Centennial Elementary

Principal: **Sara Stewart**

Mission Statement: **We, Centennial Elementary, with the support of family and community, commit to academic excellence and to the development of life-long learners today, who will become responsible citizens of tomorrow.**

Verification Page

Planning Timelines

- Analysis of Critical Actions, and STAAR 2015-2016 Gap Analyses: **August 2016**
- Needs analysis, goal setting and strategic planning: **July - September 2016**
- Campus teacher data analysis day: **August - September , 2016**
- SBIC Plan due for DBIC review: **October 12, 2016**

Meeting Dates

- Meeting 1: SBIC approves the improvement plan (by October 7, 2016): **Tuesday, October 4, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Tuesday, January 24, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Tuesday, May 23, 2017**

2016-2017 Campus Status

Check all that apply

☑ Title III English Learner Campus   ☑ Non-Title I Campus   ☐ Title I School-wide Campus

Title I Information

Title I Components			
1 (CNA)	Comprehensive Needs Assessment	**6 (PI)**	Strategies to Increase Parental Involvement
2 (RS)	Reform Strategies	**7 (Tran)**	Transition (Elementary schools only)
3 (HQ)	Instruction by State Certified Staff	**8 (A)**	Teacher Decision-Making Regarding Assessments
4 (PD)	High-Quality Professional Development	**9 (M)**	Effective and Timely Assistance to Students
5 (R/R)	Strategies to Attract State Certified Teachers	**10 (Coord)**	Coordination and Integration
Program Funding			
Staffing	Enter funding $	i.e. Teacher	
Parental Engagement	Enter funding $	i.e. Parent programs, RAMP up for Kindergarten Program	
Student and Campus Capacity Building	Enter funding $	i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities	

SBIC Committee

Committee Member's Name	Role	Year 1st Participated on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Ashley Immel/Larea Fabrega	Faculty Member	2016	X	X	X
Sarah Vartabedian/Jennifer Collins	Faculty Member	2011	X		X
Michele Erickson	Faculty Member	2014	X	X	X
Jessica Boyle	Faculty Member	2015	X		X
Susan Stow	Faculty Member	2016	X	X	X
Rachel Pivonka	Faculty Member	2016	X	X	X
Jennifer Kay	Faculty Member	2012	X	X	X
Klare Glendinning	Faculty Member	2016	X	X	X
Julie Moreno	Faculty Member	2016	X	X	X
Michelle Vice	Faculty Member, Special Education	2015	X		X
Sara Stewart	Principal	2016	X	X	X
Leigh Ann Earnhart	Campus Professional, Non-teaching	2016	X	X	X
Paula Parmley	Support Staff Member	2016	X		
Kristi Shorey	Parent-Selected by PTA	2015	X	X	X
Julie Liberman	Parent-Selected by Principal	2015			X
Julie Traub	Parent	2016	X		
Abbie Alter	Parent	2015			
Srikanth Gattugari	Parent	2015			
Shweta Kumari	Parent	2015			
Bikram Mehta	Parent	2015			
Krithika Mukund	Parent	2015			
Sarah Bell	Parent	2015	X		X
Teranne Keogh	Community Member	2016	X		X
Sara O'Connell	Community Member	2016	X		
Brooke Nelson	Business Representative	2016	X		
Ashley Hamilton	Business Representative	2016	X		

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

District-Wide Goals

1. Increase the percentage of students meeting STAAR Satisfactory performance rates.

2. Ensure that all students meet STAAR and MAP Growth Standards in all subject areas.

3. Increase Satisfactory and Advanced performance rates for Economically Disadvantaged student group – Closing Performance Gaps.

4. Increase the percentage of students meeting STAAR Advanced performance rates.

5. Increase high school graduation rates and ensure students are on track to graduate.

6. Ensure that all students graduate College and Career Ready or are on track to College and Career Readiness.

7. Ensure that all student groups (7 race/ethnicity and Sp.Ed, ELL, ED) meet the Accountability Safeguard measures (60% meet the Level II Satisfactory Standard on STAAR/EOC).

District-Wide Goals	Title I Components	Applicable Student Groups
Health, Fitness and Attendance: The campus will utilize their coordinated health program and analyze their student fitness data to set goals and objectives to encourage the health, fitness and attendance of their students.	**10 (Coordination and Integration)**	**All**
Violence Prevention and Bullying	**10 (Coordination and Integration)**	**All**
Parental Involvement: The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.	**1 (Comprehensive Needs Assessment)** **6 (Strategies to Increase Parental Involvement)** **10 (Coordination and Integration)**	**All**
Highly Qualified Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.	**1 (Comprehensive Needs Assessment)** **3 (Instruction by State Certified Staff)** **4 (High-Quality Professional Development)** **5 (Strategies to Attract State Certified Teachers)** **10 (Coordination and Integration)**	**All**
Transition of Pre-KN Students: The transition from early childhood to elementary school is supported by the campus and district. (Title I Campuses only)	**1 (Comprehensive Needs Assessment)** **7 (Transition)** **10 (Coordination and Integration)**	**Title I only**

Improvement Plan Critical Actions

The areas for school-wide and/or targeted core-subject Critical Actions were identified using the following sources:

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P³A School Wide and Classroom Level);
- STAAR/EOC Gap Analysis;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

School Wide and/or Targeted Grade Level Critical Actions
1. Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. (PPPA CL 17)
2. Analyze and equip teachers to analyze student performance data to inform decision-making. (PPPA CL 13)

Critical Action 1

Critical Action: Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. (PPPA CL 17)

Project Lead:	Sara Stewart, Principal, and Leigh Ann Earnhart, Assistant Principal
Staff, Title I Staff:	Classroom teachers, Support Staff
Materials and Resources:	TEKS, Curriculum Planner, Accountability Data, Data Analysis Items

Targeted Area:	☑ School-wide	☐ Kinder	☐ 1st grade	☐ 2nd grade	☐ 3rd grade	☐ 4th grade	☐ 5th grade	☐ Other:

Strategies for Accomplishing Critical Action 1:

Action Step Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Provide enhanced learning opportunities for students demonstrating early mastery of the curriculum Ensure that any school-level learning opportunity you provide for students who demonstrate early mastery of the stated curriculum extends their thinking about the standard(s) being studied. Determine your course of action to begin providing intellectually demanding learning opportunities for students who demonstrate early mastery of specific curricular content.	Weekly team planning Weekly team planning	Lesson plans Lesson plans	Formative Notes: 1. K-differentiate in LA and math tubs: use MAP scores to form groups and plan lessons accordingly 2. K-differentiate homework 3. K-pull guided readers from upper grade levels 4. K-advance writing skills: how to write a story and discuss story elements 5. K-use technology (computer games): different games based on needs. Some students may be working on compound words while other are working on prefix's 6. 1st- Adding During extensions to lessons in order to encourage higher level thinking. This thinking is open to all students. 7. 1st- Differentiated instruction in small math groups and reading groups. 8. 1st- Advance independent reading activities that are extensions from reading groups 9. 1st- Technology: Provide games that adjust to student needs or give teachers opportunity to assign extension activities. I-station/Prodigy 10. 1st- PACE teacher has pulled small groups of first graders to do high level enrichment 11. 1st- Open ended stations 12. 1st- Use the MAP Scores and strands to provide

Action Step Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step

			specific instruction for all students.
			13. 1st- Intervention and Enrichment time for Math and Reading
			14. 1st- Use Advance Plans provided on the curriculum planner.
			15. 2nd-Lesson plans include extension activities involving more in-depth thinking and opportunities for creativity (for example, creating a powerpoint presentation to model all the ways to use coins and dollar bills to add up to $1.00, or to create a number riddle that demonstrates knowledge of place value (I have 4 digits, the digit in the hundreds place is equal to half a dozen)
			16. 3rd-Release students to advanced tech stations and provided time for Genius Hour (student generated research based on own interests)
			17. 4th- We've been implementing PBL opportunities for those students – most notably in Math and Science. Instead of daily or weekly assignments, those students can work on a much more challenging project due in two or more weeks.
			18. 5th grade ELA is planning on doing a novel study with higher level/pace kids who demonstrate early mastery of ELA content.
			19. PACE-posted on our shared drive for the teachers to use in their classrooms:
			  • Higher level lessons/activities (by grade level) that they can use with students that have already mastered a certain skill
			  • Lists of websites with various webquests that can be independent projects for advanced kids, separated by content area and grade levels.
			20. PACE-Pace teacher has pulled small groups of Kinder and 1st graders to do high level enrichment activities with them during 1st

Action Step Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			semester. 21. IS-Utilizing MAP scores to determine student needs for Intervention and Enrichment time. 22. IS-Monthly data meetings with teams. Summative Notes: 1. K- positive feedback from the parents regarding the differentiated homework. 2. 1st- positive impact on student learning, growth in MAP scores and students responded well to activities. 3. 2nd/3rd- higher level thinking activities led to growth in MAP scores. 4. 4th- positive impact on student engagement due to increased motivation by allowing student initiated extensions to expand their learning. 5. 5th- increase in the level III performance on 5reading and math STAAR (see chart below) 6. IS- target student needs based on assessment data for intervention/enrichment time.
Provide proactive support for students performing below grade level Provide just in time support to ensure that students who are performing below grade level gain the specific prerequisite skills needed before they are introduced to new content. Ensure that each unit of study in all core content areas has been carefully analyzed to determine what necessary prerequisite skills students must possess to be able to engage with the new learning content successfully.	Daily classroom instruction; weekly team meetings Discussion at grade level planning	Small group individualized instruction, lesson plans Lesson plans	Formative Notes: 1. K-Use our math NB with math strands to guide our instruction: we have put our student's names on sticky notes and placed them on each strand. We will monitor their progress by moving their sticky note when they have mastered the skills in that strand. 2. K-one on one intervention 3. K-informal/formal assessment: video the students' progress so they can see it for themselves. Have the student teach another student once they have mastered a skill they have been working on. 4. 1st- Daily flexible grouping in reading and math in order to help students performing below grade level. We use this time to reteach and to introduce new topics.

Action Step Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			5. 1st- Provide Formal and informal assessments throughout the year in order to find areas that have been mastered or are still developing
			6. 1st- Reteach math and reading lessons when needed.
			7. 1st- One-on-one interventions when needed
			8. 1st- Intervention and Enrichment time for Math and Reading
			9. 2nd -Begin new units/lessons by accessing student prior knowledge, typically orally and in whole group. For students performing below grade level, a quick check-in in small group often shows whether prerequisite knowledge/skills are there before the lesson is taught. This is particularly important in math—the UbD provides 1st grade TEKS so that we are clear on what our students should already know.
			10. 3rd-IE target based small group instruction. Groups based on MAP strands.
			11. 3rd-Pre & pose assessments logged in data notebooks (students self-upkeep)
			12. 4th- With our Intervention and Extension time, we are grouping our students by individual MAP strands so that we can more accurately and effectively target the skills the students are struggling with. One huge benefit is that our students who are usually higher performing are getting the opportunity to address those one or two skills that may have been holding them from soaring up to the next level – EVERY student grows! We are able to talk at our planning what is working and adjust as needed – even moving students if necessary.
			13. 5th -grade math teaches a majority of lessons in a small group setting. This allows for differentiation, where students who have mastered the skill can move on to more rigorous problems while students who are

Action Step Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			below grade level or still developing the skill can get be retaught the prerequisite skills needed. 14. IS-Utilizing MAP scores to determine student needs for Intervention and Enrichment time. 15. IS-Monthly data meetings with grade level teams. 16. Sped- Pullout for re-teaching 17. Sped- Provide charts for gaps in students skills 18. Sped- Think notes to help students recall main ideas from a story or passage 19. Sped- In class support in order to help students to engage in the class 20. ESL- title 3 grant money was used to provide tutoring for students in grades 3-5 who showed a need for targeted instruction in reading and math. Summative Notes: 1. K- impacted student growth because it allowed kids to express what they learned using content specific vocabulary. 2. 1st- purposeful teacher planning, flexible grouping and assessments allowed more targeted instruction for math and reading. 3. 2nd- frequent checks for understanding, targeted instruction during IE and small group led to growth. 4. 3rd- used MAP strands to base flexible groups, reinforced foundational skills 5. 4th- used MAP strands to base flexible groups and break down social barriers that students usually experience based on performance expectations. 6. 5th- targeted IE and small group instruction led to students gaining the pre-requisite skills they needed to be successful. 7. IS- target student needs based on assessment data for intervention/enrichment time.

Action Step Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			8. Sped- use MAP strands to drive goal writing to target areas of weakness 9. ESL- all 5th grade students receiving small group tutoring with title 3 money passed both math and reading STAAR exam on the first attempt.
Evaluate the effectiveness of student interventions Determine how you will evaluate the effectiveness of any school-level learning interventions that you provide. Clearly identify the processes that you will use to determine if the support led to improved outcomes. Abandon interventions that do not result in increased student performance.	Discussions at team leader meetings, grade level planning	Data analysis, lesson plans	Formative Notes: 1. K-teacher observation: asking questions and observing how they work independently on a skill 2. 1st- Check student work for understanding 3. 1st- Use MAP scores and analyze growth 4. 1st- TPRI, IRI, AMC Anywhere 5. 1st- Teacher observations 6. 1st- Provide quick assessments or questions to show mastery 7. 2nd -Exit tickets, plickers quizzes (or similar) are used to informally assess understanding of concepts. Small groups are formed to address specific needs at the teacher table. Content is reassessed (formally or informally) after intervention. 8. 2nd-We look at assessment data consistently throughout the year: MAP, TPRI, IRI, and unit tests all provide feedback for us. Talking as a team: if one class does better on a unit test than another, we can share how it was taught and discuss what methods seemed to be most effective. 9. 3rd-Intervention results based on district assessment growth…team discussions and adjustments as needed…very fluid. 10. 4th- What we're doing has been very effective. We've seen day to day growth with our struggling students, but we're also seeing growth with our higher students. The students like meeting with other teachers and students, and the "fresh" approach this provides the opportunity for has been successful. We're planning more targeted lessons to continue

Action Step Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			throughout the year. 11. PACE- Each PACE student in 4th and 5th grade set up a self-monitoring system to track their progress working toward their personal meta-cognition and academic goals. In class meetings in Nov. and Jan., we shared as a group how the systems were working and any necessary changes. 12. ESL-Data collection of correct usage of language during writing assignment lessons. 13. IS-Evaluate middle of year MAP scores with beginning of year MAP scores to determine if RTi is working. 14. Sped- Informal assessment of knowledge throughout the lesson 15. Sped- Provide students with previous MAP scores and their goal for end of the year scores in order to give students incentive to reach their goal. Summative Notes: 1. K/1st- apply flexible grouping in all subjects based on formal and informal assessments 2. 2nd/4th- flexible grouping and adjusted based on most current data (unit tests, district/formative assessment) 3. 3rd- used data notebooks to track progress with student reflections 4. 5th- targeted IE and small group instruction led to students gaining the pre-requisite skills they needed to be successful. 5. Sped- continuous data on goals to reflect on the effectiveness 6. PACE- 4th/5th completed personal assessment evaluating growth towards personal and academic goals. 7. ESL- goal set for TELPAS and discussed what each proficiency level meant in each category.

		Math II	Math III	Reading II	Reading III	Writing II	Writing III	Science II	Science III	2's Reading	2's Math
3rd Grade	2015-2016	96%	61%	91%	46%	■	■	■	■		
4th Grade	2015-2016	93%	50%	96%	42%	90%	42%	■	■	15	16
5th Grade	2015-2016	97%	56%	98%	53%	■	■	92%	23%	23 (last yrs 5th)	27 (last yrs 5th)
	2016-2017	93%	57%	92%	49%	■	■			31	59
	2016-2017 (2nd)	96%	■	99%	■	■	■				

Critical Action 2

Critical Action: Analyze and equip teachers to analyze student performance data to inform decision-making. (PPPA CL 13)

Project Lead:	**Sara Stewart, Principal, and Leigh Ann Earnhart, Assistant Principal**
Staff, Title I Staff:	**Classroom teachers, Support Staff**
Materials and Resources:	**TEKS, Curriculum Planner, Accountability Data, Data Analysis Items**

Targeted Area:	☑ School-wide	☐ Kinder	☐ 1st grade	☐ 2nd grade	☐ 3rd grade	☐ 4th grade	☐ 5th grade	☐ Other:

Strategies for Accomplishing Critical Action 2:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Consider current, prior, and subsequent student performance Review current student performance data available to your school's grade levels. Then study student performance data in each core subject area longitudinally. That is, how did this year's fourth grade students' performance in math compare to previous years' fourth grade students? Study students' performance in grades prior to your grade span. Did they gain at appropriate levels in all core subject areas?	September 2016; review as needed for planning September 2016; review as needed for planning	Data analysis meeting notes Data analysis meeting notes	Formative Notes: 1. K-Analyze beginning of the year data to the middle of the year - MAP - TPRI - Plano Lit - IRI 2. 1st/2nd- We observe and chart growth for each students from the beginning of the year to the middle of the year. We look for "red flags" and ways students might need more differentiation. 3. 1st/2nd- If there is a big concern, first grade brings the child up for Kid Talk to get new ideas and interventions. 4. 3rd-Meetings with grade level, academic, and administration to analyze and discuss. 5. 4th-With two teachers on our team from last year's team, we have firsthand knowledge of last year's student abilities, as well as being able to plan ahead to enable a better chance of higher success rates 6. PACE- Kid-Talk meetings with each grade level and examined the growth of students in both MAP scores and STAAR where available. 7. IS-Collecting and analyzing campus MAP data to determine target growth for each student.

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			Then use this data to see if students' needs are being met or what needs to be the focus for targeted instruction times. Summative Notes: 1. K-5-Grade levels met with academic team to analyze previous year's data to grow all students in grade level.
Provide guidance for data analysis and use Make sure that your leadership team has the necessary skills to model how teachers can use student performance data to make specific instructional adjustments in their classrooms. It is critical that teachers know how to move from reflecting on data to using that reflection to improve student learning.	Monthly team leader meetings	Team leader meeting minutes, lesson plans	Formative Notes: 1. K-Meet with district curriculum specialist: gave examples of strategies to use with lower achieving students. 2. K-Data binders/data meetings 3. 1st- Communicate with the heads of each department when questions come up. 4. 1st- Use portfolios to help chart growth and find new ways to improve student learning. 5. 1st- Constantly sharing and communicating at team leader meetings. 6. 2nd/3rd-Teachers in constant communication making sure students are grasping content. Spiraled stations and re-teaching daily. 7. 4th- For one specific issue in Math, we decided to have the students chart their own data about their progress with multiplication facts – noticing an issue with their fluency with those facts. So far, the students really like seeing their progress, although the struggling students are not seeing the benefits as much as the mid-range or higher achieving students. We are working to improve the concept to benefit them as well. 8. 5th- ELA has been analyzing unit test data by identifying which questions belong to which TEKs. They then can identify which TEKs need to be revisited and which have been mastered. 9. IS-Grade level teachers were provided with MAP data that showed student growth from beginning of year and compared to middle of

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			year. 10. IS-Monthly data meetings with grade level teams. 11. Sped- During I/E, we focus on what TEKS the students did not understand on MAP testing. We reteach the material to them until they are able to complete it independently. Summative Notes: 1. Academic team organized IE groups based on MAP strands for the entire year 2. Created MOY/EOY MAP growth charts to visually display progress 3. Analyzing information in portfolios discussing ideas with school leaders to improve student learning
Review student performance with teachers Build and extend teachers' willingness and capacity to openly and collectively examine their student performance data with one another. Cultivate a school culture where your staff treats performance data as a flashlight illuminating teaching learning needs. Reinforce open analysis and sharing of student performance data as the means for continuous improvement.	Monthly team leader meetings, weekly team planning meetings	Team leader meeting minutes. lesson plans	Formative Notes: 1. K-Discuss weekly at planning: we look at our MAP scores as well as weekly activities. We discuss what has worked and what we may need to tweak to make the skill attainable. 2. 1st- Provide time to analyze performance data as a team. We use our planning time. 3. 1st- Informally sharing at planning about strategies that can help students performance grow 4. 1st- PLC meetings 5. 3rd-Students share work (examples with other teachers in grade level, celebrating student success…3rd grade Math Facts Pro, Ice Cream Social, TTM, Pizza Party) 6. 4th- We routinely review Eduphoria for past performance information as well as present performance to keep our focus on trends and notable changes. In a few specific cases this year, we've been able to use that data to schedule CMIT meetings for students whose performance has drastically changed from last year. Those students are now getting more

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			focused intervention. 7. PACE- PACE teacher provided in-service to all teachers explaining the use of planned experiences to evaluate possible hidden potential or strengths of students within their classes and helped teachers evaluate those results as needed. 8. PACE- PACE teacher met with each grade level to discuss MAP scores and evaluate any students that might need additional enrichment through the PACE pull-out program and ways we can identify them. 9. IS-Teams reflected on MAP growth data and shared thoughts of successful intervention activities and strategies. 10. IS-Collaboration across grade levels during PLC time. 11. Sped- Continuously discuss our students' progress and how we can meet their learning needs. We collaborate with teachers to discuss techniques. Summative Notes: 1. Implemented monthly Kid Talk 2. Implemented weekly team and team leader meetings allowed time to share effective strategies for all levels 3. Utilized information/strategies gained from PLCs to benefit all students

Health, Fitness and Attendance

Critical Action:
The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH, FITNESS and ATTENDANCE of their students. (SB 892; Education Code 11.253(d); BQ LEGAL)

Strategies for Accomplishing Health, Fitness and Attendance Critical Action:

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	COORDINATED SCHOOL HEALTH:			
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. (**Required - Form Provided**)	Principal	Campus Wellness Plan	**Formative Notes:** Team Captain: Jennifer Kay Committee Members: principal, PE teachers, nurse, FANS manager, teacher, parent. **Summative Notes:** We implemented Comet Cruisers & Jump for Health and increased participation for both. We continued with Fruit and Veggie Friday and added the Color Run. These activities have allowed our students various outlets to work on their cardiovascular fitness as well as encouraging overall improvement in health with the continuation of those programs that were already in place.
K-8	Include at least one Parent on Campus Wellness Team. (**Required**)	Campus Wellness Captain	Campus Wellness Plan	Jeannie Morrison - Parent/Teacher Larae Fabrega - Parent/Teacher
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. (**Required**)	Principal	Coordinated School Health Curriculum	Information taught throughout the year during class.
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. (**Required**)	P.E. Teacher/ Staff	Coordinated School Health Curriculum	Bulletin board in the gym.
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	GMC, bulletin board in the gym.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components. (**Required - Form Provided**)	P.E. Teacher	Student Exemption Form	One fall (October) and one spring administration (April/May).
4th & 7th	(**NEW ACTION STEP**) Ensure all data for 3rd -8th grade students is entered on timely basis, fitness report cards are printed (4th and 7th grade) and sent to parents or linked through myPISD. (**Required**)	P.E. Teacher	Fitnessgram Student Report	Sent home with 4th grade with their final report card.
	PHYSICAL ACTIVITY REQUIREMENTS:			
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. (**Required - Form Provided**)	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	150 minutes of PE a week.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (**Required**)	P.E. Teacher	Pedometers; heart rate monitors	Pedometers; starting 1/30/17, 3rd, 4th and 5th only
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. (**Required - Form Provided**)	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	PWT data reflects active student participation
K-5	Ensure students are receiving daily unstructured play during recess. (**Required**)	Principal	Master Schedule, Staff Supervising Schedule	Students receive 20-30 minutes of unstructured play at recess
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (**Required**)	Principal	Resources available upon request	Students receive multiple opportunities throughout the day to participate in classroom brain breaks
	ATTENDANCE: Forms are available on inside.pisd			
K-8	Monitor attendance of students and follow up on prominent and chronic absences. (**Required**)	Principal	Pinnacle, Attendance Sheet	Assistant Principal monitors weekly data and employs truancy prevention measures as necessary

Violence Prevention and Bullying

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

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	**PREVENTION:**			
	Identify high risk areas. **(Required)**	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	**Formative Notes:** Generally, high risk areas for bullying are those where there are larger groups - usually recess, lunch and sometimes PE **Summative Notes:** Discussed monitoring these times and protocols for dealing with issues that arise
	Monitor high risk areas. **(Required)**	Principal Designee	Staff assignments/ schedule	Principal has discussed with team leaders about monitoring students during recess/lunch with appropriate supervision
	Follow Campus Rules/Expectations. **(Required)**	Principal	Code of Conduct, District Handbook Campus Handbook	Staff signed handbook acknowledgement forms in August 2016
Staff	**EDUCATION:**			
	Participate in annual staff training on bullying/sexual harassment. **(Required)**	Principal or designee	Handouts/PowerPoint	Bullying Staff Training PowerPoint on August 15, 2016 followed with review as needed
	Review referral process. **(Required)**	Principal or designee	Campus referral plan	Minor disagreements should be handled by the classroom teacher. Repeating issues or severe incidents should be sent to admin/counselor Teachers were given guidance on ways to deal with class issues and were empowered to resolve problems
Staff	**INTERVENTION:**			
	Establish recommended intervention strategies for classroom/campus. **(Required)**	Principal or designee (campus discipline staff)	Discipline Management Plan	Classroom/grade level behavior management systems in place Grade levels developed their own system including money and tickets

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Implement campus referral plan. **(Required)**	Principal or designee	Campus Referral Plan	Minor disagreements should be handled by the classroom teacher. Repeating issues or severe incidents should be sent to admin/counselor Communication between teachers, counselor, and administration helped to ensure problems were managed
	Utilize Discipline Management strategies. **(Required)**	Principal or designee	Discipline Management Plan	Use of Incident Forms as needed Administration and teachers determined consequences as needed

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	**PREVENTION:**			
	Clearly state student expectations/campus rules/citizenship. **(Required)**	Principal or designee	Code of Conduct/ Student-Parent Handbook	Teachers explained expectations at start of school Classroom guidance also included focus on citizenship
	Monitor high risk areas. **(Required)**	All staff	Schedule (if necessary)	Morning/afternoon duty schedule, teachers have rotating lunch/recess schedule
All Students	**EDUCATION:**			
	Explain referral process/contacts. **(Required)**	All teachers	Referral Plan	Student Incident Forms help students to "be heard" when they have an issue Students/parents can contact teacher/counselor with concerns
All Students	**INTERVENTION:**		(Please complete cells below)	
	Apply classroom interventions: **(Required)**	All teachers	Kelso's choice posters, incident forms	Restructuring CMIT process to meet the needs of all students Interventions were designed for the individual student
	Employ discipline interventions: **(Required)**	Designated staff	Incident forms, sample behavior charts	Restructuring CMIT process to meet the needs of all students. Counselor has been working with teachers and students struggling with behavior Tier 2 behavior interventions implemented as needed
	Use other intervention strategies as necessary/appropriate. **(Required)**	Administrative staff or counselors	Sample behavior charts, social stories	Restructuring CMIT process to meet the needs of all students
	Conference with parents/students. **(Required)**	Teachers or other staff	Parent conference helpful tips sheet	Contacted with any incident

Parent Involvement

Critical Action:
The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and electronic information. **Title I Components: 1, 6, 10** **Funding Sources: SCE, Title I and Local Funds**	Administration, Classroom teachers	Beginning of school year registration, as the need arises	**Formative Notes:** Parents have received regular communication from the school via newsletters through eNews, emails and phone calls from teachers **Summative Notes:** Continue correspondence by newsletters, eNews, emails, and phone calls
Identify parents without computer/internet access to offer hard copies of school information. **Title I Components: 1, 6, 10** **Funding Sources: SCE, Title I and Local Funds**	Classroom teachers, counselor	Throughout the year as need arises	Parents who requested hard copies were provided
Upgrade and maintain the campus website for easy access and increased communication with the community. **Funding source: state & local**	CTA	Throughout the year as need arises	CTA has input current information for the 2016-2017 school year
Communicate information through eNews. **Funding source: state & local**	Administration, Classroom teachers	Monthly Newsletters, as need arises	Monthly newsletters and important information is being sent out through eNews Smores newsletter from principal and each grade level sent monthly
Utilize social media to keep parents and community informed. **Funding source: state & local**	Administration, Classroom teachers	Throughout the year as need arises	Information is sent through Facebook, Bloomz, and eNews
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. **Funding source: state and local**	Administration	Monthly PTA meetings or more often if needed	Administration has attended monthly PTA meetings to gain insights
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). **Funding source: state & local**	Administration	Monthly PTA meetings or more often if needed	Administration has attended monthly PTA meetings to gain insights PTA/counselor collaborated to assist students/parents as needed

State Certified Teachers and Highly Qualified Paraprofessionals

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

Project Lead:	Plano ISD HR Employee Recruitment & Retention Department
Staff, Title I Staff:	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
Materials and Resources:	Operating Fund, HR Budget, Campus/Curriculum Budget

Strategies for Accomplishing State Certified Teachers and Highly Qualified Paraprofessionals Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. **Title I Component 5** **Funding source: State and Local**	August 2016 to May 2017	**Formative Notes:** **Summative Notes:**
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. **Title I Component 5** **Funding source: State and Local**	Monthly Bilingual Stipends, July 2016 to June 2017	
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. **Title I Component 5** **Funding source: State and Local**	August 2016 to May 2017	
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators. **Title I Component 4 and 5** **Funding source: State and Local**	July 2016 to June 2017	
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards. **Title I Component 5** **Funding source: State and Local**	July 2016 to June 2017	