops with	JAN-MAR 2019: Bilingual Specialist met

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
		Guidance Parent Workshops	district representative to train parents on various topics for the overall learning of students at school and home.	be scheduled with a district representative to train parents on various topics for the overall learning of students at school and home.. 10/30/18 – Communication Tools for Parents 12/11/18 – Positive Discipline Techniques	with Betsy Gust to plan implementation of activities for parent engagement such as Parent Workshops to be held on 2 Saturdays in February and March to help parents understand STAAR testing, as well as provide SEL strategies and other activities they can participate in with their students at home. FEB-MAR 2019: Provided two parent workshops on Saturdays to help parents understand upcoming STAAR tests for students

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					<p>in grades 3rd – 5th.</p> <p>MAY 2019: Held a Parent Academy for current bilingual students in grades Pk-2nd</p> <p>JAN 2019-MAY 2019: The Mobile Computer Lab came to Thomas every Tuesday from 6 to 8 pm.</p>
Send Parents and staff to Love and Logic Training	Jami Lamar Counselor	Parents, counselor, parent liaison	Attend in January	Attend conference	<p>DEC 2018: Bilingual Specialist attended the state conference for parent involvement as well as the</p> <p>JAN 2019: Bilingual Specialist and Counselor and attended Love and Logic</p>

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					conference along with five parents and presented information to other parents at during the parent workshops held in February and March

Transition

The campus will assist students in making a successful transition between elementary school to middle school.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Elementary counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding source: State and Local	Jami Lamar and Amber Gist	Counseling Curriculum	Daily		
Elementary 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	Jami Lamar and Amber Gist	5th Grade Team; Sped Team; ARD mtgs			
Elementary Title I Campuses – 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. Participants will 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	Jami Lamar and Amber Gist				
Elementary Campuses with full day Pre-K – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize	Jami Lamar and Amber Gist				

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
themselves with the kindergarten staff and environment. Title I Components: 7 Funding source: State and Local					

State Certified Teachers and Highly Qualified Paraprofessionals

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. by the Title I Component 4 and 5 Funding source: State and Local	Professional Learning Department, Curriculum Department, and Campus Administrators	Properly certified teachers	August	Hire only HQ teachers	Hire and seek HQ teachers and substiutes

**Thomas Elementary
Campus Wellness Plan
2018-2019**

District School Health Advisory Council Vision Statement: The Plano ISD community will work collaboratively in planning and implementing health promotion programs for students and staff. The Plano ISD students will have the knowledge and skills to make decisions that will help them to live a safe and healthy lifestyle.

2018-2019 District Goals: Continue to utilize the Plano Independent School District School Health Advisory Council to involve parents, students, staff and community members to assess and make recommendations concerning District wellness issues.

CIP Goal: 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.

Campus Vision Statement: To promote healthy lifestyles to all students, staff and the Thomas Community.

Goals	Objective	Evidence of Goal Accomplished
Incorporate healthy physical activities for all students beyond PE classes.	Create an environment that enhances learning and development of life-long wellness practices. (activities to be determined at Wellness Meeting on 9-6-18)	
Provide nutrition education that fosters	Health curriculum taught throughout the 2018-2019 year in fitness class.	

the adoption and maintenance of health eating behaviors.		
Involve students/parents/staff/Thomas Community in wellness activities.	Provide an activity for the Thomas Community, TBD at Wellness Meeting on 9-6-18.	
Recognize students for making healthy lifestyle choices.	TBD at Wellness Meeting on 9-6-18	