

**LOUD**

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**CLEAR**

**Elementary Campus Improvement Plan: 2014-2015**  
**School Based Improvement Committee**

## Mendenhall Elementary

Principal: Karen Noble

Mission Statement: Success for each student.

## Campus Verification Page

### Planning Timelines

- CoreWork Diagnostics, Analysis of Critical Actions, and STAAR 2013/2014 Gap Analyses: (by June 2014)
- Needs analysis, goal setting and strategic planning: (June, July & August 2014)
- Preliminary SBIC Plan Complete: (by August 18, 2014)
- Campus teacher data analysis day: (August 18-21, 2014)
- SBIC Plan due in September 2014

### Meeting Dates 2013-2014

- Meeting 1: SBIC approves the improvement plan (by September 22, 2014): September 18, 2014
- Meeting 2: Progress monitoring and review of strategic plan (by February 2, 2015): January 29, 2015
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 12, 2015): May 28, 2015

**Title I Components** (The following required components have been addressed in this SBIC plan.)

*Title I Targeted Assistance Components 1 - 8*

*Title I Schoolwide Components 1 – 10*

Non-Title I

Title I Schoolwide

Title I Targeted Assistance

TA Campus transitioning to Title I Schoolwide

1.  **CNA:** Comprehensive Needs Assessment
2.  **ISR:** Effective methods and instructional strategies based on scientifically-based research
3.  **THQ:** Teaching by highly qualified staff
4.  **OPD:** High quality and ongoing professional development for teachers, principals and paraprofessionals
5.  **IPI:** Increasing parental involvement
6.  **TRA:** Transition to different grade levels and schools
7.  **TTD:** Involvement of teachers in testing decisions beyond state
8.  **MSP:** Monitoring student progress and providing additional assistance
9.  **FSP:** Coordination and integration of federal, state and local services and programs
10.  **AHQ:** Strategies to attract highly qualified and high-quality teachers to high-need schools

**SBIC Committee**

Committee Member's Name	Role	Year 1st Participated on SBIC
Wendy Miller	Faculty Member	2014-2015
Maria Gallastegui	Faculty Member	2012-2013
Christine Barrantes	Faculty Member	2013-2014
Carla Nichols	Faculty Member	2014-2015
Marcy Feist	Faculty Member	2014-2015
Isabel Cordonnier	Faculty Member	2014-2015
Karen Noble	Principal	2000-2001
Kristin Anderson	District Professional	2011-2012
Jennifer Methvin	Campus Professional, Non-teaching	2013-2014
Esther Roady	Support Staff Member	2013-2014
J. Jaye Van Sickel	Parent-Selected by PTA	2010-2011
Robin Bonar	Parent-Selected by Principal	2012-2013
Shree Stanley	Parent	2013-2014
Diana Narcisse	Parent	2014-2015
Kierra Thompson	Parent	2014-2015
Dewayne Brewer	Parent	2014-2015
Cathy Taylor	Community Member	2011-2012
Janice Dreyer	Community Member	2011-2012
Armando Zuniga	Business Representative	2014-2015
Julissa Estrada	Business Representative	2014-2015

## District and Campus 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 (55% meet Level II on STAAR/EOC).

Campus-Wide Goals	Title I Components	Applicable Student Groups
<b>Health, Fitness and Attendance:</b> 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.	FSP	All
<b>Violence Prevention and Bullying:</b> The violent incidents will meet the target measure. <b>Measure:</b> Reduce incidences of violent acts on campus as reported in PEIMS by 10%	FSP	All
<b>Parental Involvement:</b> The campus will provide for a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.	IPI	All
<b>Highly Qualified:</b> The highly qualified rate will meet the 100% target measure.	THQ OPD AHQ	All
<b>Transition of Pre-KN Students:</b> The transition from early childhood to elementary school is supported by the campus and district. (Title I Campuses only)	TRA FSP	Title I only

## Comprehensive Needs Assessment

Prior to setting long-range goals or measurable campus performance objectives, effective campus planning and decision-making teams reviewed the most current, accurate needs assessment information available. Teams used this review to determine the effectiveness of educational programs for each and every student population served.

<p><b>DEMOGRAPHICS</b></p> <p><i>Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Enrollment</li> <li><input checked="" type="checkbox"/> Attendance</li> <li><input checked="" type="checkbox"/> Ethnicity</li> <li><input checked="" type="checkbox"/> Gender</li> <li><input checked="" type="checkbox"/> Mobility/Stability</li> <li><input checked="" type="checkbox"/> Special Program Participation</li> <li><input checked="" type="checkbox"/> At-Risk by Category</li> <li><input checked="" type="checkbox"/> Teacher-Student Ratios</li> <li><input type="checkbox"/> Graduation, Completion, Dropout, and GED rates</li> <li><input checked="" type="checkbox"/> Course/Class Assignments</li> <li><input type="checkbox"/> College/University/Dual Credit/Advanced Placement Enrollment</li> </ul>	<p><b>STUDENT ACHIEVEMENT</b></p> <p><i>Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> State Assessment Data</li> <li><input checked="" type="checkbox"/> TELPAS and AMAO Results</li> <li><input type="checkbox"/> SAT/ACT/PSAT Results</li> <li><input type="checkbox"/> Advanced Course/Dual Enrollment Data</li> <li><input checked="" type="checkbox"/> Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures</li> <li><input checked="" type="checkbox"/> State and AYP Data Tables</li> <li><input type="checkbox"/> Texas Success Initiative (TSI) Data</li> <li><input checked="" type="checkbox"/> Course/Class Grades</li> <li><input type="checkbox"/> Graduation, Completion, Dropout, and GED Rates; Diploma Types</li> <li><input checked="" type="checkbox"/> Promotion/Retention Rates</li> <li><input checked="" type="checkbox"/> Classroom and Program Assessments and Other Data Student Work</li> </ul>	<p><b>CURRICULUM, INSTRUCTION AND ASSESSMENT</b></p> <p><i>The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Standards-Based Curriculum Resources and Materials</li> <li><input checked="" type="checkbox"/> Scope and Sequence; Pacing Guides; and/or Other Focus Documents</li> <li><input checked="" type="checkbox"/> Foundation Course/Class Materials</li> <li><input checked="" type="checkbox"/> Enrichment Course/Class Materials</li> <li><input checked="" type="checkbox"/> Technology</li> <li><input checked="" type="checkbox"/> Instructional Design/Delivery; High-Yield Strategies</li> <li><input checked="" type="checkbox"/> Lesson Study/Delivery Processes</li> <li><input checked="" type="checkbox"/> Collaborative Horizontal and Vertical Team Alignment Processes</li> <li><input checked="" type="checkbox"/> Student-Specific/Differentiated Strategies and Processes</li> <li><input type="checkbox"/> Other Assessments</li> <li><input checked="" type="checkbox"/> Class, School, and Special Program Schedules</li> </ul>	<p><b>Technology</b></p> <p><i>Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Technology Infrastructure, Networks, etc.</li> <li><input checked="" type="checkbox"/> Technology Hardware and Software</li> <li><input checked="" type="checkbox"/> Classroom Technology Needs by Area, Class, Department, etc.</li> <li><input checked="" type="checkbox"/> STaR Chart</li> <li><input checked="" type="checkbox"/> Professional Development/Teacher Preparation</li> <li><input checked="" type="checkbox"/> Needs in Technology</li> <li><input checked="" type="checkbox"/> Leadership and Administrative Support Structures for Technology Implementation</li> <li><input checked="" type="checkbox"/> Resource Allocations</li> <li><input checked="" type="checkbox"/> Technology Policies and Procedures</li> <li><input checked="" type="checkbox"/> Technology Plan</li> <li><input checked="" type="checkbox"/> Assessment of Technology Skills for Students, Staff and Other Stakeholders</li> </ul>
<p><b>SCHOOL CULTURE AND CLIMATE</b></p> <p><i>School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Surveys</li> <li><input checked="" type="checkbox"/> Questionnaires</li> <li><input type="checkbox"/> Focus Groups</li> <li><input type="checkbox"/> Interviews</li> <li><input checked="" type="checkbox"/> Feedback Data</li> <li><input checked="" type="checkbox"/> Classroom and School Walkthrough Data</li> <li><input checked="" type="checkbox"/> Parent Conferences, Meetings, etc.</li> </ul>	<p><b>STAFF QUALITY, RECRUITMENT AND RETENTION</b></p> <p><i>Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teacher Certification/Qualification Data</li> <li><input checked="" type="checkbox"/> Paraprofessional and Other Staff Qualifications</li> <li><input checked="" type="checkbox"/> Staff Effectiveness in Relation to Student Achievement</li> <li><input checked="" type="checkbox"/> PDAS and/or Other Staff Effectiveness Data</li> <li><input checked="" type="checkbox"/> Staff Mobility/Stability</li> <li><input checked="" type="checkbox"/> Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.</li> <li><input checked="" type="checkbox"/> Professional Development Data</li> <li><input checked="" type="checkbox"/> Teacher-Student Ratios</li> <li><input type="checkbox"/> Graduation, Completion, Dropout, and GED rates</li> <li><input type="checkbox"/> Course/Class Completions, Grades, &amp; Other Data</li> <li><input checked="" type="checkbox"/> Recruitment and Retention Strategies &amp; Other Data</li> </ul>	<p><b>SCHOOL CONTEXT AND ORGANIZATION</b></p> <p><i>School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School Structure or Make-Up, e.g., Teaming, Looping, etc.</li> <li><input checked="" type="checkbox"/> Decision-Making Processes</li> <li><input checked="" type="checkbox"/> Master Schedule</li> <li><input checked="" type="checkbox"/> Leadership: Formal and Informal</li> <li><input checked="" type="checkbox"/> Supervision Structure</li> <li><input checked="" type="checkbox"/> Support Structures: Mentor Teachers</li> <li><input checked="" type="checkbox"/> Duty Rosters</li> <li><input checked="" type="checkbox"/> Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.</li> <li><input checked="" type="checkbox"/> School Map &amp; Physical Environment</li> <li><input checked="" type="checkbox"/> Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.</li> <li><input checked="" type="checkbox"/> Communication: Formal and Informal</li> </ul>	<p><b>FAMILY AND COMMUNITY INVOLVEMENT</b></p> <p><i>Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Family and Community Participation Counts by Type of Activity</li> <li><input checked="" type="checkbox"/> Parent Volunteer Information</li> <li><input checked="" type="checkbox"/> Parent Activity Evaluations and Feedback</li> <li><input checked="" type="checkbox"/> Parent and Community Partnership Data</li> <li><input checked="" type="checkbox"/> Mobility/Stability</li> <li><input checked="" type="checkbox"/> Demographic Data</li> <li><input checked="" type="checkbox"/> Community Service Agencies and Support Services</li> </ul>

## Campus-Wide Critical Actions

<b>Campus-Wide and/or Classroom Level Critical Actions</b> Areas for improvement identified by Campus Needs Assessment: NCEA CoreWork Diagnostics and STAAR/EOC Gap Analysis. Address any student groups that did not meet Accountability Safeguards.	<b>Title I Components</b>	<b>Applicable Student Grades and/or Groups</b>
Use instructional coaches/collegial coaching to strengthen teachers' instructional skills. (Theme 2: Staff, Selection, Leadership, & Capacity Building)	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> TRA <input checked="" type="checkbox"/> ISR <input type="checkbox"/> TTD <input checked="" type="checkbox"/> THQ <input type="checkbox"/> MSP <input checked="" type="checkbox"/> OPD <input type="checkbox"/> FSP <input type="checkbox"/> IPI <input type="checkbox"/> AHQ	All Students, All Grades
Discuss student performance results early and often with the principal, parents, and students. (Theme 4: Monitoring Performance & Progress)	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> TRA <input type="checkbox"/> ISR <input checked="" type="checkbox"/> TTD <input type="checkbox"/> THQ <input type="checkbox"/> MSP <input type="checkbox"/> OPD <input type="checkbox"/> FSP <input checked="" type="checkbox"/> IPI <input type="checkbox"/> AHQ	All Students, All Grades
Build support structures to enable increasing numbers of students to engage in rigorous coursework. (Theme 2: Capacity Building worksheet)	<input checked="" type="checkbox"/> CNA <input checked="" type="checkbox"/> TRA <input checked="" type="checkbox"/> ISR <input type="checkbox"/> TTD <input type="checkbox"/> THQ <input type="checkbox"/> MSP <input checked="" type="checkbox"/> OPD <input type="checkbox"/> FSP <input type="checkbox"/> IPI <input type="checkbox"/> AHQ	All Students, All Grades
Increase the writing proficiency of Hispanic, Economically Disadvantaged and ELL students in the reporting categories of "Composition –Expository" and "Editing" to narrow the achievement gap. (Gap Analysis worksheet)	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> TRA <input checked="" type="checkbox"/> ISR <input type="checkbox"/> TTD <input type="checkbox"/> THQ <input checked="" type="checkbox"/> MSP <input type="checkbox"/> OPD <input type="checkbox"/> FSP <input type="checkbox"/> IPI <input type="checkbox"/> AHQ	All H, ED, ELL student in Grade 4
Increase the proficiency of all third, fourth and fifth grade AA, Hispanic, Economically Disadvantaged, and ELL students in the STAAR Reading Reporting Category of "Understanding/Analysis of Informational Texts" and "Understanding/Analysis of Literary Texts" (Gap Analysis worksheet)	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> TRA <input checked="" type="checkbox"/> ISR <input type="checkbox"/> TTD <input type="checkbox"/> THQ <input checked="" type="checkbox"/> MSP <input type="checkbox"/> OPD <input type="checkbox"/> FSP <input type="checkbox"/> IPI <input type="checkbox"/> AHQ	All AA, H, ED, ELL students in Grade 3, 4, 5
Increase the science proficiency of all students in the reporting category of Earth and Space Science. (Gap Analysis worksheet)	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> TRA <input checked="" type="checkbox"/> ISR <input type="checkbox"/> TTD <input type="checkbox"/> THQ <input checked="" type="checkbox"/> MSP <input type="checkbox"/> OPD <input type="checkbox"/> FSP <input type="checkbox"/> IPI <input type="checkbox"/> AHQ	All students in Grade 5
Increase the math proficiency of Economically Disadvantaged students in the reporting categories of "Geometry and Measurement" and "Data Analysis and Personal Financial Literacy". (Gap Analysis worksheet)	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> TRA <input checked="" type="checkbox"/> ISR <input type="checkbox"/> TTD <input type="checkbox"/> THQ <input checked="" type="checkbox"/> MSP <input type="checkbox"/> OPD <input type="checkbox"/> FSP <input type="checkbox"/> IPI <input type="checkbox"/> AHQ	All ED students in Grades 3,4,5

## All Grades and Subjects

### Critical Action:

Use instructional coaches/collegial coaching to strengthen teachers’ instructional skills. **(Theme 2: Staff, Selection, Leadership, & Capacity Building)**

Critical Action addresses the following Title I components:  CNA  ISR  THQ  OPD  IPI  TRA  TTD  MSP  FSP  AHQ

### Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Funding, Resources, Timeline	Formative & Summative Notes and Reflections
<p><b>Visit other classrooms as part of collaborative process:</b></p> <ol style="list-style-type: none"> <li>1. Provide opportunities for teachers to visit classrooms on other campuses.</li> <li>2. Have teachers complete observation documents to record observations.</li> <li>3. Provide time for teachers to debrief with staff members from the campus they visit and with our campus grade-level teams to discuss instructional strategies that were used and observed.</li> </ol>	<p>Principal/Asst. Principals from various campuses</p> <p>Resources: Observation Form</p> <p>Title I Funding: Used to provide subs to teachers so that campus visits can be arranged</p>	<p>This will be a spring semester event. Lower grades will begin visiting like campuses to observe teaching practices. Upper grade teachers will begin visiting other campuses after STAAR assessments have been completed.</p> <p>A variety of teachers have observed classrooms on other campuses and collaborated with teachers from other campuses including Otto Middle School, Weatherford, Meadows, and Christie. This will continue to be an area of growth for us.</p>
<p><b>Create a like-campus cohort:</b></p> <ol style="list-style-type: none"> <li>1. Create a cohort of 5th grade teachers from like-campus schools within the district.</li> <li>2. Cohort will meet several times a year to collaborate and share ideas, strategies, and data in an effort to increase student knowledge and depth of learning.</li> </ol>	<p>5th Grade Teachers</p>	<p>The 5<sup>th</sup> grade like-campus cohort met on 9/11/14, 10/23/14, and 1/22/15.</p> <p>9/11/14: Group broke into subject areas and discussed best practices, strategies and curriculum ideas/concerns.</p> <p>10/23/14: Meeting time was devoted to reading. Teachers discussed how they implemented novels and read alouds and showed data from schools similar in population to Mendenhall that had no failures on STAAR Reading because of strategies utilized and the format for delivery.</p> <p>1/22/15: Group broke into subject areas and shared TEKS where we see struggles/weaknesses and then shared a variety of strategies used to engage and grow the students within those target areas.</p>
<p><b>Reflect on lessons as a team:</b></p> <ol style="list-style-type: none"> <li>1. Determine the extent to which teachers use team meeting time to review specific lessons that have been taught. Consider these factors: set format for reviewing lessons, teacher participation, student learning measure of effectiveness, sharing of what did not work, are specific and tangible adjustments recorded for future use.</li> </ol>	<p>Timeline: Weekly at team meetings and during planning time as needed.</p>	<p>At weekly Wednesday team meetings, teachers review and discuss prior content and well as new content being taught. Teachers share what lessons worked well and what needed adjustment. This information is used to better plan for the current year in looking at providing additional time for targeting concepts or spiraling curriculum and/or to make adjustments to lessons for the next year.</p>

## Grades K-5

### Critical Action:

Discuss student performance results early and often with the principal, parents, and students. **(Theme 4: Monitoring Performance & Progress)**

Critical Action addresses the following Title I components:  CNA  ISR  THQ  OPD  IPI  TRA  TTD  MSP  FSP  AHQ

### Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Funding, Resources, Timeline	Formative & Summative Notes and Reflections
<p><b>Meet individually with school leaders to discuss all students' progress:</b></p> <ol style="list-style-type: none"> <li>Principals will initiate individual meetings with teachers to discuss academic progress of students in their classroom(s) twice annually.</li> <li>Instructional support staff will be assigned to a grade level team and meet with them on a weekly basis to support the curriculum and planning needs of the team and provide positive behavior support recommendations for students.</li> </ol>	<p><b>Project Lead:</b> Team Leaders  <b>Staff:</b> All staff  <b>Title 1 Funding:</b> Instructional Specialists (Christine Barrantes, Sylvia Devers, Susan Simpson, Suzi Campbell, Angela White), paid by Title I funds, will be utilized to support grade level teams.  <b>Resources:</b> MAP, TPRI, Tejas Lee, TELPAS, STAAR, CogAT, ELD  <b>Timeline:</b> Initial planning meeting to analyze prior years' data and meet at each grading period</p>	<ol style="list-style-type: none"> <li>Administrators meet with teams bi-monthly on Thursdays to discuss academic progress and concerns with grade level teams. In addition, administrators are conferencing with some students regarding goals using a goal-setting worksheet in grades 3-5.</li> <li>Instructional support staff attends team meetings on a weekly basis each Wednesday. This staff provides additional support and input on planning, suggests resources or strategies, and provides recommendations to teachers regarding positive behavior strategies to utilize with individual students.</li> </ol>
<p><b>Communicate frequently with all parents:</b></p> <ol style="list-style-type: none"> <li>Examine the patterns and evidence of communication of each teacher with parents of children they teach.</li> <li>Grade level teams will meet to share the communication techniques that each team member uses to inform parents of the academic progress of their children.</li> </ol>		<p>Teacher-parent communication was discussed at team leader meetings. Administrators provided best practices and a suggested outline for parent-teacher conferences. Team leaders meet with their teams to discuss a format for parent-teacher conferences and provided their team with the outline. New teachers were supported in this effort by the team and their mentor teachers.</p>
<p><b>Confer individually with students at least once a semester:</b></p> <ol style="list-style-type: none"> <li>Each teacher will conference individually with the students they serve at least once a semester to review their progress toward <i>stated academic goals</i>.</li> <li>Ask teachers to keep a log of their visits with students.</li> </ol>	<p>Resources: Gold Goal Card</p>	<p>Teachers conference individually with students after beginning and middle of the year testing have been completed. Progress and new goals are discussed.</p>



## All Grades and All Subjects

### Critical Action:

Build support structures to enable increasing numbers of students to engage in rigorous coursework. **(Theme 2 Capacity Building)**

Critical Action addresses the following Title I components:  CNA  ISR  THQ  OPD  IPI  TRA  TTD  MSP  FSP  AHQ

### Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Funding, Resources, Timeline	Formative & Summative Notes and Reflections
Students will be expected to verbalize thinking in complete thoughts.	All Staff	Students are asked to restate thoughts in a complete sentence. Lower grades utilize ELD to increase language development and provide direct instruction in posing questions and responding to others in conversations. In upper grades, question stems and scholarly language are utilized to teach student sentence frames for asking and answering questions.
All learning targets posted.	All Teachers	Teachers post learning targets on white boards daily. Administration checks for targets when participating in walk-throughs.
Increase differentiation for higher level learners after pre-assessment in all subject areas as appropriate.	All Teachers	Differentiation is provided through teacher table activities and station work for students who show mastery of various concepts. 3 <sup>rd</sup> grade – Students who demonstrate a need for advanced learning are provided enrichment through instructional support staff.
All grades will increase independent practice.	Team Leaders, All Teachers	Teachers are encouraged to incorporate independent practice through station rotations in each subject area.
Utilize student goal-setting, self-assessment, and monitoring. (rubrics)	MAP score goal cards Fall, Mid-year, Rubrics	Students in all grades are expected to set goals for themselves in regards to their MAP assessment scores. Students meet individually with teachers to look at personal growth over time. This is done 3 times a year.
Employ the use of AVID skills and strategies to teach students to become independent thinkers.	Staff, AVID Program Instructional Specialist Suzi Campbell, paid by Title I funds, will facilitate program.	Levels of Questions posters in all classrooms. Direct instruction and practice on Levels of Thinking during AVID lessons in grades 1-3. Socratic Seminars used in some 4/5 classrooms.
AVID lessons will be delivered to 1st-3rd grade students using a bi-weekly rotation.	Instructional Specialists, AVID Program, Instructional Specialist Suzi Campbell, paid by Title I funds,	Bi-weekly informal assessments create accountability measure for students. Students demonstrate satisfactory organizational skills 90% of the time. Lesson content covers organization, student success skills, goal setting, and levels of questions.

	will facilitate program.	
AVID lesson will be embedded into lessons delivered in the routine instructional program for grades 4 and 5.	Instructional Specialists, AVID Program, 4th and 5th teachers Instructional Specialist Suzi Campbell, paid by Title I funds, will facilitate program.	In addition to AVID strategies being embedded into lessons, 5 <sup>th</sup> grade students are receiving explicitly taught AVID strategies during one week of the four week rotation. 4 <sup>th</sup> grade teachers are implementing AVID instruction as well.
Fourth and fifth grade teachers will employ the use of a planning web to aid in integrating learning across subject areas.	Fourth and fifth grade staff, Planning Web	4 <sup>th</sup> and 5 <sup>th</sup> grade teachers utilize the planning web each week on Wednesday during weekly planning meetings. They complete the web based on what is being taught in each subject and discuss how to support each other through cross-curricular lesson planning.

## Grade 4 Writing

### Critical Action:

Increase the writing proficiency of Hispanic, Economically Disadvantaged and ELL students in the reporting categories of “Composition –Expository” and “Editing” to narrow the achievement gap. **(Gap Analysis worksheet)**

Critical Action addresses the following Title I components:     CNA     ISR     THQ     OPD     IPI     TRA     TTD     MSP     FSP     AHQ

### Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Funding, Resources, Timeline	Formative & Summative Notes and Reflections
<p>1. Analyze students’ performance data for writing proficiency, including state and local assessments.</p>	<p>Resources: Empowering Writers, District Writing Training, Planner, Comprehension Toolkit, master writing teachers.</p>	<p>Vertical team – Book study of <i>10 Things Every Writer Needs to Know</i> will continue into next year.</p> <p>All grade levels - informal assessment through writers’ workshop, use of writing rubric and analyzing progress through samples.</p> <p>4<sup>th</sup> grade- analyze past STAAR scores to determine how to target student needs.</p>
<p>2. Increase practice specifically targeted at editing strategies tested on STAAR.</p>	<p>Teachers</p>	<p>Vertical Team - Small group interventions are being provided for students across all grade levels. Tutoring in grades 3-5, and in classroom remediation and acceleration are being provided for students that qualify based on their performance data.</p> <p>All grade levels – Instructional Specialists work with small groups on targeted skills. Teachers differentiate lessons based on needs - emphasize each step of the writing process.</p> <p>4<sup>th</sup> grade- frequent revising and editing practice</p>
<p>3. Utilize ELD instruction and strategies for qualifying students in all grade levels.</p>	<p>Teachers</p>	<p>Vertical team- use of sentence stems and graphic organizers to scaffold writing.</p> <p>4<sup>th</sup> grade – sentence stems, spelling patterns, and figurative language was taught intentionally.</p>

4. Targeted instruction to develop writing fluency will be provided in all grade levels and through tutoring, on an as needed basis.	Teachers Title I Funding: Used to pay for additional staff to tutor students in an after school tutoring program to reduce student to staff ratio.	Vertical team – grant to increase the writing fluency through Legos for grades 2-5. Emphasis on the non-negotiable words for all grades. Grades 1-5 - use of quick writes, power writing, and journaling.  All grades – writing workshop
5. Incorporate student writing responses in all subject areas K-5, specifically in IC.	Teachers Resources: reading/writing connection in the planner	Vertical team, All grade levels -expository writing during integrated curriculum and math.
6. Hold students accountable for scholarly language and spelling in writing.	Teachers	Vertical team- introduction of non-negotiable words  4 <sup>th</sup> grade –accountability for all writing with the expectation of revising and editing strategies.  All Grades-Word Walls and Grades 1-5 utilized AVID sentence stems for oral discussion and writing.

## Grades 3, 4, and 5 Reading

### Critical Action:

Increase the proficiency of all third, fourth and fifth grade AA, Hispanic, Economically Disadvantaged, and ELL students in the STAAR Reading Reporting Category of “Understanding/Analysis of Informational Texts” and “Understanding/Analysis of Literary Texts” (**Gap Analysis worksheet**)

Critical Action addresses the following Title I components:

CNA     ISR     THQ     OPD     IPI     TRA     TTD     MSP     FSP     AHQ

### Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Funding, Resources, Timeline	Formative & Summative Notes and Reflections
1. Review curriculum for Understanding/Analysis Informational Texts and Understanding/Analysis of Literary Texts objectives.	Comprehension Toolkit DesCartes Costas Levels of Thinking	Vertical team- increase read alouds and independent reading.  All grade levels- Display higher level questions in the classroom.  All grade levels- Review the curriculum and the TEKS to ensure they are covered.
2. Analyze student performance data. (MAP-including Fall, CogAT, STAAR – including item analysis, etc.). Adjust instruction as needed.	All staff	Vertical team- Based on STAAR and MAP data, we determined the need to teach reading through genre studies.  Grades 3-5- Utilize MAP, CogAT, and STAAR data to analyze the grade level teacher’s strengths and weaknesses to help students be successful in the classroom.  Grades K-2 –Utilize MAP, TPRI/Tejas Lee to adjust instruction and determine students requiring extra interventions.  All grades levels -utilize student assessments data to make informed decisions for flexible grouping and instruction.
3. Targeted instruction will be delivered in small, flexible groups to students during the school day and in after school tutoring, for those who qualify.	teachers; instructional specialist Title I Funding: Used to pay for additional staff to tutor students in an after school reading program to reduce student to	Vertical Team – Through the analysis of the students’ performance data, students are grouped according to their ability level during classroom instruction and after school tutoring.  All grades – Utilize differentiation to close gaps.

	staff ratio.	<p>All grades – Use of additional staff to provide instruction in small groups to targeted students.</p> <p>All grades – Analyze student data to provide small group instruction for the majority of the instructional day.</p>
4. Plan and record higher level questions in lesson plans.	All staff Instructional support staff, paid from Title I funds, will consult with grade level teams on a weekly basis to ensure appropriate lessons and questioning.	<p>Vertical Team- Questions are being incorporated into lesson plans and used during instruction to promote higher level thinking.</p> <p>All grade levels –Discussion of questions during team planning for use during instruction.</p>
5. Utilize a variety of genre to teach reading.	All staff	<p>Vertical team – Use of a variety of selections to expose students to all genres.</p> <p>All grade levels – genre study through small group instruction or read aloud.</p>
6. Target vocabulary, verbs/expectations of the TEKS as tested on STAAR.	All staff	<p>Vertical Team - Target vocabulary during instruction. Reading is encouraged through the “My Very Own Book” program, iStation, Young Readers (1st &amp; 2nd grades) and through morning reading clubs in order to increase vocabulary.</p> <p>All grade levels –Targeted instruction on specific vocabulary using <i>Comprehension Toolkit</i>, STAAR guides, apps, and games. Instruction of vocabulary through concept webs.</p> <p>Grades 2-5- Use of scholarly language throughout the day.</p> <p>Grades K-2 – ELD instruction</p>
7. Use Comprehension Toolkit to teach comprehension strategies using non-fiction texts.	All staff	<p>Vertical Team – Use of <i>Comprehension Toolkit</i> across grade levels to deliver comprehension instruction.</p> <p>All grade levels- Use of <i>Comprehension Toolkit</i> to increase the understanding and analyzing of informational texts.</p> <p>Grades K-2 Use of <i>Anchor Comprehension</i>.</p> <p>Grades K-1 Bilingual-Use of <i>Soluciones</i> and <i>Hopscotch</i>.</p>

## Grades 5 Science

### Critical Action:

Increase the science proficiency of all students in the reporting category of Earth and Space Science. **(Gap Analysis worksheet)**

Critical Action addresses the following Title I components:

CNA     ISR     THQ     OPD     IPI     TRA     TTD     MSP     FSP     AHQ

### Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Funding, Resources, Timeline	Formative & Summative Notes and Reflections
1. Analyze student performance data. (MAP-including Fall, CogAT, STAAR – including item analysis, etc.)	Ready, Set, STAAR Descartes Costas Levels of Thinking	Vertical team meeting 1/5/15 IC meeting with a representative from each grade level. 5 <sup>th</sup> grade showed Growth we were able to use MAP data to determine which students need more interventions and in which areas. 5th grade also showed growth after testing. 5/11/15 Continue to monitor testing data to make instructional decisions and adjust delivery of instruction.
2. Provide interventions for students needing prerequisite skills.		A few 5 <sup>th</sup> grade students received interventions in the morning. Saturday school and Fridays were also utilized for science intervention. Small group lessons twice a week.  5/11/15 Afterschool tutoring and Saturday School with high attendance.  5 <sup>th</sup> grade small group instruction for a 3 week period prior to STAAR testing. UTD Engineering students provided physical science lessons for 4 <sup>th</sup> and 5 <sup>th</sup> grades to front load vocabulary.
3. Adjust timeline for covering science TEKS.	Vertical Team, Title I funds utilized to provide salary of specialist who will facilitate the Science Vertical Team.	Vertical Team – All grade levels are adjusting their timeline throughout the year and are documenting that they are teaching all of the TEKS.  5 <sup>th</sup> grade-Teachers have adjusted the district timeline to better facilitate student learning.
4. Targeted instruction will be delivered in small, flexible groups to students during the school day and in after school tutoring, for those who qualify.	teachers; instructional specialist Title I Funding: Used to pay for additional staff to tutor students in an after school	Vertical Teams- all grade levels use both small group instruction and whole group for science. Teacher will pull struggling students to teacher table for interventions when needed.  All grade levels- small, flexible groups and additional staff used

	reading program to reduce student to staff ratio.	throughout the day.
5. Plan and record higher level questions in lesson plans.		Vertical Team- All grade levels are including higher level questions and including some in their lesson plans. 5/11/15 STEM lessons incorporated to engage students in higher level thinking activities. Students were given the opportunity to demonstrate STEM projects to the community.
6. Target vocabulary, verbs/expectations of the TEKS as tested on STAAR.		Vertical Team - During small group instruction teachers are targeting vocabulary. 5/11/15 Vocabulary is integrated across the curriculum. Posted learning targets include critical and content building vocabulary.  All grade levels –Targeted instruction on specific vocabulary using field guides, apps, flashcards, manipulatives and games. Instruction of vocabulary through concept webs.
7. Monitor formative assessment data of each student and adjust instruction as necessary.		Vertical Team- Adjust instruction by checking for understanding and adjusting lessons based on student needs. Reteaching after testing to reinforce concepts.  All grade levels- Formative assessments are used to form groups and to target instruction.
8. Integrate current LEP students into general education instruction.		Vertical Team; all ESL students are integrated to all the lessons. The bilingual students are only integrated for special projects in K-3 <sup>rd</sup> grade. All of the 4 <sup>th</sup> grade students are integrated in Science. In 5 <sup>th</sup> grade they are integrated about 50% of the time for Science. The new comers in 5 <sup>th</sup> are not integrated at all and are usually pulled out during science for ESL lessons which include science content and vocabulary. 1 <sup>st</sup> and 2 <sup>nd</sup> grade will occasionally partner with monolingual classes for special science activities.



## Grades 3, 4, 5 Math

### Critical Action:

Increase the math proficiency of Economically Disadvantaged students in the reporting categories of “Geometry and Measurement” and “Data Analysis and Personal Financial Literacy”. **(Gap Analysis worksheet)**

Critical Action addresses the following Title I components:

CNA

ISR

THQ

OPD

IPI

TRA

TTD

MSP

FSP

AHQ

### Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Funding, Resources, Timeline	Formative & Summative Notes and Reflections
1. Review curriculum for “Geometry and Measurement” and “Data Analysis and Personal Financial Literacy”.	Lone Star, Engaging Mathematics, Think Through Math	The Math Vertical Team met to discuss these targeted TEKS and noted how they have changed and progressed across the grade levels. 4 <sup>th</sup> Grade wrote and received a grant for a “Personal Financial Literacy” project. 5 <sup>th</sup> Grade focuses on financial literacy during Friday math rotations. 4 <sup>th</sup> grade held a financial literacy fair where the students created products and sold them during a grade level fair. Students had to figure out their expenses, income and profit. Afterwards the groups shared their outcomes and reflected on their results and how they could have changed their financial plans to increase profit.
2. Analyze student performance data. (MAP-including Fall, CogAT, STAAR – including item analysis, etc.)	NWEA, SAS, STAAR, Gap Analysis, CoGAT	The Math Vertical Team met and discussed how STAAR data is used to target student instruction. MAP and AP charts help identify students who need interventions or are showing little to no progress. Grades 3-5 use STAAR, MAP and CoGAT data to drive student groupings for daily instruction and after school tutoring. All grade levels used data to form flexible, targeted small groups for classroom interventions. Lead 4ward strategies were also implemented and resulted in improved student performance.
3. Provide interventions for students needing prerequisite skills through targeted instruction delivered in small, flexible groups both during the school day and in after school tutoring, for those who qualify.	AMC Anywhere (K-2) Mentoring Minds (3-5)	The Math Vertical Team shared how students in grades 3-5 use Think Through Math to strengthen student understanding of all objectives. STAAR interventions are provided in small groups with students who require additional instruction in order to address needed prerequisite skills.

		<p>Grades K-2 use AMC assessments based on student MAP scores, to provide interventions when needed.</p> <p>Grades 3-5 use Think Through Math on a weekly basis and adjust their pathways to meet remediation needs. During the school day interventions are provided on a daily basis by reviewing and targeting skills at teacher table. Also, after school tutoring provides additional small group interventions on a weekly basis. Interventions were provided in all grade levels by classroom teachers and specialists. Think Through Math was a successful intervention for those students who were highly motivated and were able to self-monitor their progress.</p>
4. Address instructional gaps due to implementation of revised TEKS.	TEKS side by side	<p>The Math Vertical Team has met and shared ways that the grade levels are addressing the instructional gaps created by the changes in math TEKS this school year.</p> <p>3<sup>rd</sup> and 5<sup>th</sup> grades have incorporated additional lessons to address these gaps.</p> <p>4<sup>th</sup> grade uses their math Fun Friday rotations to address these gaps in small groups either with classroom teacher or instructional specialist.</p> <p>The new UbD (Understanding By Design) framework was implemented in all grade levels and was very useful in identifying gaps due to new math revisions. Students were able to make connections from instructional gaps to on level instruction.</p>
5. Plan and record higher level questions in lesson plans.	AVID Instructional support staff, paid from Title I funds, will consult with grade level teams on a weekly basis to ensure appropriate lessons and questioning.	<p>The Math Vertical Team discussed how teachers include higher level thinking questions in their daily lesson plans.</p> <p>All grades are using the district aligned leveled questions provided in lesson plans from the curriculum planner. These lessons provide them with the Essential Questions based on the Understanding by Design plan the district is implementing.</p> <p>All grade levels used the essential questions provided in the UbD lesson plans on the curriculum planner. These questions promoted higher level thinking and helped students make connections between various concepts and apply new knowledge to real world applications.</p>
6. Target vocabulary, verbs/expectations of the TEKS as tested on STAAR.	AVID Field Guides	<p>The Math Vertical Team discussed how teachers are using formal academic vocabulary during whole class and small group instruction.</p> <p>All grades incorporate learning targets into their lessons daily. Also, math word walls are used to reinforce and review vocabulary.</p> <p>K-2 built a strong foundation for upper grades by utilizing the ELD</p>

		program to improve students' vocabulary and grammar. Grades 3-5 built on that foundation by practicing learned vocabulary and grammar structures and adding academic language that was practiced in both written and oral form.
7. Monitor formative assessment data of each student and adjust instruction as necessary.	Fact Fluency Tests Big Brainz	The Math Vertical Team shared how flexible, small group instruction is provided based on formative assessments, performance data and teacher observations. Grades K-5 adjust small groups periodically after reviewing results from formative assessments. Student needs are addressed at teacher table using AIM activities. Fact fluency is monitored on a weekly basis using Big Brainz and timed tests. Grades 1-5 maintained a strong focus on fact fluency throughout the year. At the end of the school year grades 1-4 will pass each student's fact fluency results to the next grade level. Teachers felt that Big Brainz was very helpful in learning multiplication facts.

## Health, Fitness and Attendance

### Goals:

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 Goals:

Applicable Students	Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
	<b>COORDINATED SCHOOL HEALTH:</b> Forms are available on inside.pisd				
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. <b>(Required - Form Provided)</b>	Principal	Campus Wellness Plan	Aug 2014 - June 2015	Johnny and Emily Parks serve as Wellness Captains and coordinate meetings with the wellness team.
K-8	Include at least one Parent on Campus Wellness Team. <b>(Required)</b>	Campus Wellness Captain	Campus Wellness Plan	Aug 2014 - June 2015	Nina Close
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. <b>(Required)</b>	Principal	Coordinated School Health Curriculum	Aug 2014 - June 2015	Monitored through lesson plan reviews.
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. <b>(Required)</b>	P.E. Teacher/ Staff	Coordinated School Health Curriculum	Aug 2014 - June 2015	Bulletin boards are located in the gym and by the cafeteria.
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	Aug 2014 - June 2015	Information is distributed to parents weekly through phone messages, eNews, Wednesday Folders, and the marquee.
	<b>FITNESS:</b> Forms are available on inside.pisd				
3-8	Analyze student fitness data to set program goals for school year. <b>(Required - Form Provided)</b>	P.E. Teacher	Program Goal Form	Aug 2014 - June 2015	Utilized Fitnessgram to set program goals.
3-8	All eligible students will be assessed using fitness test components. <b>(Required - Form Provided)</b>	P.E. Teacher	Student Exemption Form	Aug 2014 - June 2015	Utilized Fitnessgram to assess students.
4 <sup>th</sup> & 7 <sup>th</sup>	<b>(NEW ACTION STEP)</b> Ensure all data for 3 <sup>rd</sup> -8 <sup>th</sup> grade students is entered on timely basis, fitness report cards are printed (4th and 7th grade) and sent to parents or linked through myPISD.	P.E. Teacher	Fitnessgram Student Report	Aug 2014 - June 2015	Students in grades 3 – 5 receive Fitnessgram report cards at the end of the spring semester.

	<b>(Required)</b>				
	<b>PHYSICAL ACTIVITY REQUIREMENTS:</b> Forms are available on inside.pisd				
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. <b>(Required - Form Provided)</b>	Principal	Recommended sample schedules are available upon request MVPA Form	Aug 2014 - June 2015	Students receive 135 minutes of weekly physical education instruction.
K-8	Measure MVPA and physical activity time using pedometers and heart rate tools.. <b>(Required)</b>	P.E. Teacher	Pedometers; heart rate tools	Aug 2014 - June 2015	Pedometers are used to track student step count/target heart rate.
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. <b>(Required - Form Provided)</b>	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	Aug 2014 - June 2015	PE and Health TEKS are followed as well as district curriculum.
K-5	<b>(NEW ACTION STEP)</b> Ensure students are receiving daily unstructured play during recess. <b>(Required)</b>	Principal	Teachers	Aug 2014 - June 2015	All grade levels receive 30 minutes a day of unstructured play at recess.
K-5	<b>(NEW ACTION STEP)</b> Ensure students are receiving opportunities for brain breaks and short activity breaks. <b>(Required)</b>	Principal	Resources available upon request	Aug 2014 - June 2015	Coaches train teachers on Brain Breaks at PDH in August 2014. Reminders and strategies are shared at staff meetings throughout the school year.
	<b>ATTENDANCE:</b> Forms are available on inside.pisd	(Please complete cells below)			
K-8	Monitor attendance of students and follow up on prominent and chronic absences. <b>(Required)</b>	Principal	Pinnacle Grade book, TEAMS Attendance Reports, Secretary, ChildSafe	Aug 2014 - June 2015	The secretary monitors daily attendance. Through ChildSafe, we call home each time a student is absent to check on them. Teachers call parents when a student reaches 3 absences and truancy is discussed at parent-teacher conferences. Administrators are notified when a student has more than 5 absences or tardies and contact is made again with parents to educate on the truancy process.
K-8	<b>(NEW ACTION STEP)</b> Using Fitnessgram and attendance data, set measurable goals for students who have prominent and chronic absences and whose fitness test scores fall outside	Principal	Student Goal Form	Aug 2014 - June 2015	Attendance data is monitored by the secretary and truancy is filed as necessary. Fitnessgram results are

	the Healthy Fitness Zone. <b>(Required)</b>				monitored by school coaches and shared with parents.
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## Violence Prevention and Bullying

### Goals:

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 Goals:

Applicable Students	Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
<b>Staff</b>	<b>PREVENTION:</b>				
	Identify high risk areas. <b>(Required)</b>	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Aug 2014 - June 2015	Campus building and grounds assessed in August 2014 and as needed throughout the school year.
	Monitor high risk areas. <b>(Required)</b>	Principal Designee	Staff assignments/schedule	Aug 2014 - June 2015	Staff are assigned to duty positions in strategic locations throughout building during transition times. Schedule created in Aug. 2014.
	Follow Campus Rules/Expectations. <b>(Required)</b>	Principal	Code of Conduct, District Handbook, Campus Handbook	Aug 2014 - June 2015	Staff Handbook distributed to campus employees in Sept. 2014. Campus rules, expectations, and norms are included.
<b>Staff</b>	<b>EDUCATION:</b>				
	Participate in annual staff training on bullying/sexual harassment. <b>(Required)</b>	Principal/Counselor	Handouts/PowerPoint	August 2014	District PowerPoint addresses prevention and intervention
	Review referral process. <b>(Required)</b>	Principal/Counselor	Campus referral plan	Aug 2014 - June 2015	Included in Staff Handbook, distributed in September 2014.
<b>Staff</b>	<b>INTERVENTION:</b>				
	Establish recommended intervention strategies for classroom/campus. <b>(Required)</b>	Principal or designee (campus discipline staff)	Discipline Management Plan	Aug 2014 - June 2015	Strategies are reviewed and shared with staff through the Student Management Vertical Team.
	Implement campus referral plan. <b>(Required)</b>	Principal or designee	Campus Referral Plan	Aug 2014 - June 2015	Flow Chart for Behavior Referrals provided in Staff Handbook and reviewed at PDH in August 2013.
	Utilize Discipline Management strategies. <b>(Required)</b>	Principal or designee	Discipline Management Plan	Aug 2014 - June 2015	Campus utilizes a Behavior Practice Program to assist students with appropriate behaviors.
<b>All Students</b>	<b>PREVENTION:</b>				
	State clear student expectations/campus rules/citizenship. <b>(Required)</b>	Principal / Counselor	Code of Conduct/ Student-Parent	Aug 2014 - June 2015	Schoolwide Positive Behavior Support system defines and rewards expected

			Handbook		student behavior and good citizenship; 3 guidance lessons for K-5
	Monitor high risk areas. <b>(Required)</b>	All staff	Schedule (if necessary)	Aug 2014 - June 2015	Staff assigned duty schedule to monitor high-risk areas.
<b>All Students</b>	<b>EDUCATION:</b>				
	Explain referral process/contacts. <b>(Required)</b>	All teachers/ Counselor	Referral Plan	Aug 2014 - June 2015	Included in Staff Handbook and reviewed at PDH in August 2014. Reviewed with students through guidance lessons for K-5
<b>All Students</b>	<b>INTERVENTION:</b>		(Please complete cells below)		
	Apply classroom interventions: <b>(Required)</b>	All teachers/ Counselor	Teachers, Grade level intervention procedures	Aug 2014 - June 2015	Guidance lessons for K-5
	Employ discipline interventions: <b>(Required)</b>	Designated staff	Practice Program, Behavior Intervention Plan, Flowchart	Aug 2014 - June 2015	Staff follows campus discipline plan.
	Use other intervention strategies as necessary/appropriate. <b>(Required)</b>	Administrative staff / counselor	Behavioral Strategies in Staff Handbook, Classroom Teachers	Aug 2014 - June 2015	Guidance lessons, small group activities, one-on-one support
	Conference with parents/students. <b>(Required)</b>	Teachers or other staff	Classroom Teachers	Aug 2014 - June 2015	Conferences are done annually with parents 3 times a year in K-2. Conferences for 3-5 are held once after beginning of year assessment and thereafter as needed.



## Parent Involvement

### Critical Action:

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

Critical Action addresses the following Title I components:  CNA  ISR  THQ  OPD  IPI  TRA  TTD  MSP  FSP  AHQ

### Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<b>Suggested Action Step:</b> Require all parents to register students via Parent Portal in order to have access to Enews, grades, attendance, and electronic information.	Principal/Office Staff August 2014-June 2015	August 2014: Registration information mailed to all families. August 20-21, 2014: Parent Information Fair held to assist parents in registering online via the Parent Portal.
<b>Suggested Action Step:</b> Identify parents without computer/internet access to offer hard copies of school information.	Principal/Parent Liaison/Staff August 2014-June 2015 Wednesday Packets	Hard copies of school information are distributed to families through weekly communication folders on Wednesdays.
<b>Suggested Action Step:</b> PTSA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Principal/PTA Board August 2014-June 2015	Meetings held on: 8/19/14, 10/14/14, 11/17/14, 12/9/14, 1/5/15, 3/5/15, 5/5/15
<b>Suggested Action Step:</b> Communicate information through E-News.	Principal/Asst. Principal August 2014-June 2015	eNews sent out routinely each week on Thursdays.
<b>Suggested Action Step:</b> Upgrade and maintain the campus website for easy access and increased communication with the community.	Principal/Asst. Principal/CTA August 2014-June 2015	August 2014: Website updated by Asst. Principal with new staff information as well as beginning of year information. September 2014: Website reviewed by CTA and updates made as necessary. Updates are made continually throughout the year, as needed.
<b>Suggested Action Step:</b> Partner with PTSA to offer parental programs on a variety of topics (academic, social, etc...).	Principal/PTA Board/Counselor August 2014-June 2015	9/5/14: Parent Ed: Preparing Your Child for Kindergarten 9/30/14: Parent Ed: Parenting in the Digital Age 10/29/14: CogAT Informational Meeting for Parents 3-5 11/17/14: Bedtime Story Night and Family Book Fair 1/27/15: Parent Ed: Setting Limits and Following Through 5/1/15: Parent Ed: Drugs in Our Community Also partnered with community members to offer a 13 week program, "Raising Highly Capable Kids" in two sections each week both English and Spanish; Wednesday evenings in English and Thursday mornings in Spanish.

## Highly Qualified Teacher

### Critical Action:

The proficiency rate for HIGHLY QUALIFIED teachers will meet the 100% target measure.

Critical Action addresses the following Title I components:

 CNA

 ISR

 THQ

 OPD

 IPI

 TRA

 TTD

 MSP

 FSP

 AHQ

### Strategies for Accomplishing Critical Action:

Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
Plano ISD reviews and modifies the recruitment schedule biannually.	HR	HR Employee Recruitment & Retention HR Budget	Aug 2014 - July 2015	Completed at the district level.
Recruiting trips are used to identify highly qualified candidates interested in teaching in Plano ISD.	HR/Campus Administrators	HR Employee Recruitment & Retention HR Budget	Aug 2014 - July 2015	Completed at the district level.
To attract and retain highly qualified applicants for bilingual students, Plano ISD offers a salary stipend.	HR	Operating Fund	Aug 2014 - July 2015	Completed at the district level.
To attract highly qualified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses.	HR/Campus Administrators	HR Employee Recruitment & Retention HR Budget	Aug 2014 - July 2015	Completed at the district level.
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas.	Curriculum Department/Campus Administrators	Campus/Curriculum Budget	Aug 2014 - July 2015	District curriculum training is provided to all staff.
The Plano ISD Certification Office follows district hiring procedures to ensure that teachers are not hired if they do not meet "highly qualified" standards.	HR Certification Office	HR Budget	Aug 2014 - July 2015	Completed at the district level.

## Transition (Title I – Targeted Assistance and Schoolwide Campuses Only)

### Critical Action:

The Transition from early childhood to elementary school is supported by the district and campus.

Critical Action addresses the following Title I components:

CNA     ISR     THQ     OPD     IPI     TRA     TTD     MSP     FSP     AHQ

### Strategies for Accomplishing Critical Action:

Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
Pre-K staff work collaboratively with Kindergarten staff throughout the school year.	Pre-K & Kindergarten staff	Pre-K Staff	Aug 2014 - June 2015	Action Step completed on the Pre-K campus.
Parent orientations are held to explain the kindergarten program to parents.	Pre-K & Kindergarten staff	Pre-K & Kindergarten Staff	Aug 2014 - June 2015	8/27/14: Kindergarten Parent Information Night held.
Transition books are used with students and families to provide pictorial support during transition.	Pre-K & Kindergarten staff	Pre-K & Kindergarten Staff	Aug 2014 - June 2015	Action Step completed on the Pre-K campus.
<b>Additional suggested activities below:</b>				
Coordinate the professional development activities of preschool and kindergarten and teachers in order to align prekindergarten and kindergarten curricula and goals.	Pre-K & Kindergarten staff	Pre-K & Kindergarten Staff	Aug 2014 - June 2015	
Arrange for kindergarten and preschool teachers to visit each other's classrooms.	Pre-K & Kindergarten staff	Pre-K & Kindergarten Staff	Aug 2014 - June 2015	
Have preschool teachers provide the future kindergarten teacher with children's portfolios or a written record of their learning during preschool.	Pre-K & Kindergarten staff	Pre-K & Kindergarten Staff	Aug 2014 - June 2015	

### Annual Measurable Objective (AMO)

A measurement used to determine compliance with the federal No Child Left Behind Act (NCLB). States must develop annual measurable objectives (AMOs) that will determine if a school, district, or the state as a whole is making adequate yearly progress (AYP) toward the goal of having all students proficient in English language arts and mathematics by 2019-20. For Texas, the AMO target for all grades combined is **79%** on the State of Texas Assessments of Academic Readiness (STAAR) English Language Art and mathematics tests.

#### Critical Action:

For student groups with 25 or more tests, the campus will implement and provide a plan to increase the performance of student groups that did not meet the NCLB Reading or Mathematics Annual Measurable Objective (AMO) of **79%**.

Critical Action addresses the following Title I components:     CNA     ISR     THQ     OPD     IPI     TRA     TTD     MSP     FSP     AHQ

### Reading AMO

All		African American		Hispanic		White		Special Ed		Economically Disadvantaged		ELL	
% Passed	# Tests	% Passed	# Tests	% Passed	# Tests	% Passed	# Tests	% Passed	# Tests	% Passed	# Tests	% Passed	# Tests
<b>79%</b>	233	<b>75%</b>	28	<b>77%</b>	159	<b>90%</b>	39	<b>81%</b>	37	<b>76%</b>	194	<b>74%</b>	125

#### Strategies for Accomplishing Critical Action:

Action Step	Formative & Summative Notes and Reflections
Use Bloom’s and Marzano’s Instructional Strategies to design higher level critical thinking questions and include on lesson plans each week. Analyze STAAR and MAP student assessment data and deliver targeted instruction through small, flexible grouping. Review curriculum for “Understanding/Analysis Informational Texts” and “Understanding/Analysis of Literary Texts objectives.” Utilize a variety of genres to teach reading. Target vocabulary, verbs/expectations of the TEKS as tested on STAAR. Incorporate the use of Comprehension Toolkit to teach comprehension strategies of non-fiction texts. Utilize ELD instruction and strategies for qualifying students in all grade levels.	Grade levels wrote Higher Level Thinking questions incorporating verbs used on the STAAR on lesson plans which created a noticeable increase in higher level questions during instruction. Small flexible groupings were utilized during tutoring and regular instruction to ensure differentiated instruction leading to academic growth for all students. Vertical team members analyzed curriculum and took suggestions to their grade level teams to cover objectives in greater depth. Utilized read alouds to cover all genres, and target vocabulary. Grade levels began using Comprehension Toolkit to teach comprehension strategies of non-fiction texts. ELD instruction ensured the increase of oral language in K-2 building a foundation for reading and writing in upper grades.

## Mathematics AMO

All		African American		Hispanic		White		Special Ed		Economically Disadvantaged		ELL	
% Passed	# Tests	% Passed	# Tests	% Passed	# Tests	% Passed	# Tests	% Passed	# Tests	% Passed	# Tests	% Passed	# Tests
<b>80%</b>	235	<b>79%</b>	28	<b>81%</b>	161	<b>79%</b>	39	<b>90%</b>	39	<b>78%</b>	196	<b>80%</b>	127

### Strategies for Accomplishing Critical Action:

Action Step	Formative & Summative Notes and Reflections
Attend district training on newly revised math TEKS. Use Bloom's and Marzano's Instructional Strategies to design higher level critical thinking questions and include on lesson plans each week. Analyze STAAR and MAP student assessment data and deliver targeted instruction through small, flexible grouping. Review curriculum for "Geometry and Measurement" and "Data Analysis and Personal Financial Literacy" through vertical and grade level team planning meetings. Target vocabulary, verbs/expectations of the TEKS as tested on STAAR.	<p>Each grade level received training from one of their team members who had been trained by the district.</p> <p>All grade level used essential questions provided in the Understanding by Design lesson plans to promote higher level thinking.</p> <p>Data was used to form small flexible groups for differentiating instruction.</p> <p>Vertical and grade level teams reviewed curriculum for incorporating new TEKS and implemented "Data Analysis and Personal Financial Literacy" and "Geometry and Measurement" lessons.</p> <p>Math word walls and learning targets were used to intentionally teach formal academic vocabulary.</p>