Plano Independent School District
Campus Improvement Plan

Beverly Elementary

715 Duchess Drive

Allen, TX 75013

2018-2019

Table of Contents

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

Our mission is to provide a positive, nurturing environment focused on appropriate, academic challenges and varied learning opportunities, which will empower all students to become responsible citizens and successful life-long learners.

Campus Information

Administration Team

Principal, Cindy Savant

Assistant Principal, Elena Helms

About Us

Beverly Elementary established in 1998. We provide a student-centered, nurturing, learning environment with high expectations to prepare future ready students.   Recognitions include, TEA Exemplary Campus and TEA 6 out of 6 Distinctions earned in Reading, Mathematics, Writing, Post-Secondary Readiness, Comparative Academic Growth, and Comparative Closing Gaps,   We are nationally recognized as a Blue Ribbon school. Our diverse community and active parent involvement supports our legacy of high student achievement.

Campus Status

X   Non-Title I Campus

Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 08/28/2018 03:00 pm

Meeting 2: Progress monitoring and review of strategic plan - 01/30/2019 03:00 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/07/2019 03:00 pm

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
Debbie Hays	Faculty Member	1998	X	X	X
Karen Luellen	Faculty Member	2017	X	X	X
Whitney Truong	Faculty Member	2018		X	X
Paige O'Kelley	Faculty Member	2017	X	X	X
Kim Luczycki	Faculty Member	2017	X	X	X
Carole West	Faculty Member, Special Ed	2017	X	X	X
Cindy Savant	Principal	2016	X	X	
Nancy Watson	District Professional	2018		X	
Jenny Ojeda	Campus Professional, Non-teaching	2018	X	X	X
Elizabeth Sandlin	Support Staff Member	2017	X	X	X
Amy Scott	Parent-Selected by PTA	2017			
Alicia Duffy	Parent-Selected by Principal	2018	X		
Satish Talasila	Parent	2018			
Ben Porter	Parent	2018			
Melissa Quirl	Parent	2018			
Kristina Morley	Parent	2018			
Cynthia Flores-Harris	Community Member	2017			
Andy St. John	Community Member	2017			
Deena Ayala	Business Representative	2018			
Kristi Schwartz	Business Representative	2018			
Renee Buech	Faculty Member	2017	X	X	X

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Alice Michael	Faculty Member	2018	X	X	
Hannah Lowry	Faculty Member	2018	X	X	X
Diane Bannett	Support Staff Member	1998	X	X	X
Tracy Bulino	Faculty Member	2016	X	X	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	$69,664	State Compensatory Ed funds allocated for allowable supplemental resources and 1 staff.

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	1. Student attendance is consistent 2. Low mobility rate 3. Ethnically diverse 4. ED representation lower than District and State	1. ED percentages are rising 2. Less parental involvement 3. Enrollment numbers decreasing	Meeting the needs of our economically disadvantaged students and families
Student Achievement	See Gap Analysis		
School Culture and Climate	1. Results of student panel indicate respect for staff, respect for programs, and sense of belonging 2. Minimal office referrals 3. Increased number of extracurricular activities with high participation 4. FaceBook and Twitter posts create connectedness with community 5. Respect among teachers/staff 6. Positive morale among staff and students 7. Staff members have high expectations for themselves and students	1. Number of tardies 2. Collaborative teams are functioning at various levels of implementation of the PLC process	To create consistency in planning protocols for the PLC process to strengthen Collaborative Teams
Staff Quality/ Professional Development	1. Team atmosphere indicates strong collaborative groups	1. More SEL training 2. More diverse staffing	Create a formalized system to receive and review staff feedback

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?
	2. Master's Degrees held are higher than District average 3. Mentoring new teachers is a focus 4. Low turn-over 5. Positive open-door, non-judgmental atmosphere 6. Staff seeks learning opportunities and are open-minded and risk-takers 7. Support staff truly supports collaborative teams	3. More of a formalized system to receive online feedback from staff	
Curriculum, Instruction, Assessment	1. Application skills are used across all four core subject areas 2. High percentage of students in Masters area of STAAR 3. Teachers use the UBD Essential Questions and transfer 4. Learning Targets are posted 5. Tutoring/interventions based on data 6. Specialized learning meets students' needs (SPED, ESL, PACE, Math Rocks) 7. Data Teams meet regularly to analyze student data to monitor progress and drive instruction 8. CIP goals are linked to data	1. Increase PBL experiences and hands-on activities 2. Maximizing student engagement	Collaborative team planning for creating meaningful and authentic learning opportunities
Family and Community Involvement	1. Strong partnership with PTA to provide a variety of events to engage the whole Beverly Community	1. Father involvement	Partner with PTA to increase participation of all members of the Beverly community

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?
	2. Interpreters for CMITS and ARDs 3. Parent Conferences 4. SBIC/Key Communicators/LPAC 5. Grade Level communication to parents and community 6. PTA supports programs and provides resources to staff	2. Decline in volunteers: feedback suggests parents are timid to get involved or fearful of the commitment 3. Bridging the variety of languages spoken 4. Broaden community involvement including all cultures	
School Context and Organization	1. Follow State time allotments 2. K-12 Curriculum Planner 3. High Expectations of staff, students, and community members 4. Training 5. Effectively use data to drive instruction	1. State and District assessment requirements limit valuable instructional and planning time	Efficiently and effectively use instructional time provided
Technology	1. District provides a variety of technological tools (Chromebooks, document cameras, projectors, iPads) 2. Google G Suite 3. Go Guardian 4. Staff technology expertise and execution	1. Time to plan 2. Time to practice tech integration	Focus on technology integration to enhance the rigor of the curriculum

Critical Action #1

Problem Statement	The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that transform PLC process (policies and practices).
Root Cause and Strategy	School-wide training on the Professional Learning Community processes, as well as consistent planning protocols are needed for Collaborative Teams to function at their highest levels.
Goal	Each Collaborative Team will develop an agenda template, including team norms, and roles which guide the meetings and is driven by student learning (i.e. feedback, content, and context). TEA Strategic Priorities Goal #2
Project Lead	Cindy Savant
Staff, Title I Staff	Elizabeth Sandlin, Elena Helms
Materials and Resources	Collaborative Teams that Transform Schools;TEA aligned TEKS standards; Planning Protocol Norms; Team Planning Template

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 #)
Teams will use planning protocol norms.				Weekly collaborative team meetings	1.Google folder for Collaborative Team notes and agendas. 2. Norms were created by each collaborative team and were collected by administration. 3. Collaborative Team Rating Scale- Growth Comparison Fall to Winter	Increase the use of quality data to drive instruction	Significant Progress Based on administrative scheduled team planning visits, collaborative teams are moving towards consistency in implementing the PLC Process. Team norms set the expectations for all collaborative team meetings.	Significant Progress Planning Protocols are becoming the standard practice across all grade levels for collaborative team planning. Quick data was gathered to assess progress towards Collaborative Team Planning. The Google Survey indicated growth for most teams.	Significant Progress Planning Protocols have become standard practice across all grade levels, as measured in Collaborative Team Rating Scale, BOY average 8.19 to EOY 9.29.	
Administrative Team will schedule monthly meetings to provide feedback on the PLC process to collaborative teams.				Monthly collaborative team meetings	1.Google folder with schedule 2. Administration is collecting notes from team meetings.	Increase the use of quality data to drive instruction	Significant Progress Administration team are following the set schedule for attending team	Significant Progress Administration team continues to attend planning meetings.	Significant Progress Administrative team continued to attend meetings and collaborated	

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 #)
					3. Bobcat Bulletin continues to reiterate the importance of collaborative groups in the PLC process.		meetings. They are providing authentic feedback to guide teams in effectively using the PLC Process.	Implementation of best practices in planning protocols is documented, including creating common assessments and addressing the 4 critical questions.	with teams to ensure student success. Teams integrated HRS practices, such as common formative assessments, data driven lesson plans, building on prerequisite skills to close the gap, and challenging those with early mastery of skills. Additionally, they used ongoing data to form flexible groups for instruction and intervention.	
Effective Planning Protocols Training Part 1 - Unpacking the TEKS				August 9, 2018	1.My Learning plan attendance roster 2. Collaborative teams have put planning protocols into place resulting in more focused, collaborative planning.	Establish standardized PLC procedures for planning	Significant Progress All staff was in attendance and received resources to effectively implement the PLC Process.	On Track to Make Progress District training is completed and school-wide implementation of Effective Planning Protocols is ongoing.	Significant Progress School-wide implementation of effective planning protocols as observed on Google Drive, shared planning, administrative sit-ins, and collaborative/data team meetings. TEKS guide instruction and development of assessments.	
Effective Planning Protocols Training Part 2 - Formative Assessments				November 28, 2018	1.MyLearning plan attendance roster 2. Examples of Common Formative Assessments 3. Training response samples	Increase the use of quality data to drive effective instruction		Some Progress There is a deeper understanding of the purpose and use of common formative assessments to gather quick data on students and	Significant Progress All collaborative teams are using assessments to plan instruction/intervention.	

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 #)
								plan for timely interventions.		

Critical Action #2

Problem Statement	Grade level data indicates need for targeted intervention in the four core areas of reading, math, writing, and science
Root Cause and Strategy	Specific grade level instruction in number sense through Number Talks; Targeted instruction for academic vocabulary and increased tactile experiences in science, focused instruction in revising step of the writing process through Mentoring Sentences, strategic extension opportunities for advanced readers will increase student achievement.
Goal	Teachers will work in collaborative teams to optimize growth of all students- TEA Strategic Priorities Goal #2
Project Lead	Cindy Savant
Staff, Title I Staff	Elena Helms, Elizabeth Sandlin, Debbie Hays, Renee Bueche, Leadership, Data, and Collaborative Team members
Materials and Resources	Curriculum Planner, Focused Gap Analysis, District Curriculum, and Assessment Personnel

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 #)
Data and Collaborative Teams will analyze focused Gap Analysis to determine strengths and weaknesses				August 2018, ongoing analysis with data teams	Grade level Gap Analysis were completed by each grade level.	Optimized student achievement	Significant Progress Collaborative teams used STAAR and MAP data to develop student achievement goals for the CIP.	Significant Progress MOY data was analyzed by data teams to determine progress towards student achievement goals.	Significant Progress EOY data was monitored to show mastery of each student achievement goal. There was measurable increase in number of words read across all grade levels in Accelerated Reading and increase in number of students reaching individual AR goals. Growth in quintile 1 scores evidence in EOY MAP reading.	

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 #)
									Students demonstrate transfer of grammar skills and improvement in writing across the curriculum in all grade levels as a result of Mentor Sentences implementation K-5.	
Develop grade level instructional plan targeting areas for academic growth				August 2018	Targeted areas and student groups identified from focused gap analysis	Optimized student achievement	Significant Progress Collaborative teams developed student achievement goals along with action steps, resources, materials, and training needed to achieve goals. Additionally target dates were established. Some teams included this with their TTESS goals.	On Track to Make Progress Collaborative teams continue to focus on integration of lessons targeting areas for academic growth. Analysis of MOY MAP scores has assisted with monitoring and adjusting collaborative team plans for individual student needs.	Significant Progress Collaborative teams continued to focus on integration of lessons targeting areas for academic growth. Analysis of EOY MAP scores has assisted with monitoring and adjusting collaborative team plans for individual student needs.	
Develop formative and summative assessments to monitor the progress of all students toward mastery of the learning targets/TEKS				weekly collaborative team meetings	1.Google folders with collaborative team plans based on Planning Protocols. 2. Administrative notes indicating evidence of assessments used to guide instruction.	Optimized student achievement	Some Progress Collaborative teams are developing assessments to monitor progress towards grade level goals.	Some Progress Conversations involving the use of formative and summative assessments are intentional practices during collaborative team planning.	Significant Progress Creating and using assessments has become common practice of collaborative teams. For example, formative assessments were used during instruction to meet student's	

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 #)
									needs in a timely manner. Lead4ward strategies for summative assessments were used across grade levels. Teams discussed how to use the data to guide STAAR prep instruction.	
Materials, resources, and activities will align with State standards to close the gaps				weekly collaborative team meetings	1.Google folders with collaborative team plans based on Planning Protocols. 2. Examples of materials, resources, and activities include: student MAP goal trackers, increased use of math manipulatives, math toolkit, math interactive notebooks, intentional text evidence practice, non-fiction resources, mentor sentences, weekly grammar questions, sentence diagramming, Lead4ward vocabulary, Flocabulary, and Brainpop.	Optimized student achievement	Significant Progress Collaborative teams are beginning each team meeting by discussing and understanding the State Standards which drives the materials, resources, and activities designed for student mastery of the TEKS.	Significant Progress It has become common practice to begin planning through deep discussion of the State standards by focusing on the four essential questions.	Significant Progress All teams begin planning through deep discussion of the State standards by focusing on the four essential questions. Additional resources used to achieve this include District Curriculum Planner, Region 4 TEKS grade level alignment charts, and teacher made graphs to track progress on student goals.	

Critical Action #3

Problem Statement	High Reliability Survey and Campus Needs Assessment data indicates that teachers need more time, guidance, and adequate training for integration of instructional technology.
Root Cause and Strategy	Designated time, purpose, and grade level specific technology integration training
Goal	Collaborative Teams will integrate technology in appropriate ways to optimize student growth.TEA Strategic Priorities Goal #2
Project Lead	Cindy Savant
Staff, Title I Staff	Collaborative Teams, Instructional Technology Specialists, Librarian
Materials and Resources	Curriculum Planner, Chromebooks

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 #)
District Instructional Technology team will visit teams on four scheduled visits during planning time to support technology integration to enhance curriculum content.				September 11, 2018, October 23, 2018, November 27, 2018 and January 22, 2019	Tech Tuesday schedule	Increased integration of appropriate technology	District Instructional Technology Specialists met with collaborative teams to determine future focus of instructional technology needs. Subsequent meetings will target the training according to these needs.	Significant Progress Teachers have grown confident in integrating technology in authentic ways by having District training geared to grade level curriculum needs. Examples include: management of instruction through Go Guardian, authentic integration of digital citizenship through daily use of Chromebooks, and new tools for daily interventions through text to speech Apps.	Significant Progress All scheduled meetings were completed. Individual teams continued meeting with Insructional Technology Support as needed.	

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 #)
Collaboration teams will strategically plan for appropriate integration of technology during team meetings and extended planning days.				weekly planning sessions: September 2018-May 2019	Lesson plans	Increased integration of appropriate technology and 21st Century skills	Some progress has been made. Teachers have shared across grade levels effective software/apps to integrate into lessons.	Significant Progress Intentional integration of technology in authentic ways include: Google forms, Google Doc/Slide collaboration, Flip Grid, etc.	Significant Progress Chromebooks have become a resource to extend the learning beyond the curriculum. Examples: Flipgrids were used as formative assessments in reading, also to practice Wax Museum speeches, and culminating activity for Robotics unit. End of Year Memory Book was created on Google Slides versus paper. Online encyclopedia and Culture Grams were used for research. Google slides were used for notetaking.Students created digital newspapers.	
Librarian will work with collaborative teams to support classroom technology integration, such as robotics, coding, and Google education.				Unit planning sessions: September 2018 - May 2019	Lesson plans	Increased integration of appropriate technology and 21st Century skills	Some progress has been made. Librarian has scheduled coding lessons across all grade levels. She has also incorporated a "Student Tech Badge" incentive program to extend student learning	Significant Progress Librarian, administration, and teachers collaborated to offer additional STEM opportunities for all students. Examples include: Hour of code-school-wide training and	Significant Progress Librarian, administration, and teachers continued to to offer STEM opportunities for all students. Examples include: Hour of code-school-wide training and implementation,	

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 #)
						outside of the classroom.	implementation, STEM Challenge Day- 10 stations for small group experiences during specials for all students, purchase of additional coding robots and staff training.	STEM Challenge Day- 10 stations for small group experiences during specials for all students, purchase of additional coding robots and staff training.	

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	Meeting 1-Monday, October 1 Meeting 2-Monday, November 5 Meeting 3-Tuesday, March 19	Team Meeting agendas Captain Kirk May	Campus Wellness Plan
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	September 2018	Team Meetings Captain Kirk May	Campus Wellness
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	August 2018 - May 2019	Lesson Plans	FitnessGrams Progress Reports
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	Monthly: August 2018 - May 2019	Monthly School Health Bulletin Board changed monthly and displayed in cafeteria.	Monthly School Health Bulletin Board changed monthly and displayed in cafeteria.
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs	Campus Wellness Captain/Principal	Campus Wellness Plan	Monthly: August 2018 - May 2019	Notes sent home in YO packets,	Participation in Family Fitness

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
	through use of marquee, newsletter, web page, and/or myPISD.				reminders during morning announcements, marquee, eNews, parent portal	Night in October Walk a Thon in October National Walk to School May

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	Spring 2019	Daily/Weekly tracking reports Lesson Plans	FitnessGrams Progress Reports Presidential Fitness Awards
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	Grading periods 2018 and 2019	Daily/Weekly tracking reports Lesson Plans	FitnessGrams Progress Reports Presidential Fitness Awards

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	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	August 2018- May 2019 per Master Schedule	Daily/Weekly tracking reports Lesson Plans	FitnessGrams Progress Reports

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
	(MVPA) 50% of the physical education class period.					
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	August 2018 - May 2019	Daily/Weekly tracking reports Lesson Plans	FitnessGrams Progress Reports
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.	Principal	Yearly Plan Form	August 2018 - May 2019	Daily/Weekly tracking reports Lesson Plans	FitnessGrams Progress Reports
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	August 2018 - May 2019	Team Planning Adminstrative Walkthroughs	Team Planning Adminstrative Walkthroughs
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	August 2018 - May 2019	Team Planning Administrative Walkthroughs Teacher Access to Brain Break websites and resources	Team Planning Administrative Walkthroughs Teacher Access to Brain Break websites and resources

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	August 2018-May 2019	All students' attendance was monitored	All students' attendance was monitored

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
					daily. Attendance Clerk collaborated with administration and classroom teachers to properly communicate truancy concerns before legal action. Phone calls, emails, and warning letters were used to encourage attendance.	daily. Attendance Clerk collaborated with administration and classroom teachers to properly communicate truancy concerns before legal action. Phone calls, emails, and warning letters were used to encourage attendance. CMIT meetings were held and intervention plans were created to address serious truancy concerns. Students were incentivized through perfect attendance awards. State accountability

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
						rating reflects a history of exceptional 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-September 2018	Identify campus needs through observation, surveys, drills, Security Audit and CNA.	Assess the success of campus needs through observation, surveys, drills, Security Audit and CNA.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	August 2018-May 2019	Monitor campus needs through observation, surveys, drills, Security Audit and CNA.	Assess the success of campus needs through observation, surveys, drills, Security Audit and CNA.
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	August 2018-May 2019	Monitor campus needs through observation, surveys, drills, Security Audit and CNA.	Assess the success of campus needs through observation, surveys, drills, Security Audit and CNA.

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	August 2018	All staff completes Safe Schools video training.	All staff completes Safe Schools video training.
Review referral process.	Principal or designee	Campus referral plan	August 2018	Staff receive training on how to access referral form.	Staff receive training on how to access referral form.

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	Kid Talk, CMIT monthly meetings beginning in September 2018-May 2019	Implement recommendations resulting from Kid Talk or CMIT	Monitor student success after implementation of intervention(s) in timely manner Adapt interventions if need arises
Implement campus referral plan.	Principal or designee	Campus Referral Plan	Kid Talk, CMIT monthly meetings beginning in September 2018-May 2019	Implement recommendations resulting from Kid Talk or CMIT	Monitor student success after implementation of intervention(s) in timely manner Adapt interventions if need arises

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Kid Talk, CMIT monthly meetings beginning in September 2018-May 2019	Implement recommendations resulting from Kid Talk or CMIT	Monitor student success after implementation of intervention(s) in timely manner Adapt interventions if need arises

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	August 2018-May 2019	Principal utilizes live chats on morning announcements once a week to discuss campus rules and expectations. Counselor and staff conduct restorative circle time to address campus rules and expectations Counselor delivers guidance lessons on student	Reduce number of reported incidences of bullying or disorderly conduct.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				expectations and citizenship	
Monitor high risk areas.	All staff	Schedule (if necessary)	August 2018-May 2019	Implement recommendations resulting from Kid Talk or CMIT	Monitor student success after implementation of intervention(s) in timely manner Adapt interventions if need arises

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	Kid Talk CMIT monthly meetings beginning September 2018-May 2019	Parents are provided with contact information for all academic support specialists at the beginning of the year.	Academic Support Specialists work with CMIT and Kid Talk teams and parents to follow up on any referrals or contacts.

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Counselor, Literacy Specialist	Kid Talk, CMIT monthly meetings beginning	Implement recommendation	Monitor student success after

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
			September 2018-May 2019	s resulting from Kid Talk or CMIT	implementation of intervention(s) in timely manner Adapt interventions if need arises
Employ discipline interventions.	Designated staff	Principal, Assistant Principal, Counselor, classroom teachers	Kid Talk, CMIT monthly meetings beginning September 2018-May 2019	Implement recommendations resulting from Kid Talk or CMIT	Monitor student success after implementation of intervention(s) in timely manner Adapt interventions if need arises
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Counselor, Literacy Specialist	Kid Talk, CMIT monthly meetings beginning September 2018-May 2019	Implement recommendations resulting from Kid Talk or CMIT	Monitor student success after implementation of intervention(s) in timely manner Adapt interventions if need arises
Conference with parents/students.	Teachers or other staff	Counselor, Literacy Specialist, classroom teacher	September 2018-May 2019	Implement recommendations resulting from Kid Talk or CMIT Establish time frame for updating parents	Monitor student success after implementation of intervention(s) in timely manner

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
					Adapt interventions if need arises

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	CTA, Office Manager, Secretary/Registrar	August 2018-May 2019	August: All forms completed to receive classroom teacher assignement. Computer Lab available to support parents needing assistance.	Parents registering students throughout the year are required to following the same procedure in Parent Portal.
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	Counselor	August 2018-May 2019	N/A	N/A
Upgrade and maintain the campus website for easy access and increased communication with the community. **Funding source: State and Local**	Principal	Office Manager, CTA	August 2018-May 2019	Campus website is routinely updated by Office Manager to reflect current communication.	Campus website is routinely updated by Office Manager to reflect current communication.
Communicate information through eNews and through hard copies when internet access Is not available. **Funding source: State and Local**	Principal	Office Manager	August 2018-May 2019	Weekly communication is sent to parents through eNews.	Weekly communication is sent to parents through eNews.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				Hard copies available when needed.	Hard copies available when needed.
Utilize social media to keep parents and community informed. **Funding source: State and Local**	Principal	Faculty/Staff	August 2018-May 2019	FaceBook and Twitter provided updated and weekly communicaton to parents.	FaceBook and Twitter provided updated and weekly communicaton to parents.
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, PTA Board	Monthly meetings, August 2018-May 2019	PTA and principal met monthly throughout the year.	PTA and principal met monthly throughout the year.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). **Funding source: State and Local**	Principal	Counselor, Office Manager, CTA	August 2018-May 2019	PTA provided various programs throughout the year to meet campus and student needs.	PTA provided various programs throughout the year to meet campus and student needs. Some opportunities include, parent education, field trips, assemblies, Multicultural Night, Sock Hop, Fun Run, and Red Ribbon Week. Watch D.O.G.S. was piloted this year and increased

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
					parental involvement.

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**	Principal	Counselor	August 2018-May 2019	Weekly guidance lessons were provided to students K-5	Annual guidance lesson plan submitted to District.
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**	Principal	Counselor, Kindergarten staff, Special Ed staff	August 2018-May 2019	Special Education Team Leaders coordinate meetings for parents to meet the individual needs of students transitioning campuses.	Collaboration and successful transition from PK to Elementary
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**	N/A				
Elementary Campuses with full day Pre-K –	N/A				

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment. **Title I Components: 7** **Funding source: State and Local**					

State Certified Teachers and Highly Qualified Paraprofessionals

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				

Collaborative Planning

Date	Team/Subject	Learning Target/Goal

TEK Talk - Reference vertical alignment charts to discuss particular TEKS of focus, based on change in rigor or gaps from previous grades and following year.

Stage 1: Desired Results
What do we want our students to know and do?

Stage 2: Evidence of Learning

How do we know if our students are learning?

Stage 3: Learning Plan

How will we respond if our students are not learning?

How will we enrich and extend the learning for students who are already are proficient?

Beverly Elementary
Campus Wellness Plan
2018-2019

PLANO I.S.D. WELLNESS EDUCATION

Plano ISD Coordinated School Health Program

Healthy In Plano

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 Goal: 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. (SB 892); Education Code 11.253(d); BQ (LEGAL)

Campus Vision Statement: EXAMPLE: The purpose of the wellness team is to improve the health of the local community. The purpose of the wellness team is to improve the health of the students, staff, and local community of Beverly Elementary.

Plano ISD Policy
FFA Local
Each campus establishes a coordinated health team to communicate ideas, gain feedback and maintain rapport with students, staff and parents.

Directions: Write at least two **measurable** goals. One should be focused on the students and the other be focused on the staff. Each goal must have a minimum of two objectives.

Revised– August 13, 2018

Beverly Elementary
Campus Wellness Plan
2018-2019

PLANO I.S.D. WELLNESS EDUCATION

Healthy In Plano

Plano ISD
Coordinated School Health
Program

Goal	Objectives	Evidence of Goal Accomplished
EXAMPLE: Students will choose healthier snack options at school.	1 **EXAMPLE:** Replace items available for purchase for snacks in the cafeteria with healthier choices.	List of items replaced provided with healthy choices
	2 **EXAMPLE:** Send healthy snack information home through variety of sources. Students will complete a short survey to check for measurable progress.	Copy of newsletter, and print screen of Mypisd- Student survey results
	3	

Measureable Goal 1	Objectives	Evidence of Goal Accomplished
Students will choose healthier snack options at school and at home.	1 Cafeteria offers Healthy Choices	They offer fresh fruit in the covered cups. Cafeteria offers fresh fruits and vegetables each day.
	2 Cafeteria will continue to provide snacks with healthier options	Cafeteria offering whole grains, 1 oz. snack sizes. More fruits at breakfast.
	3 Bulletin board in cafeteria	*"Beverly Bobcats are PAWsitively Healthy" Bulletin Board
	4. Healthy Bodies leads to Health Minds	*Through regular health lessons, emphasis on overall wellness and how it leads to academic growth.
	5. Grade levels will encourage students to bring a healthy snack	Sending notes home and watching what their students are eating each day.

Measureable Goal 2	Objectives	Evidence of Goal Accomplished
Faculty and staff will model healthy fitness and nutrition.	1 The staff will receive random acts of kinds (RAOK)to promote positive energy among staff members.	Acts of kindness will be done for staff members by the Wellness Team throughout the school year.

Beverly Elementary
Campus Wellness Plan
2018-2019

PLANO I.S.D. WELLNESS EDUCATION

Plano ISD
Coordinated School Health
Program

Healthy In Plano

2 Cafeteria will provide Healthy Choices		Cafeteria offers fresh fruits and vegetables each day.
3 PTA will sponsor a Protein snack/water to encourage healthy "munching".		PTA will provide a protein snack/water during the school year.
Measureable Goal 3 **Encourage healthy eating and fitness in the community**	**Objectives**	**Evidence of Goal Accomplished**
	1 The Walk a Thon (Booster-Thon) provides time for students, staff, and community to join together. 2. Nation Walk to School Day	A Walk-a Thon(Booster-Thon) fundraiser coordinate by the PTA in October. Nation walk to School Day is Oct. 3rd.
	2 Include community in PE/ Wellness Team based activities	Family Fitness night and PTA Health /Safety Fair/ and Wellness Team Blood Drive. (October)
	3 Red Ribbon Week	October 29th-Nov 2nd

School Name: Beverly Elementary

Campus Wellness Team Captain: Kirk May

Campus Wellness Team Members

Each team should include one person representing the following groups: physical educator, nurse, food nutritional service staff member, classroom teacher, parent, and a counselor and/or administrator. Optional members could include: students, schools, healthy lifestyle chair, police liaison, and community members.

Name	**Title**
Jennifer Kriska	Nurse

2018-2019 Meeting Dates	
Meeting 1	Monday, October 1st
Meeting 2	Monday, November 5th

Revised- August 13, 2018