



**Plano Independent School District
Campus Improvement Plan**

Bird Special Programs Center K-8

1300 19th Street

Plano, TX 75074

2018-2019

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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

Bird will work collectively with students, parents, and home campuses to ensure all students develop the academic and social-emotional skills and mindsets necessary to be successful when returning to their home campus.

Campus Information

Administration Team

Principal, Jana Sandall

About Us

Welcome to the Allan K. and Carolyn H. Bird Education Center/Special Programs Center K-8. Our programs have been in existence for over 20 years. Though the specifics of the programs have changed to meet our students needs, our commitment to achieve success with each individual student has not. As a staff we are fully committed to the success of all our students. We strive to create a safe, positive school environment to promote student growth.

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 – 08/24/2018 12:00 am

Meeting 2: Progress monitoring and review of strategic plan -

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/29/2019 12:00 am

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/

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	\$1,339,178.09	State Compensatory Ed funds allocated for allowable supplemental resources and 23 staff.
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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	Diverse Student Body	Staff does not reflect the student population (Bilingual)	Strengthen mentor program
Student Achievement	Low student to teacher ratios for small groups intervention	Data analysis Rigor of district curriculum	Increase support given to teachers to understand and apply district curriculum
School Culture and Climate	SEL practices	Low school morale Consistency in how behavior is handled Lack of trust in administration; lack of transparency	Create a school sunshine team School-wide newsletter and calendar
Staff Quality/ Professional Development	Great staff who care about each other and the students	Staff development is not appropriate	Create meaningful staff development
Curriculum, Instruction, Assessment	Solid district curriculum	No collaborative planning time	Create collaborative planning meetings for ES and MS
Family and Community Involvement	Counseling program with interns Mentor opportunities	Lack of family involvement (students come and go all year long); No PTA	Increase opportunities for mentors from the community
School Context and Organization	Data access in Edugence Flexibility in staff for schedule changes Staff is open to district support	No mission/vision/commitments Lack of choice/input for staff	Create a mission statement for the school Collaboration on shared commitments

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?
Technology	Staff are open to using technology in the classroom	Older technology; no Chromebooks Lack of experience using Google or other technology	Access to programs/technology used on home campuses District training on everything Google

Critical Action #1

Problem Statement	Collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC process (policies and practice).
Root Cause and Strategy	We will address the need for implementing a campus-wide PLC process that focuses on students achieving at grade level standards by training staff, modeling, and implementing Collaborative teams.
Goal	Collaborative teams will begin to work together to ensure that student learning is tied to TEKS and PISD curriculum.
Project Lead	Principal, Team Leaders
Staff, Title I Staff	All teaching staff
Materials and Resources	District Curriculum, lesson plans, Edugence, Marzano books on PLC process and Collaborative teams

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>1. Clearly define school mission, goals, and commitments</p> <p>2. Staff training on HRS, the PLC process, and collaborative teams</p> <p>3. Rearrange school day to include time for collaborative teams/planning teams to meet (MS/ES) and utilize protocols that focus on students achieving at grade-level standards.</p> <p>4. Hold kid talk meetings during the day to ensure that students are making progress both academically and behaviorally towards grade-level standards.</p>				<p>1. Beginning of year PD; staff meetings throughout year</p> <p>2. Beginning of year PD, district Stage 1 PD, staff meetings</p> <p>3. October - April</p> <p>4. October - May</p>	<p>1. MLP training log, agendas</p> <p>2. MLP training log, agendas</p> <p>3. Schedules, agendas, meeting notes</p> <p>4. Kid Talk binder with notes and discussions</p>	<p>1. Staff will have a clear understanding of mission and goals</p> <p>2. Teachers will effectively use their collaborative teams to enhance student progress</p> <p>3. Increase a culture of collaboration by ensuring that teams have time to work together</p> <p>4. Teachers will use the PLC process and Kid Talk meetings to discuss and reflect on student learning and progress</p>	<p>1. Staff will be able to articulate our mission and goals.</p> <p>2. Staff will be able to explain the PLC process and the collaborative teams at Bird</p> <p>3. Teams will begin to discuss lessons, assessments, and data</p> <p>4. Teams will begin to discuss student progress</p>	<p>Some Progress</p> <p>1. Mission and commitments were written by staff and posted in every classroom and staff toolkit.</p> <p>2. Collaborate teams meet at least monthly (ES/MS)</p> <p>3. Collaborative teams meet during the school day during the fall semester.</p> <p>4. Kid talk meetings have not yet been held.</p>	<p>Significant Progress</p> <p>1. Staff are able to articulate the commitments that were made. These are discussed at every staff meeting.</p> <p>2. Teachers are working in collaborative teams and can explain what team they are on (MS/ES). More collaborative teams will be added next year.</p> <p>3. Teams did not discuss lessons so much, but did discuss student</p>	

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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>needs and behavior data.</p> <p>4. Kid Talk did not happen as often as we would have liked. Student needs were discussed regularly, just not always at a formal collaborative Kid Talk meeting.</p>	

Critical Action #2

Problem Statement	Overall, students at Bird SPC are performing below the district average in the at-risk group (all grades and subjects).
Root Cause and Strategy	<p>A. We will address the responsiveness to student needs by ensuring that there are structures in place to support student Social and Emotional Learning.</p> <p>B. We will address the need for help in keeping students engaged in the classroom and not in hallways, office, outside of the building.</p> <p>C. We will address the need for intentional, effective planning and lessons by ensuring there are adequate structures and systems in place to implement planning and instruction with fidelity.</p>
Goal	Decrease the gap between the campus and district level (specifically for at-risk students) to meet the district approaching average.
Project Lead	Principal, Team Leaders
Staff, Title I Staff	All teaching staff
Materials and Resources	District Curriculum, lesson plans, Edugence, 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>A - Social and Emotional Learning</p> <p>1. Provide Training to increase staff awareness of social and emotional learning and standards</p> <p>2. Begin implementation of Zones of Regulation school-wide to provide frequent check-ins and student strategies</p> <p>3. Zones of regulation used in every classroom and with every student</p>				<p>1. Initial training from 2017 will be reviewed the first week back to school and supplemental training provided throughout the year</p> <p>2. Initial training Aug. 2018; updates throughout year.</p>	<p>1. MLP training log and agendas</p> <p>2. August PD notes and slides</p> <p>3. Classroom check-in system, tracking of zone levels, Zone posters, and student specific strategies per zone</p> <p>4. Kid Talk notes</p>	Increase student learning time, engagement, and academic performance by decreasing classroom disruptions	No Progress Provide initial training and all needed materials to respond to the social emotional needs of students	Some Progress A - Zones of Regulation were used in every classroom, some with more consistency. Classroom circles and other SEL practices were also implemented throughout the year.	Some Progress A - As more students enrolled at Bird, the Zones of regulation was not used as regularly as could have been. The counselors and interns used it weekly in their lessons and with individual sessions. An SEL newsletter was developed to	

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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>4. KidTalk meetings held to discuss student behaviors and social emotional needs</p> <p>B - Students in classroom 1. Opportunities for classroom management trainings will be provided to staff and schedules covered so they can attend trainings 2. Collaborative teams will discuss procedures, expectations, and ways to keep students engaged in the classroom 3. Administrative team will be present in classrooms to help alleviate problems before they start (model and support appropriate ways to handle behavior)</p> <p>C - Planning and lessons 1. Lesson plans will be turned in weekly and evaluated/discussed to make sure TEKS and student learning objectives are being covered 2. District curriculum and administration will provide staff training on district planning protocols 3. Collaborative teams will meet weekly to use district curriculum for planning and instructional purposes.</p>				<p>3. Trained in August of 2018; used daily 4. September through May</p> <p>1. September - November Learning Labs 2. August 2018 and throughout year 3. Daily in classrooms</p> <p>1. Every Friday September - May 2. Professional development meetings throughout year, specifically covering curriculum at least once 3. Weekly planning meetings, administration walkthroughs monthly</p>	<p>1. Learning Lab agendas and notes 2. Expectations, rules, and procedures posted in classrooms 3. Office referrals will be less than previous years</p> <p>1. Lesson Plan folder in Google Drive 2. MLP training log and agendas 3. Weekly collaborative team meeting notes/agendas</p>	<p>Increase student learning time by students being engaged in the classroom</p> <p>Increase academic performance by implementing planning and instruction protocols</p>	<p>Classroom procedures and routines will be implemented and posted throughout school</p> <p>Lesson plans and instruction will be aligned with the district curriculum</p>	<p>B - Collaborative teams (MS/ES) meet regularly to discuss behavior and classroom management. Administrator responded to numerous help calls. Students were kept in the classroom first semester.</p> <p>C. Lesson plans were turned in weekly by every teacher and checked by the principal. Training was given twice the first semester by the district.</p>	<p>help give weekly/daily circle discussion questions and other ideas on how to implement SEL in the classroom. RISE UP Mentor program started to help the MS students, and a study skills/social skills class was created.</p> <p>B - More students were out of the classroom (office or self-contained) during the last nine weeks than throughout the year. This will continue to be a focus for Bird next year.</p> <p>C - Lessons plans were turned in all year and discussions were had with teachers about aligning to the district curriculum and state TEKS. Collaborative teams did meet, but more about student need than lessons (due to only one teacher teaching each subject/grade.) Teams will be</p>	

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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 #)
									changing next year to allow more collaboration among teachers in regards to academics.	

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	Bi-yearly or quarterly meetings	Inconsistent progress; goals still need to be developed	New goals for wellness team to be developed for next school year
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Bi-yearly or quarterly meetings	No progress	Will be looking for a parent early in the year next year to sit on this committee (may ask one of our school mentors)
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	Weekly through discussions and lesson plans	In progress as part of the science/health curriculum	Completed as part of science/health curriculum
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.	P.E. Teacher/ Staff	Coordinated School Health Curriculum	All year in the gym with changes happening throughout the year with new topics	Completed	Plans to be more interactive next school year

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
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	Bi-yearly or quarterly meetings	No progress	Plans in place to make sure information is sent our next school year

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	Second semester	In progress	Did not complete; students in and out of program
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	Quarterly by report card date	In progress	Completed

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	Discuss as needed throughout the year	In progress	Students received more minutes than required during their time at Bird

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Quarterly or as determined by PE staff	No progress	This was not done this year but is on the list of goals for our PE/Health department next year
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	Discuss at least once per semester and as the need arises	In progress	Completed

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	Daily/weekly throughout the year as the need arises	In progress	Completed

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	Prior to start of the school year and throughout year as need arises	In progress	Completed
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Daily throughout school year	In progress	Completed
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Daily throughout school year	In progress	Completed

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	Prior to start of school year	Completed	Completed; Counselor/SEL TL; Admin ongoing instruction with students
Review referral process.	Principal or designee	Campus referral plan	Prior to start of school year and throughout the year as the need arises	Completed	Ongoing changes throughout school year based on the need

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	Training tidbits monthly through PD and smore	In progress	Completed
Implement campus referral plan.	Principal or designee	Campus Referral Plan	Daily throughout the school year	In progress	Completed; Ongoing changes throughout school year based on the need
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Daily throughout the school year	In progress	Completed

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	Orientation at the start of every student placement	In progress	Completed
Monitor high risk areas.	All staff	Schedule (if necessary)	Daily throughout the year	In progress	Completed

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	Beginning of placement and throughout the school year	In progress	Completed

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Counselor; SEL lessons and teacher, classroom teachers	Daily throughout the year	In progress	Completed
Employ discipline interventions.	Designated staff	Administration; team leaders; SEL Teacher leader	Daily throughout year	In progress	Completed
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	SEL/Restorative Questions	As need arises throughout the school year	In progress	Completed
Conference with parents/students.	Teachers or other staff	Teachers; counselor; administration	As need arises throughout the school year	In progress	Completed

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	Administration; TTESS goals, staff	PD scheduled throughout school year	In progress	Completed