



Plano ISD

School Improvement Plan: 2015-2016

School Based Improvement Committee

## Rice Middle School

Principal: Chris Glasscock

**Mission Statement:** Rice Middle School is an accepting, nurturing, safe community where students are given the freedom to learn and grow as responsible individuals.

## Verification Page

### Planning Timelines

- Analysis of Critical Actions, and STAAR 2014-2015 Gap Analyses: **June 2015**
- Needs analysis, goal setting and strategic planning: **June – September 2015**
- Campus teacher data analysis day: **August-September, 2015**
- SBIC Plan due for DBIC review: **October 30, 2015**

### Meeting Dates

- Meeting 1: SBIC approves the improvement plan (by October 23, 2015): **Tuesday, October 20, 2015**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2016): **January 20, 2016**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 10, 2016): **Tuesday, May 31, 2016**

### 2015-2016 Campus Status

Check all that apply

- Title III English Language Learner Campus
- Non-Title I Campus

- Title I Targeted Assistance Campus
- Targeted Assistance Campus Transitioning to Title I School-wide
- Title I School-wide Campus

### Title I Information

Title I Components			
<b>1 (CNA)</b>	Comprehensive Needs Assessment	<b>6 (PI)</b>	Strategies to Increase Parental Involvement
<b>2 (RS)</b>	Reform Strategies	<b>7 (Tran)</b>	Transition (Elementary schools only)
<b>3 (HQ)</b>	Instruction by Highly Qualified Staff	<b>8 (A)</b>	Teacher Decision-Making Regarding Assessments
<b>4 (PD)</b>	High-Quality Professional Development	<b>9 (M)</b>	Effective and Timely Assistance to Students
<b>5 (R/R)</b>	Strategies to Attract Highly Qualified Teachers	<b>10 (Coord)</b>	Coordination and Integration
Program Funding			
<b>Multilingual</b>	i.e. Parent programs, Assistance with ESL and/or Bilingual program utilizing Multilingual Specialists		
<b>Title I</b>	i.e. Parent programs, Tutorial Program, RAMP up for Kindergarten Program		
<b>Sp.Ed.</b>	i.e. Special Education emergency aid		
<b>Local</b>	i.e. Parent programs		

### PDAS SBIC Waiver Approval Form:

To provide an alternative appraisal process to the PDAS for experienced eligible teachers, the School Based Improvement Committee has to submit a waiver (first approved at the campus level) for consideration by the District Based Improvement Committee at its first regularly scheduled meeting. The PDAS SBIC WAIVER APPROVAL FORM may be accessed here: <http://inside.pisd/hr/services/documents/PDASSBICWAIVERAPPROVALFORM.pdf>

**SBIC Committee**

<b>Committee Member's Name</b>	<b>Role</b>	<b>Year 1st Participated on SBIC</b>	<b>10/20</b>	<b>1/27</b>	<b>5/31</b>
Sara McCutchen	Faculty Member, SBIC Lead	2013	X	X	X
Chad Green	Faculty Member	2012	X	X	
Courtney Craven	Faculty Member	2015		X	X
Margareta Coveney	Faculty Member	2013	X	X	X
Jennifer Penny	Faculty Member	2012	X	X	X
Steve Gutierrez	Faculty Member	2014	X	X	X
Sarena Edwards	Faculty Member	2015	X	X	X
Kendyl Zimmerman	Faculty Member	2011	X	X	X
Chris Glasscock	Principal	2006	X	X	
Emmett Smith	District Professional	2015			
Janice Henderson	Campus Professional, Non-teaching	2013	X		X
Mary Schwab	Support Staff Member	2015	X	X	X
Becki Girouard	Parent-Selected by PTA	2015	X	X	
Lori Baker	Parent-Selected by Principal	2014	X	X	
Naofal Al-Dhahir	Parent	2015			
Anupama Parasad	Parent	2014			
Nick Jivani	Parent	2014	X		
Bhagya Krishnan	Parent	2015		X	X
Dawn Smith	Parent	2015	X	X	
Patricia Busch-Kennedy	Parent	2015	X	X	X
Alia Saeedy	Parent	2014	X		
Keith Evetts	Parent	2015	X	X	
Lakshmi Yerragudi	Parent	2015	X		X

Committee Member's Name	Role	Year 1st Participated on SBIC	10/20	1/27	5/31
Shazia Sagarwala	Parent	2015		X	X
Shilpa Damle	Parent	2013	X		
Visalakshi Vishala	Parent	2015			
Pinder Chauhan	Parent	2014			
Lijuan Song	Community Member/Parent	2014			
Todd Boone	Business Representative/Parent	2013	X	X	
Gregor Ulteig	Business Representative/Parent	2012	X	x	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 Phase-in 1 Level II on STAAR/EOC).

District-Wide Goals	Title I Components	Applicable Student Groups
<p><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.</p>	<p><b>10 (Coordination and Integration)</b></p>	<p><b>All</b></p>
<p><b>Violence Prevention and Bullying:</b> 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)</p>	<p><b>10 (Coordination and Integration)</b></p>	<p><b>All</b></p>
<p><b>Parental Involvement:</b> 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.</p>	<p><b>1 (Comprehensive Needs Assessment)</b> <b>6 (Strategies to Increase Parental Involvement)</b> <b>10 (Coordination and Integration)</b></p>	<p><b>All</b></p>
<p><b>Highly Qualified Staff:</b> The highly qualified rate of teaching staff (Teachers and Paraprofessionals) will meet the 100% target measure.</p>	<p><b>1 (Comprehensive Needs Assessment)</b> <b>3 (Instruction by Highly Qualified Staff)</b> <b>4 (High-Quality Professional Development)</b> <b>5 (Strategies to Attract Highly Qualified Teachers)</b> <b>10 (Coordination and Integration)</b></p>	<p><b>All</b></p>
<p><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)</p>	<p><b>1 (Comprehensive Needs Assessment)</b> <b>7 (Transition)</b> <b>10 (Coordination and Integration)</b></p>	<p><b>Title I only</b></p>

### 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 (PPP Analysis);
- STAAR/EOC Gap Analysis;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

Critical-Actions	Targeted Area
1. Study and use the district’s written curriculum (CA #1).	<input type="checkbox"/> Campus Wide <input type="checkbox"/> Mathematics <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Science <input type="checkbox"/> Writing <input type="checkbox"/> Social Studies <input checked="" type="checkbox"/> ELA <input type="checkbox"/> Other:
2. Analyze and equip teachers to analyze student performance data to inform decision-making (CA #13).	<input type="checkbox"/> Campus Wide <input type="checkbox"/> Mathematics <input type="checkbox"/> Reading <input type="checkbox"/> Science <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Social Studies <input type="checkbox"/> ELA <input type="checkbox"/> Other:
3. Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum (CA #17).	<input checked="" type="checkbox"/> Campus Wide <input type="checkbox"/> Mathematics <input type="checkbox"/> Reading <input type="checkbox"/> Science <input type="checkbox"/> Writing <input type="checkbox"/> Social Studies <input type="checkbox"/> ELA <input type="checkbox"/> Other:
4. Define high-yield instructional strategies and reinforce their use in all classrooms (CA #11).	<input type="checkbox"/> Campus Wide <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Reading <input type="checkbox"/> Science <input type="checkbox"/> Writing <input type="checkbox"/> Social Studies <input type="checkbox"/> ELA <input type="checkbox"/> Other:

### Critical Action 1

Critical Action: Study and use the district’s written curriculum (CA #1).

<b>Project Lead:</b>		ELAR and Science Department Chairs										
<b>Staff, Title I Staff:</b>		ELAR teachers, Science teachers, ELAR and Science Instructional Specialists, Rice administration team										
<b>Materials and Resources:</b>		PISD curriculum										
<b>2015-2016 Timeline:</b>		Beginning Sept. 2015 and continuing through June 2016										
<b>Targeted Area:</b>		<input type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:			
<b>Title I Components:</b>		<input type="checkbox"/> 1 (CNA)	<input type="checkbox"/> 2 (RS)	<input type="checkbox"/> 3 (HQ)	<input type="checkbox"/> 4 (PD)	<input type="checkbox"/> 5 (R/R)	<input type="checkbox"/> 6 (PI)	<input type="checkbox"/> 7 (Tran)	<input type="checkbox"/> 8 (A)	<input type="checkbox"/> 9 (M)	<input type="checkbox"/> 10 (Coord)	<b>Program Funding:</b>

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p><b>Be fully aware of learning outcomes of the district curriculum</b></p> <p>This is an established practice in the <b>ELAR Department</b>. Teachers regularly access the district’s written curriculum, review the associated TEKS and learning objectives with each lesson, and discuss the learning process in grade level team meetings.</p>	<p>Weekly ELAR meetings by grade level subject occur until the end of the 2015-2016 school year</p>	<p>1/20/16-We access the district curriculum regularly, and we meet with district instructional specialists to determine the most important learning events. We review learning targets as we plan. We post and discuss learning targets daily with students.</p> <p>5/6/16 – We worked together in grade level teams to review curricular materials and learning goals. We also met with district curriculum specialists to discuss organization and goals of units. We planned according to the district curriculum, which prescribes the learning outcomes outlined in the TEKS, and we posted our learning targets on our daily agendas for students.</p>
<p>This is an established practice in the <b>Science Department</b>. Grade level teachers meet weekly and discuss the implementation of the district’s written curriculum and associated TEKS, essential questions, learning objectives and enduring understandings.</p> <p>1. Science Department will define ways to add more research to the 6<sup>th</sup> grade curriculum and share suggestions with the instructional specialists.</p>	<p>Weekly Science meetings by grade level subject occur until the end of the 2015-2016 school year</p>	<p>1/20/16-Teachers attend district in-service forums directed at understanding and use of district stated Learning Targets and Enduring Understandings. This information is used for group planning sessions.</p> <p>5/16/16-Utilized district in-service to evaluate and emphasize importance of Learning Targets and Enduring Understandings by grade level. Analyzed lessons to ascertain that they taught the targeted TEKS.</p>

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p><b>Use the curriculum to diagnose learning problems</b></p> <p><b>ELAR Department will:</b></p> <ol style="list-style-type: none"> <li>1. Develop the skill to distinguish when student performance problems are likely the result of curricular rather than instruction issues.</li> <li>2. Collaborate regularly with district instructional specialists to adapt curriculum and differentiate lessons to meet instructional needs of students.</li> <li>3. Build awareness of the importance of the curriculum. Teachers should ask themselves, "What is it that we want students to know or be able to do as a result of this learning experience?"</li> </ol> <p><b>Science Department will:</b></p> <ol style="list-style-type: none"> <li>1. Continue to use a previously-implemented, more formative assessment plan to identify individual learning problems early and implement relearning strategies when appropriate.</li> <li>2. Work closely with secondary Science curriculum specialists to maximize the extent of meeting students' instructional needs.</li> </ol>	<p>Weekly meetings in grade level subject teams and periodic meetings (email or in-person) with instructional specialists will be held until the end of the 2015-2016 school year</p> <p>Weekly Science meetings by grade level subject occur until the end of the 2015-2016 school year; direct communication with curriculum specialists on an as-needed basis.</p>	<p>1/20/16-We assess how students understand the material in the curriculum. We formally and informally assess mastery of the learning targets/TEKS throughout the unit. We collaborate with district instructional specialists to adapt curriculum when needed. We reflect on the unit's outcomes and instruction at the conclusion of the unit's instruction and discuss desired results prior to instruction. We develop models to clearly communicate expectations to students. We check students' theses and diagnose problems in their writing, reinforcing writing instruction with the curriculum definition of a well-written thesis and essay.</p> <p><i>5/6/16 - Teachers discussed students struggling with curriculum, reviewed assessment information, and made recommendations for pull-outs and remediation. We formally and informally assessed mastery of the learning targets/TEKS throughout the unit, retaught material, and offered relearning experiences when necessary.</i></p> <p>1/20/16-Teachers utilize the performance tasks in the district planning guide to provide evidence of learning by TEKS.</p> <p><i>5/16/16-Students that did not master the lesson objectives were identified through curriculum objectives. This is accomplished using written and lab assessments.</i></p>



Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p><b>Study curricular connections across school levels</b></p> <p><b>ELAR Department will:</b></p> <ol style="list-style-type: none"> <li>1. Meet with teachers both above and below our grade levels (focus on 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>) to study curricular connections to ensure that learning transitions across schools are seamless.</li> <li>2. Within the ELA department, discuss how transitions across grade levels affect achievement gains for our subject area and how we might minimize any disruptions in learning.</li> </ol> <p>This is an established practice in the <b>Science Department</b>. Focus is on 6<sup>th</sup>, 7<sup>th</sup> &amp; 8<sup>th</sup> grade levels. This will be expanded when administration finalizes a formal plan for schools to communicate with each other.</p> <ol style="list-style-type: none"> <li>1. Science Department will promote the use of Google Classroom for inter-departmental communication.</li> </ol>	<p>Monthly ELAR department meetings will be held until the end of the 2015-2016 school year</p> <p>Monthly Science department meetings for the 2015-2016 school year; direct communication with another grade level within Rice on an as-needed basis.</p>	<p>1/20/16-We discuss the ELA curriculum with other grade levels/subjects to ensure that instruction is aligned. We build on students' prior knowledge of grammatical components in language study lessons.</p> <p><i>5/6/16 – We discussed the ELA curriculum with other grade levels/subjects to ensure that instruction is aligned and used information gleaned from other grade levels during department meetings to inform our instructional expectations.</i></p> <p>1/20/16-Teachers utilize the district vertical alignment documents and have ongoing discussions across grade levels 6, 7 &amp; 8.</p> <p><i>5/16/16-Within the school, teachers communicated with all grade levels to ascertain that all concepts were being taught to cover TEKS set by the State and District. Review of online curriculum was completed systematically to assure concepts from elementary had been taught.</i></p>

## Critical Action 2

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

<b>Project Lead:</b>	SS Department chair										
<b>Staff, Title I Staff:</b>	SS teachers, Assessment & Accountability personnel, Rice Academic Specialist, Rice counselors and administrators										
<b>Materials and Resources:</b>	SAS data, PISD curriculum, TEKS, formative and summative assessment data										
<b>2015-2016 Timeline:</b>	Beginning Sept. 2015 and continuing through June 2016										
<b>Targeted Area:</b>	<input type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Other:			
<b>Title I Components:</b>	<input type="checkbox"/> 1 (CNA)	<input type="checkbox"/> 2 (RS)	<input type="checkbox"/> 3 (HQ)	<input type="checkbox"/> 4 (PD)	<input type="checkbox"/> 5 (R/R)	<input type="checkbox"/> 6 (PI)	<input type="checkbox"/> 7 (Tran)	<input type="checkbox"/> 8 (A)	<input type="checkbox"/> 9 (M)	<input type="checkbox"/> 10 (Coord)	<b>Program Funding:</b>

### Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p><b>Consider standardized and performance-based student achievement measures</b></p> <p>This is an established practice in the <b>Social Studies Department</b>. Weekly grade-level meetings and monthly department meetings involve the review and evaluation of achievement measures.</p>	<p>Weekly SS meetings by grade level subject and monthly SS departmental meetings occur until the end of the 2015-2016 school year</p>	<p>1/20/16-When considering standardized and performance-based student achievement measures, the Social Studies department employs a variety of methods in each grade level. For example, 6th grade teachers utilize progress checks on long term projects and check points and feedback on major essays and assignments. 7th and 8th grade are working on transitioning with the district from utilizing SAS to our new software, Edugence, to evaluate student performance. In addition, 8th grade is implementing the use of periodic concept checks, modeled on a technique used in the Science department. 8th grade is also administering a Mock History STAAR test in order to evaluate student readiness for the STAAR test in May.</p> <p>5/13/16-When considering standardized and performance-based student achievement measures, the Social Studies department employed a variety of methods in each grade level. For example, 6th grade teachers utilized progress checks on long term projects and check points and feedback on major essays and assignments. Curriculum was then adjusted based on the results. 7th and 8th grade worked on transitioning with the district from utilizing SAS to our new software, Edugence, to evaluate student performance. 7<sup>th</sup> grade frequently review SAS data when adapting lessons. In addition, 8th</p>

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
		<p><i>grade successfully implemented the use of periodic concept checks, modeled on a technique used in the Science department, to assess student comprehension and progress. 8th grade also administered a Mock History STAAR test in January in order to evaluate student readiness for the STAAR test, and organized STAAR tutorials based on the results.</i></p>
<p><b>Consider current, prior, and subsequent student performance</b></p> <p>This is an established practice in the <b>Social Studies Department</b>. Weekly grade-level meetings and monthly department meetings involve the review and evaluation of student performance.</p>	<p>Weekly SS meetings by grade level subject and monthly SS departmental meetings occur until the end of the 2015-2016 school year</p>	<p>1/20/16-When considering standardized and performance-based student achievement measures, the Social Studies department at all grade levels employs the SAS/Edugence software to review assessment results. 7th grade teaches self-evaluation skills to better prepare students for academic independence, and 8th grade utilizes 1st semester assessments and evaluations to determine the root and extent of learning problems.</p> <p>5/13/16-When considering standardized and performance-based student achievement measures, the Social Studies department at all grade levels employed the SAS/Edugence software to review assessment results, 7th grade taught self-evaluation skills to better prepare students for academic independence, and 8th grade utilized 1st semester assessments and evaluations to determine the root and extent of learning problems. STAAR Reading results and frequent formative assessments were analyzed and used to target students who would need additional help in tutoring.</p>
<p><b>Determine the extent of learning problems</b></p> <p>This is an established practice in the <b>Social Studies Department</b>. Weekly grade-level meetings and monthly department meetings involve the review and evaluation of learning problems identified in the classroom.</p>	<p>Weekly SS meetings by grade level subject and monthly SS departmental meetings occur until the end of the 2015-2016 school year</p>	<p>1/20/16-To determine the root and extent of learning problems, Social Studies teachers use assessments to analyze check points, analyze assignments for reading and writing difficulties, and look for patterns from previous assessments. 8th grade will administer a Mock STAAR test to highlight areas of difficulty for certain students. 7th grade works in collaboration with other teachers to identify and develop strategies to resolve learning problems.</p> <p>5/13/16-To determine the root and extent of learning problems, SS teachers used assessments to analyze check points; analyzed assignments for reading and writing difficulties, and looked for</p>

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
		<p><i>patterns from previous assessments. 8th grade administered a Mock STAAR test to highlight areas of difficulty for certain students and made tutorial determinations based on those results. 7th grade worked in collaboration with other teachers to identify and develop strategies to resolve learning problems. After the extent of the problem was identified, relevant staff contacted the parents in order to work through a solution approved by all parties.</i></p> <p><i>6<sup>th</sup> grade worked closely with resources such as the academic specialist, special Ed teacher, and other gen ed teachers to look for patterns and possible causes.</i></p>
<p><b>Identify the root cause of learning problems</b></p> <p>This is an established practice in the <b>Social Studies Department</b>. Weekly grade-level meetings and monthly department meetings involve the review and evaluation of learning problems identified in the classroom. Allowing students to relearn and retake an assessment ensures that they have a mastery of the content in preparation for high school.</p>	<p>Weekly SS meetings by grade level subject and monthly SS departmental meetings occur until the end of the 2015-2016 school year</p>	<p>1/20/16-To determine the root and extent of learning problems, Social Studies teachers use assessments to analyze check points, analyze assignments for reading and writing difficulties, and look for patterns from previous assessments. 8th grade will administer a Mock STAAR test to highlight areas of difficulty for certain students. 7th grade works in collaboration with other teachers to identify and develop strategies to resolve learning problems.</p> <p>5/13/16-To determine the root and extent of learning problems, SS teachers used assessments to analyze check points; analyzed assignments for reading and writing difficulties, and looked for patterns from previous assessments. 8th grade administered a Mock STAAR test to highlight areas of difficulty for certain students. 7th grade worked in collaboration with other teachers to identify and develop strategies to resolve learning problems. Grade-level discussions were held regarding specific students with needs, and strategies were developed for meeting their needs. When students began exhibiting learning problems, we reached out to the counseling staff, other teachers, and administrators for their experiences. We then determined whether the issue was systemic, incidental, or interpersonal. We used SAS, IEPs, frequent communication with Special Ed department, and help from the academic specialist.</p>

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p><b>Provide guidance for data analysis and use</b></p> <p><b>Social Studies Department will:</b></p> <ol style="list-style-type: none"> <li>Utilize expertise within the Social Studies Department to peer-tutor and assist teachers in the department to become more familiar with the evaluation and utilization of available student performance data.</li> <li>The Social Studies Department will collaborate with the PISD Instructional Technology Department to create a standard for running reports, focusing on small goals during specific meetings.</li> </ol>	<p>Weekly SS meetings by grade level subject and monthly SS departmental meetings occur until the end of the 2015-2016 school year</p>	<p>1/20/16-Social Studies teachers collaborate with each other to teach and utilize the available software, including SAS and will do so with the new Edugence program. Collaboration with PISD’s Instructional Technology department will happen in the spring semester.</p> <p><i>5/13/16-SS teachers collaborated with each other to teach and utilize the available software, including SAS and the new Edugence. Grade levels shared information from SAS and recent STAAR Reading results, then worked together to gain the most insight from data analysis. Also, communication with teachers from other departments added to a broader view of how to interpret the data.</i></p>
<p><b>Review student performance with teachers</b></p> <p><b>Social Studies Department will:</b></p> <ol style="list-style-type: none"> <li>Utilize expertise within the <b>Social Studies Department</b> to peer-tutor and assist teachers in the department to better interpret available student performance data in order to individualize instruction.</li> </ol>	<p>Weekly SS meetings by grade level subject and monthly SS departmental meetings occur until the end of the 2015-2016 school year</p>	<p>1/20/16-To review student performance, Social Studies teachers have found it helpful to combine parent conferences with other teachers in order to review student performance and develop more efficient strategies. In addition, performance is reviewed at CMIT, PACE, and post-STAAR meetings.</p> <p><i>5/13/16-To review student performance, SS teachers found it helpful to combine parent conferences with other teachers in order to review student performance and develop more efficient strategies. In addition, performance was reviewed at CMIT, PACE, and post-STAAR meetings. Teachers across departments worked together to create a complete picture of a student's performance. They collaboratively created a performance profile of the student to highlight strengths and areas of growth. Information from SAS and recent STAAR Reading results were shared at Team meetings.</i></p>

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p><b>Establish expectations for teacher teams' data analysis</b></p> <p>This is an established practice in the <b>Social Studies Department</b>. Weekly grade-level meetings and monthly department meetings involve discussion of data analysis as an important component of lesson planning and individualized instruction.</p>	<p>Weekly SS meetings by grade level subject and monthly SS departmental meetings occur until the end of the 2015-2016 school year</p>	<p>1/20/16-The Social Studies department has established (and continues to emphasize) the importance of collaborative data analysis to provide direction for lesson strategies and re-teaching.</p> <p><i>5/13/16-The SS department established (and continued to emphasize) the importance of collaborative data analysis to provide direction for lesson strategies and re-teaching. While working together, teachers created guidelines for how to interpret data effectively. Frequent discussions were held in department and grade-level meetings regarding how measures, such as SAS reading data, affect Social Studies.</i></p>

### Critical Action 3

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

<b>Project Lead:</b>	ELAR, Science, SS, and Math Department Chairs										
<b>Staff, Title I Staff:</b>	Academic Specialist, all core teachers, Rice counselors, Rice administrators, PISD Instructional Specialists										
<b>Materials and Resources:</b>	SAS data, PISD curriculum, TEKS, enrichment folders, materials, & technologies, formative and summative assessment data										
<b>2015-2016 Timeline:</b>	Beginning Sept. 2015 and continuing through June 2016										
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:			
<b>Title I Components:</b>	<input type="checkbox"/> 1 (CNA)	<input type="checkbox"/> 2 (RS)	<input type="checkbox"/> 3 (HQ)	<input type="checkbox"/> 4 (PD)	<input type="checkbox"/> 5 (R/R)	<input type="checkbox"/> 6 (PI)	<input type="checkbox"/> 7 (Tran)	<input type="checkbox"/> 8 (A)	<input type="checkbox"/> 9 (M)	<input type="checkbox"/> 10 (Coord)	<b>Program Funding:</b>

**Strategies for Accomplishing Critical Action:**

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p><b>Proactively develop intervention plans for students performing below grade level</b></p> <p><b>ELAR Department will:</b></p> <ol style="list-style-type: none"> <li>Use student assessment data and teacher input to identify the students at each grade level who are going to require additional instructional supports at the beginning of the year.</li> <li>Develop, distribute, and implement a written intervention plan that clearly identifies the school-level support used to assist students who enter a class at a below-grade achievement level. The intervention plan will be data driven (STAAR, MAP, spelling/reading level tests, etc.) and may include placement in Study Skills or Accelerated Reading courses, mandatory tutorials, pull-outs, and/or implementation of relearning plans. It will also include measurable outcomes based on interventions provided.</li> </ol> <p><b>Math Department will:</b></p> <ol style="list-style-type: none"> <li>Use student assessment data and teacher input to identify students at each grade level who are going to require additional instructional supports.</li> </ol>	<p>Meeting with academic specialist, counselor, and reading teacher during the first 12 weeks of school for plan development. Weekly meetings by grade level subject occur until the end of the 2015-2016 school year</p> <p>Monthly Math department meetings occur until the end of the 2015-2016 school year;</p>	<p>1/20/16-We conference with our campus academic specialist to identify students who need additional supports; invite students to reading classes based on instructional need; provide opportunities for all students to redo/retake learning events based on comprehension; provide tutorials and re-teaching, contact parents. We collaborate with our campus librarian to engage readers of all levels. In addition to regularly scheduled tutorials, we offer individualized tutorial sessions for students performing below grade level.</p> <p>5/6/16 – Teachers met with the academic specialist, reading teacher, and campus librarian to identify students performing below grade level. We provided tutorials, re-teaching, parent communication, and retesting to all students.</p> <p>1/20/16-Jan Henderson, Rice’s Academic Specialist, put together a list of students based on the previous year’s STAAR and MAP scores for each grade level who are at-risk mathematically and need additional instructional supports. Teachers watch for minimal progress and low</p>

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<p>2. Create, develop, distribute, and implement an intervention plan to provide remediation beyond the classroom teacher for students entering a classroom below grade level. The intervention plan will be data driven (STAAR, MAP, etc.) and may include placement in Study Skills or Power Math courses, mandatory tutorials, pull-outs, and/or implementation of relearning plans. It will also include measurable outcomes based on interventions provided.</p>	<p>weekly meetings by grade level subject occur until the end of the 2015-2016 school year</p> <p>Monthly Math department meetings occur until the end of the 2015-2016 school year; weekly meetings by grade level subject occur until the end of the 2015-2016 school year</p>	<p>scores on assessments. Students attend mandatory tutorials if they are performing below grade level. All on-level and honors students are able to complete a relearning plan after an assessment to increase knowledge of the material and their grade. This continues throughout the school year.</p> <p><i>5/11/16-Teachers watched for minimal progress and low scores on concept checks and exit cards and intervened as appropriate. Teachers placed students in mandatory tutorials as needed to provide remediation beyond what students were covering during class. Additional learning resources were posted to Google Classroom. Students were identified at the end of the 2014-2015 school year and placed in the Power Math 8 class for the 2015-2016 school year. 56% of the Power Math 8 students passed the Math 8 STAAR and 71% met their STAAR progress measure on the first administration. These students did not pass Math 7 STAAR the previous year. Jan Henderson, Rice’s Academic Specialist, pulled identified at-risk 7<sup>th</sup> and 8<sup>th</sup> graders for two weeks of remediation before STAAR testing. 7<sup>th</sup> grade: 4/11/16-4/2/162; 8<sup>th</sup> grade: 3/14/16-3/28/16. Twelve out of the fifteen eight graders that she did remediation with passed the first administration of Math 8 STAAR. We do not have the 7<sup>th</sup> grade results at this time. Jennifer Thomé, Math Department Chair, and Jan Henderson, Academic Specialist, performed SSI (Student Success Initiative) from 4/25/16-5/6/16 for the 8<sup>th</sup> graders who did not pass the first administration of Math 8 STAAR. We do not have scores from the second administration at this time.</i></p>
<p><b>Social Studies Department will:</b></p> <p>1. Utilize the weekly grade-level meetings to identify struggling students and to devise strategies to bring those students to mastery-level performance.</p>	<p>Weekly SS meetings by grade level subject occur until the end of the 2015-2016 school year</p>	<p>1/20/16-The Social Studies department utilizes a variety of methods to intervene for low performing students. For example, re-teaching during tutorials, re-testing, Wednesday School and Friday School for remediation and work completion, and in 8th grade, STAAR tutorials for those that may perform poorly on the Mock STAAR test in January.</p> <p><i>5/13/16- The SS department utilized a variety of methods to intervene for low performing students. For example, re-teaching during tutorials, re-testing, Wednesday School and Friday School for remediation and work completion, and in 8th grade, STAAR tutorials for those that performed poorly on the Mock STAAR test in January. The department</i></p>



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<p><b>Science Department will:</b></p> <ol style="list-style-type: none"> <li>Analyze student performance data through detailed discussions to adjust instructional strategies, determine exactly what instructional adjustment may be needed, and identify students that need that adjustment.</li> </ol>	<p>On-going throughout the 2015-2016 school year on an as-needed basis by individual teachers; weekly Science meetings by grade level subject, monthly Science departmental meetings occur until the end of the 2015-2016 school year</p>	<p><i>provided weekly tutorials and a specific STAAR tutorial program, STAAR Chart quizzes to assess concept retention, concept checks in each unit, and a STAAR "Bootcamp" review in the days leading up to the STAAR History test. As students' needs became evident, members of the department contacted parents and relevant staff to create a plan of action dedicated to the success of the student. Retakes/reassessment guidelines, using electronic study guides, and practicing study skills also helped to address this goal.</i></p> <p>1/20/16-All grade levels have implemented remediation and retake procedures for daily and major evaluations. Details provided to all students on a periodic or on demand basis. Currently working with district for technical support in identifying students' needs by TEKS and appropriate remediation.</p> <p><i>5/16/16-Remediation and retakes continued to be an area of emphasis to assure each student had mastered the content to their satisfaction. Parent participation was encouraged by keeping them informed of the process.</i></p>
<p><b>Provide proactive support for students performing below grade level</b></p> <p><b>ELAR Department will:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>Use pre-assessments designed around prerequisite skills so teacher can know whether students in their classroom have the necessary skills for the new content.</li> <li>Provide specialized tutorial sessions designed around the prerequisite skills to precede the unit of study.</li> </ol>	<p>Weekly ELAR meetings by grade level subject occur until the end of the 2015-2016 school year</p>	<p>1/20/16-We identify student strengths and weaknesses through a variety of testing, data analysis, and classroom performance. We provide mini-lessons in anticipation of skills needed for learning events; we'd like to use more pre-assessment, particularly for grammar skills. We provide occasional targeted tutorial sessions prior to specific assessments. We contact parents of students needing individualized attention.</p> <p><i>5/6/16 - Students were encouraged to attend tutorials for additional support; relearning and retake opportunities were offered. We identified student strengths and weaknesses through a variety of testing, data analysis, and classroom performance. STAAR mini-camps were provided for targeted students for Reading and Writing STAAR preparation.</i></p>

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<p><b>Math Department will:</b></p> <ol style="list-style-type: none"> <li>1. Provide just in time support to ensure students who are performing below grade level gain the prerequisite skills needed before they are introduced to new content. This could be in the form of whole-class warm-ups covering prerequisite skills before a new math unit, extra tutorial sessions before a new unit for selected students, or assign modules in <i>MATHia</i> for selected students.</li> <li>2. Place 8<sup>th</sup> grade students in Power Math 8 to provide additional support and pre-teach skills before their on-level Math 8 class.</li> <li>3. Ms. Kosel will assist with Mrs. Brosam and Mrs. Swanson’s sixth and seventh grade 3<sup>rd</sup> period on-level math classes by helping answer student questions and providing support to the classroom teacher.</li> <li>4. Provide pull-outs for 6<sup>th</sup> and 7<sup>th</sup> grade students with Mrs. Henderson or Ms. Kosel to provide additional support and pre-teach skills before their Math 6 and 7 classes.</li> </ol>	<p>Ongoing until the end of the 2015-2016 school year</p> <p>August 2015-June 2015</p> <p>Fall Semester, 2015</p> <p>Spring Semester, 2016</p>	<p>1/20/16-There is continual contact with parents. Warm-ups review previous and current material as preparation for the current day's lesson. Tutorials are available and recommended and supplemental tutorials for identified students are at teacher discretion. Students are provided instruction on using at-home software (<i>MATHia</i>) to review mathematical content. Teachers adjust pacing based on formative and summative assessments. This continues throughout the school year. Power Math 8 was created for the 2015-2016 school year to provide additional support and pre-teach skills before their on-level math 8 class. This continues throughout the school year. During the Fall 2015 semester, Ms. Kosel attended either Mrs. Swanson’s or Mrs. Brosam’s on-level classes every day during 3<sup>rd</sup> period to provide support for students performing below grade level. This continues throughout the school year. Pull-outs will start the Spring semester 2016. Still in progress.</p> <p><i>5/11/16- Jan Henderson, Rice’s Academic Specialist, pulled identified at-risk 7<sup>th</sup> and 8<sup>th</sup> graders for two weeks of remediation before STAAR testing. 7<sup>th</sup> grade: 4/11/16-4/2/16; 8<sup>th</sup> grade: 4/25/16-5/6/16. Twelve out of the fifteen eight graders that she did remediation with passed the first administration of Math 8 STAAR. We do not have the 7<sup>th</sup> grade results at this time. Ms. Kosel worked with 6<sup>th</sup> grade math students during their Math 6 class to provide additional support.</i></p>
<p><b>Social Studies Department will:</b></p> <ol style="list-style-type: none"> <li>1. Utilize the weekly grade-level meetings to identify struggling students and to review and discuss implementation strategies (what worked/didn’t work) to bring those students to mastery-level performance.</li> </ol>	<p>Weekly SS meetings by grade level subject occur until the end of the 2015-2016 school year</p>	<p>1/20/16-The Social Studies department utilizes a variety of methods to support low performing students. For example, parent communication, re-teaching during tutorials, re-testing, Wednesday School and Friday School for remediation and work completion, and in 8th grade, STAAR tutorials for those that may perform poorly on the Mock STAAR test in January.</p> <p><i>5/13/16- The SS department utilized a variety of methods to intervene for low performing students. For example, re-teaching during tutorials, re-testing, Wednesday School and Friday School for remediation and work completion, and in 8th grade, STAAR tutorials for those that performed poorly on the Mock STAAR test in January. The department provided weekly tutorials and a specific STAAR tutorial program, STAAR</i></p>

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<p><b>Science Department will:</b></p> <ol style="list-style-type: none"> <li>1. By grade level teams, collaboratively construct and conduct a lesson(s) to address a specific learning objective.</li> <li>2. Identify best practices by analyzing performance data.</li> <li>3. Establish written best practices strategies that can be utilized department wide.</li> </ol>	<p>On-going throughout the 2015-2016 school year on an as-needed basis by individual teachers; weekly Science meetings by grade level subject, monthly Science departmental meetings occur until the end of the 2015-2016 school year</p>	<p><i>Chart quizzes to assess concept retention, concept checks in each unit, and a STAAR "Bootcamp" review in the days leading up to the STAAR History test. As students' needs became evident, members of the department contacted parents and relevant staff to create a plan of action dedicated to the success of the student. Retakes/reassessment guidelines, using electronic study guides, and practicing study skills also helped to address this goal.</i></p> <p>1/20/16-All grade levels provide tutorials, flash cards, games, and interactive computer learning tools (Gizmos) to support mastery in a fun and effective manner.</p> <p><i>5/16-16-Lessons were altered and supplemented to accommodate students performing below grade level. Supplementation included on-line learning activities, tutorials, and assigned readings.</i></p>
<p><b>Proactively develop intervention plans for students demonstrating early mastery of the curriculum</b></p> <p><b>ELAR Department will:</b></p> <ol style="list-style-type: none"> <li>1. Develop grade-wide or campus-wide intervention strategies for students in need of educational enrichment.</li> <li>2. Provide pre-assessment opportunities for students to "test out" of material before it is taught.</li> <li>3. Prepare an intervention plan for students who demonstrate early mastery. The intervention plan will be incentivized (sharing opportunities, Genius Hour, Makerspace, etc.) and self-paced. It may also include community service, peer tutoring, and/or mentoring.</li> </ol> <p><b>Math Department will:</b></p> <ol style="list-style-type: none"> <li>1. Brainstorm during a math department meeting to determine what support we are able to provide for students who demonstrate early-mastery of any given unit of study. (Ex:</li> </ol>	<p>Weekly ELAR meetings by grade level subject occur until the end of the 2015-2016 school year; weekly meetings with department chairs and administrative team until the end of the 2015-2016 school year.</p> <p>Brainstorming discussion will take place at November 2015 Math</p>	<p><i>5/6/16 – Mrs. McCutchen has coordinated with Theresa Biggs, PISD’s G/T specialist, to provide training in the fall of 2016 on curriculum design and creating projects/questions/problems aligned with the curriculum for students to extend their learning.</i></p> <p>1/20/16-We provide options for students to demonstrate their learning from SSR; we'd like to do more with centers to allow for students to receive remediation and extension simultaneously. We create extension activities and use high level questioning to extend learning. We offer advanced practice resource links on our Google Site.</p> <p><i>5/6/16 - We created and provided extension activities tied to the TEKS for students who needed additional instructional challenges. We utilized high-level questioning to extend learning.</i></p> <p>1/20/16-Math Department meeting held on 11/5/15: brainstorming session to determine supports for students who demonstrate early mastery. We will implement using enrichment folders that contain</p>

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<p>providing enrichment folders with rigorous and challenging math problems for students who finish early).</p> <p>2. Choose one support from our brainstorming session to implement during the current school year and discuss effectiveness on a continual basis.</p> <p>This is an established practice in the <b>Social Studies Department</b>. The Social Studies department utilizes weekly grade-level meetings to review curriculum and devise enhancement strategies for those students who demonstrate early mastery.</p>	<p>Department meeting</p> <p>Weekly Math meetings by grade level subject occur until the end of the 2015-2016 school year</p> <p>Weekly SS meetings by grade level subject occur until the end of the 2015-2016 school year</p>	<p>rigorous and challenging math problems for students who finish early and demonstrate early mastery. These could be district enrichment problems, AMC released questions, or MATHCOUNTS problem of the week. This continues throughout the school year.</p> <p><i>5/11/16-We implemented the support of using enrichment folders that contained rigorous and challenging math problems for students who finished early and demonstrated early mastery. These were district enrichment problems, AMC released questions, or the MATHCOUNTS problem of the week. We discussed the effectiveness at our monthly department meeting and determined this was helping those students who finished early and needed enrichment activities.</i></p> <p>1/20/16-The Social Studies department continues to consider and construct plans for early-mastery students. Among the methods already in use, 7th grade allows for differentiated curriculum that adds greater complexity or more rigorous testing for recollection and comprehension, and 6th &amp; 8th grade provide extension and/or alternative assignments for expansion on topic.</p> <p><i>5/13/16-The SS department continued to consider and construct plans for early-mastery students. Among the methods already in use, 7th grade allowed for differentiated curriculum that added greater complexity or more rigorous testing for recollection and comprehension, and 6th &amp; 8th grade provided extension and/or alternative assignments for expansion on topic. Students showing early mastery of material were given opportunities to investigate further into areas of individual interest, and they were given more meaningful challenges around the curriculum in order to develop their analysis skills.</i></p>
<p><b>Science Department will:</b></p> <p>1. Develop an intervention plan that identifies school-level support available to extend learning opportunities for students who demonstrate early mastery of any given unit of study. The intervention plan will be incentivized (sharing opportunities, Genius Hour, Makerspace, etc.) and self-paced. It may also include community service, peer tutoring, and/or mentoring.</p>	<p>On-going throughout the 2015-2016 school year on an as-needed basis by individual teachers; weekly Science meetings by grade level subject, monthly Science</p>	<p>1/20/16-Utilization of extension activities, resources that encourage higher level thinking for students that have been identified as demonstrating early mastery of TEKS.</p> <p><i>5/16/16-Teachers shared via grade level meetings strategies that challenge those students that demonstrate early mastery.</i></p>

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	departmental meetings occur until the end of the 2015-2016 school year	
<p><b>Provide enhanced learning opportunities for students demonstrating early mastery of the curriculum</b></p> <p><b>ELAR Department will:</b></p> <ol style="list-style-type: none"> <li>Carefully craft extended learning opportunities to require deeper levels of thinking and investigation relative to the same standard for which they have demonstrated early mastery.</li> <li>Study the academic objectives for any given unit of study to determine what types of knowledge and skills students would be developing if they took their learning to a deeper level.</li> <li>Provide intellectually demanding learning opportunities for students who demonstrate early mastery.</li> </ol> <p><b>Math Department will:</b></p> <ol style="list-style-type: none"> <li>Provide intellectually demanding learning opportunities for students who demonstrate early mastery of a specific curricular content.</li> </ol> <p>This is an established practice in the <b>Social Studies Department</b>. The Social Studies department utilizes weekly grade-level meetings to implement and review enhancement strategies for those students who demonstrate early mastery.</p>	<p>Weekly ELAR meetings by grade level subject occur until the end of the 2015-2016 school year</p> <p>Ongoing until the end of the 2015-2016 school year</p> <p>Weekly SS meetings by grade level subject occur until the end of the 2015-2016 school year</p>	<p>1/20/16-We provide extension activities and give students opportunities to discuss high level questions. We would like to start using center-based activities more regularly. Students who want a challenge are offered advanced reading titles to supplement their curricular reading.</p> <p>5/6/16 –We provided students with extension activities and multiple opportunities to discuss high level questions. We provided open-ended assignments that allowed students to go above and beyond standard levels.</p> <p>1/20/16-Beginning in November 2015, students who demonstrate early mastery are provided with enrichment folders that contain district enrichment problems or AMC released questions. The MATHCOUNTS problem of the week is posted to Google Classroom for students to work on at home. This continues throughout the school year.</p> <p>5/11/16 All 6<sup>th</sup> grade Honors, 7<sup>th</sup> Grade Honors, and Algebra 1 Honors students participated in the Math Olympiad competition during class to stimulate an enthusiasm and love for mathematics.</p> <p>1/20/16-The Social Studies department continues to consider and construct plans for early-mastery students. Among the methods in use are project extensions to allow more in-depth exploration of a subject/topic, and/or customized alternative assignments for expansion on topic.</p> <p>5/13/16-The SS department continued to consider and construct plans for early-mastery students. Among the methods used were, project extensions to allow more in-depth exploration of a subject/topic and/or</p>

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p><b>Science Department will:</b></p> <ol style="list-style-type: none"> <li>1. Provide intellectually demanding learning opportunities for students who demonstrate early mastery of curriculum content (i.e., that extend students' critical thinking skills by engaging them in deeper investigation of the standard(s) being studied).</li> </ol>	<p>On-going throughout the 2015-2016 school year on an as-needed basis by individual teachers; weekly Science meetings by grade level subject, monthly Science departmental meetings occur until the end of the 2015-2016 school year</p>	<p><i>customized alternative assignments for expansion on topic. Students showing early mastery of material were given opportunities to investigate further into areas of individual interest, and could engage in more thought-provoking assignments to challenge their needs.</i></p> <p>1/20/16-Utilization of resources including, Explore Learning, Science Fair, and Verizon Challenge, Khan Academy and Crash Course Videos, along with the development of activities that encourage cognitive enhancement and problem solving.</p> <p>5/16/16-Teachers provided activities including Menza, Think Outside the Box, Gizmos, Khan Academy, and teacher-developed higher level thinking questions via Kahoot &amp; Quizizz.</p>
<p><b>Provide academic support aligned with the district curriculum</b></p> <p><b>ELAR Department will:</b></p> <ol style="list-style-type: none"> <li>1. Ensure that all support is tightly aligned with the academic objectives students need to master from the district's written curriculum.</li> <li>2. Coordinate interventions between classrooms to ensure that all activities are directly aligned to the academic objectives of the district's written curriculum.</li> </ol> <p><b>Math Department will:</b></p> <p>This is an established practice in the <b>Math Department</b>. Weekly grade level meetings involve the review of the TEKS, and any academic support is always aligned to those TEKS.</p>	<p>Weekly ELAR meetings by grade level subject occur until the end of the 2015-2016 school year</p> <p>Weekly Math meetings by grade level subject occur until the end of the 2015-2016 school year</p>	<p>1/20/16-We collaborate to ensure that all teachers are focusing on the district's objectives to the same level/degree of mastery. We develop the appropriate learning plan for individual students as needed per their performance on the district curriculum lessons. We offer links to resources that support the district language study. Sentences taken from mentor texts also reinforce district language study learning targets.</p> <p>5/6/16 – Teachers offered multiple tutorial sessions each week for struggling students. Teachers reviewed assessment data using Class By RIT to develop appropriate learning plans for individual students as needed per their performance on the district curriculum lessons. We provided additional resource documents and targeted language skills instruction aligned with the district curriculum.</p> <p>1/20/16-Weekly grade level meetings involve the review of the TEKS, and any academic support is always aligned to those TEKS. This continues throughout the school year.</p>

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>This is an established practice in the <b>Social Studies Department</b>. Weekly grade level meetings involve the review of curriculum and ways that it can be adapted for students who are both behind and ahead of the presentation level.</p> <p><b>Science Department will:</b></p> <ol style="list-style-type: none"> <li>1. Provide support for below grade level students closely aligned with the learning objectives of the district's written curriculum (e.g., pre-teaching skills needed for an upcoming unit).</li> </ol>	<p>Weekly SS meetings by grade level subject occur until the end of the 2015-2016 school year</p> <p>On-going throughout the 2015-2016 school year on an as-needed basis by individual teachers; weekly Science meetings by grade level subject, monthly Science departmental meetings occur until the end of the 2015-2016 school year</p>	<p><i>5/11/16-Weekly grade level math meetings involved the review of the TEKS, and any academic support was always aligned to those TEKS.</i></p> <p>1/20/16-The Social Studies department provides ongoing academic support aligned with the district curriculum through periodic assessments, TEKS analysis, tutorials, concept checks, Google classroom resources, etc.</p> <p><i>5/13/16-The SS department provided ongoing academic support aligned with the district curriculum through periodic assessments, TEKS analysis, tutorials, concept checks, Google classroom resources, etc. This is a regular practice within our department through tutorials, concept checks, Re-Learn/Re-Take opportunities for most assignments. If students needed additional support, TEK-aligned reviews were passed out to add extra support for students. Differentiation portions of the curriculum lessons were also used as a supplement.</i></p> <p>1/20/16-Tutorials, parent conferences, online access to lessons in Google Classroom; all classroom activities designed around the district curriculum.</p> <p><i>5/16/16-Concept Checks were utilized to assess student mastery. Remediation and retake procedures were developed to provide support and were aligned with the district curriculum.</i></p>
<p><b>Evaluate the effectiveness of student interventions</b></p> <p><b>ELAR Department will:</b></p> <ol style="list-style-type: none"> <li>1. Evaluate the effectiveness of learning interventions by determining if the support led to improved outcomes.</li> <li>2. Attempt to tie any evaluation to demonstrated student performance.</li> <li>3. Abandon interventions that do not result in increased student performance.</li> </ol>	<p>Weekly ELAR meetings by grade level subject occur until the end of the 2015-2016 school year</p>	<p>1/20/16-We provide opportunities to reassess or retry activities and afterwards evaluate students' growth. We reflect on unit's instruction and outcomes to ensure that the results met expectations. During reflection, we sometimes abandon or revise instructional methods that are not successful. In most cases, interventions improve student behavior and achievement.</p>

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p><b>Math Department will:</b></p> <ol style="list-style-type: none"> <li>1. Attempt to tie any evaluation of a student intervention to demonstrated student performance.</li> <li>2. Abandon interventions that do not result in increased student performance.</li> </ol> <p>This is an established practice in the <b>Social Studies Department</b>. Weekly grade-level meetings involve the review of curriculum and an evaluation of the adaptations made this year (and in previous years) to address the needs of students who are both behind and ahead of the presentation level.</p>	<p>Weekly Math meetings by grade level subject occur until the end of the 2015-2016 school year</p> <p>Weekly SS meetings by grade level subject occur until the end of the 2015-2016 school year</p>	<p>5/6/16 – We reviewed MAP scores of students placed in reading classes and determined that students had made progress. For students that were not successful on their first attempt of an assignment, we created individual learning plans to ensure the student's success. After the implementation of the learning plan, we reassessed the student's growth. We also saw improvement in writing ability after teachers provided individual writing conferences.</p> <p>1/20/16-Students who regularly come to tutorials and complete review warm-ups perform better in class. Also offered for students is a relearning plan which improves student assessment scores. Teachers monitor students' progress in the support resources (MATHia, Think Through Math, and Enrichment Problems) and evaluate all formative and summative assessments to adjust pacing as necessary. We use semester exam data to drive review topics. This continues throughout the school year.</p> <p>5/11/16 Teachers used fall 2015 semester exam, Winter 2015 MAP scores, and six week average data to drive review topics. Teachers did not need to abandon any interventions, as everything we tried helped students be successful.</p> <p>1/20/16-The Social Studies department evaluates the effectiveness of student interventions through weekly grade-level meetings to review effectiveness of methods such as concept checks, writing practice, lesson pace and structure, and major assessment results. In addition, communication with other teachers of the student and with parents helps to evaluate and adjust intervention plans.</p> <p>5/13/16-The SS department evaluated the effectiveness of student interventions through weekly grade-level meetings to review effectiveness of methods such as concept checks, writing practice, lesson pace and structure, and major assessment results. In addition, communication with other teachers of the student and with parents helped to evaluate and adjust intervention plans. We have found the Re-Learn/Re-take plan to be very effective in reducing the number of zeros and/or low grades. Students were given the opportunity to achieve mastery, which became apparent on various assessments. Grades and data were reviewed. After a student intervention occurred,</p>



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<p><b>Science Department will:</b></p> <ol style="list-style-type: none"> <li>1. Formulate a plan to monitor and evaluate the effectiveness of all student interventions through peer collaboration, and the analysis of summative and formative assessments and standardized testing results.</li> </ol>	<p>On-going throughout the 2015-2016 school year on an as-needed basis by individual teachers; weekly Science meetings by grade level subject, monthly Science departmental meetings occur until the end of the 2015-2016 school year</p>	<p><i>regular check-ins helped to decide if the intervention was effective.</i></p> <p>1/20/16-Grade levels are at various stages in the development of evaluating effectiveness of student interventions. Remediation and retesting, weekly summative assessments, and analyzing evaluations by TEKS are currently being developed.</p> <p>5/16/16-Effectiveness of interventions were ultimately evaluated by grades. During the process, the teacher evaluated each student's needs through labs, questions asked, and Concept Checks.</p>

### Critical Action 4

**Critical Action: Define high-yield instructional strategies and reinforce their use in all classrooms (CA #11).**

<b>Project Lead:</b>	Math Department chair										
<b>Staff, Title I Staff:</b>	Math teachers, Rice administrators, Rice counselors,										
<b>Materials and Resources:</b>	Kagan structures & training materials, Math teachers' lesson plans, formative assessment data										
<b>2015-2016 Timeline:</b>	Beginning Sept. 2015 and continuing through June 2016										
<b>Targeted Area:</b>	<input type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:			
<b>Title I Components:</b>	<input type="checkbox"/> 1 (CNA)	<input type="checkbox"/> 2 (RS)	<input type="checkbox"/> 3 (HQ)	<input type="checkbox"/> 4 (PD)	<input type="checkbox"/> 5 (R/R)	<input type="checkbox"/> 6 (PI)	<input type="checkbox"/> 7 (Tran)	<input type="checkbox"/> 8 (A)	<input type="checkbox"/> 9 (M)	<input type="checkbox"/> 10 (Coord)	<b>Program Funding:</b>

**Strategies for Accomplishing Critical Action:**

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p><b>Promote a common understanding of high-yield instructional strategies</b></p> <p>1. The Math Department chair will introduce, model, and have teachers practice one Kagan structure at each monthly department meeting. The expectation is for both teachers and students to master a new structure each month before a new one is introduced.</p> <p>2. The Math Department chair will share and have staff practice one Kagan structure at monthly staff meetings.</p>	<p>Monthly department meetings occur until the end of the 2015-2016 school year</p> <p>Monthly staff meetings occur until the end of the 2015-2016 school year</p>	<p>1/20/16-Math Department Chair has introduced, modeled, and allowed teachers to practice the following Kagan Structures:</p> <ul style="list-style-type: none"> <li>10/1/15 math dept. meeting: RallyRobin Kagan structure</li> <li>11/5/15 math dept. meeting: Rally Coach Kagan structure</li> <li>12/10/15 math dept. meeting: RoundRobin Kagan structure</li> </ul> <p>5/11/16- Math Department Chair has introduced, modeled, and allowed teachers to practice the following Kagan Structures:</p> <ul style="list-style-type: none"> <li>1/28/16 math dept. meeting: Kagan Heterogeneous Teaming</li> <li>2/25/16 math dept. meeting: Showdown Kagan structure</li> <li>3/31/16 math dept. meeting: Quiz-Quiz-Trade Kagan structure</li> <li>4/28/16 math dept. meeting Kagan Team Building</li> </ul> <p>1/20/16-Math Department Chair has introduced, modeled, and allowed teachers to practice the following Kagan Structures:</p> <ul style="list-style-type: none"> <li>10/22/15 staff meeting: RallyRobin Kagan Structure</li> <li>11/19/15 staff meeting: Mix-Pair-Share Kagan Structure</li> </ul> <p>5/11/16- Math Department Chair has introduced, modeled, and allowed teachers to practice the following Kagan Structures:</p>

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
		<ul style="list-style-type: none"> <li>2/18/16 staff meeting: RoundRobin Kagan Structure</li> <li>4/21/16 staff meeting: Quizizz formative assessment website</li> </ul>
<p><b>Reinforce the use of high yield Instructional strategies</b></p> <ol style="list-style-type: none"> <li>Teachers will discuss high-yield instructional strategy implementation (challenges, successes, observations, etc.) at monthly math department meetings.</li> <li>Teachers will write in their lesson plans when they are going to use a particular Kagan structure and commit to using the strategy at least two times per month.</li> <li>The Math Department chair will provide a flip book of Kagan structures as they are shared so that teachers may go back and refresh on how to implement each structure.</li> </ol>	<p>Weekly meetings and lesson planning discussions by grade level math teachers occur until the end of the 2015-2016 school year</p>	<p>1/20/16-Discussed RallyRobin Kagan structure implementation at Nov. 5<sup>th</sup> math department meeting and Rally Coach Kagan Structure implementation at 12/10/15 department meeting. Teachers saw increased engagement and discussed a challenge is coming up with the correct way to use it within a lesson. We adapt strategies that worked well for other teachers. This continues throughout the school year. Teachers write in lesson plans when they are go use a Kagan structure and are committed to using the structures at least twice a month. This continues throughout the school year. The Math Department chair started a flip book for teachers at the 10/22/15 staff meeting that includes a summary of the Kagan structure that was introduced and how to implement it. New cards are added each meeting. This continues throughout the school year.</p> <p>5/11/16-At each monthly math department meeting, teachers discussed the Kagan structure learned at the previous month's department meeting. Teachers saw increased student engagement and discussed challenges in coming up with an appropriate way to use the structures correctly within a lesson. We adapted strategies that worked well for other teachers.</p>
<p><b>Identify best instructional practices based on student performance data</b></p> <ol style="list-style-type: none"> <li>Math Department chair will provide various data from SAS for analysis to determine what effect the Kagan strategies had on student performance. Teachers will work collaboratively in departmental meetings to analyze this assessment data (class averages, formative assessments, exit cards, etc.).</li> </ol>	<p>Monthly department meetings occur until the end of the 2015-2016 school year</p>	<p>1/20/16-Teachers noticed a higher percentage of students getting an exit card correct when using Kagan structures. Teachers observe student engagement &amp; group discussions and discuss student reaction to instructional strategies (i.e. "this really helped me understand" or "I don't get what we are doing"). We will compare the MAP scores from Spring 2015 to Winter 2016 to Spring of 2016. We will also look for increases in STAAR test scores from 2015 to 2016. Still in progress.</p> <p>5/11/16-Math teachers compared the MAP scores from Winter 2015 to Winter 2016 at the January 29, 2016, math department meeting. Math 6 and Math 6 Honors saw an average increase of about 2 points in</p>

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
		<p><i>MAP scores. Math 7 saw a 2% increase in student MAP scores, and Math 7 Honors saw a 3% increase in student scores. Math 8 found a 3% increase in student MAP scores from using high-yield instructional strategies.</i></p>

## 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 Critical Action:

Applicable Students	Action Step	Responsible	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	<b>COORDINATED SCHOOL HEALTH:</b>			
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	1/20/16-Courtney Craven assigned as Wellness Captain. Chad Green will assist and take over in January (Craven goes on leave). Campus Wellness Team includes all coaches, school nurse, and cafeteria manager.  <i>5/16/16-Chad Green assisted while Courtney Craven was on maternity leave. She returned and resumed responsibilities. Chad Green met with Kathy Moore (FANS director at Rice) in late April 2016 to complete the requisite parts of the CSEAS survey. Wellness team coordinated various activities mostly utilizing email or Google Classroom.</i>
K-8	Include at least one Parent on Campus Wellness Team. <b>(Required)</b>	Campus Wellness Captain	Campus Wellness Plan	1/20/16-Shannon DeWolf—parent on Campus Wellness Team
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	1/20/16-The curriculum is provided by PISD and includes a unit calendar. The plan for implementation of health curriculum discussed among coaches. Classroom 517 will be utilized for Health lessons and classes.  <i>5/16/16-PE students and Athletics students had pull-out health unit (15 lessons) for 2-3 weeks during the month of May. 7<sup>th</sup> and 8<sup>th</sup> graders' curriculum is the same, with the extra "Growth and Maturity" lessons for 8<sup>th</sup> grade only.</i>
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. Teachers/ Staff	Coordinated School Health Curriculum  Bulletin Board  Survey; Google	1/20/16-Location: inside main gym, by girls' locker room. Coach Ray changes the topic periodically, based on what sports are in season for Athletics, which sports are being taught in PE, what extracurricular activities are available, and which topics are being taught in Health classes. Survey sent on Sept. 11, 2015 to identify staff needs regarding health, wellness, and

Applicable Students	Action Step	Responsible	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
			Classroom	<p>nutrition; results shared with Courtney Craven on Sept. 15, 2015. Staff Wellness page created in Google Classroom and shared with entire campus. Updated periodically with fitness events in the area and health news.</p> <p><i>5/16/16-Continuation of updating fitness board and Google Classroom site</i></p>
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	<p>1/20/16-eNews, staff emails, and the campus marquee are used to deliver information. Serena Yang, school nurse, emails out weekly “Health Bytes” to school staff in coordination with the Medical Center of Plano; provides Health information via eNews weekly to promote school and community health. PE coaches will remind PE students of making healthy food choices at home and in the lunch line. Cafeteria manager periodically provides health and nutrition information flyers at all three lunches.</p> <p><i>5/16/16-Nutritonal flyers periodically provided by FANS department during all three lunches. Nurse Yang continued to send out weekly “Health Bytes” to Rice staff.</i></p>
<b>FITNESS:</b>				
3-8	Analyze student fitness data to set program goals for school year. <b>(Required - Form Provided)</b>	P.E. Teachers	Program Goal Form	<p>1/20/16-School program evaluated and adapted to the needs of students. Bi-semester or six week evaluations for students to keep track of progress. Fitnessgram administered during Fall Semester to all PE students. Students were allowed to beat their mile time each week, and set achievable personal goals.</p> <p><i>5/16/16-Fitnessgram was administered again in April 2016. Next year, the data will be compiled to create individual student health profiles.</i></p>
3-8	Assess all eligible students using fitness test components. <b>(Required - Form Provided)</b>	P.E. Teachers	Student Exemption Form	<p>1/20/16-Fall Semester completed 10/20/2015—data will be inputted once the new online system is available. Another Fitnessgram will be administered during the Spring Semester.</p> <p><i>5/16/16-Fitnessgram was administered again in April 2016.</i></p>
4 <sup>th</sup> & 7 <sup>th</sup>	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. <b>(Required)</b>	P.E. Teachers	Fitnessgram Student Report	<p>1/20/16-Fitnessgram report cards will be sent home with each 7<sup>th</sup> grade student.</p> <p><i>5/16/16-Fitnessgram was administered again in April 2016.</i></p>

Applicable Students	Action Step	Responsible	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				<i>Data was entered in mid-May; the online system only went live the first week of May. Next year, the data will be compiled to create individual student health profiles.</i>
<b>PHYSICAL ACTIVITY REQUIREMENTS:</b>				
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, Counselors, P.E. Teachers	Recommended sample schedules are available upon request MVPA Form	1/20/16-Required: 1 semester in 6 <sup>th</sup> and 7 <sup>th</sup> , 2 semesters in 8 <sup>th</sup> . Counselors ensure requirements are met. Administrators create master schedule with P.E. courses for all grade levels. PE Weekly Schedule is as follows: Mon/Wed/Fri—PE rotations; Tues/Thurs—Fitness days, focused on Fitnessgram tasks (running one mile, push-ups, sit ups, flexibility, etc.)  <i>5/16/16-continued</i>
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. <b>(Required)</b>	P.E. Teachers	Pedometers; heart rate monitors	1/20/16-Teachers can receive a pedometer from Courtney Craven. Pedometer challenge during STAAR testing (active monitoring) in the spring. Unfortunately, the campus does not have any heart rate monitors at this time. Fitbits are used with several students on campus. Students can set measurable goals using that device.  <i>5/16/16-Pedometers provided during STAAR testing (week of May 9-13) for interested staff. All else continued.</i>
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, Assist. Principals	Yearly Plan Form, Lesson Plans (visible during class observations, PWT and CWT data	1/20/16-Teachers have developed a curriculum for fall and spring semesters. Administrators continually do PWT and CWT (Eduphoria).  <i>5/16/16-continued</i>
<b>ATTENDANCE:</b> Forms are available on inside.pisd				
K-8	Monitor attendance of students and follow up on prominent and chronic absences. <b>(Required)</b>	Assist. Principal, Attendance Clerk	Pinnacle reports, PISD truancy documents	1/20/16-Bi-weekly attendance checks and follow-up with students and/or parents when concern arises. Attendance BIPs created as needed. Campus attendance plan created (including recoup time, Attendance BIPs, conferences, tutorials, Wed/Fri school, court filing).  <i>5/16/16-Legislative changes required schools utilize Attendance Behavior Intervention Plans beginning this school year, prior to filing truancy paperwork in court. Ms. McCutchen collaborated with counselors, parents, teachers, Acad. Specialist, and students to create individual ABIPs—in</i>

Applicable Students	Action Step	Responsible	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				<i>total, 6 Rice students received plans. No truancy filings were required this year.</i>
K-8	Using Fitnessgram and attendance data, set measurable goals for students who have prominent and chronic absences and whose fitness test scores fall outside the Healthy Fitness Zone. <b>(Required)</b>	Assist. Principal, Campus Wellness Captain, PE teachers	Student Goal Form	<p>1/20/16-Teachers set weekly goals for Fitness Day Performances in their Physical Education class.</p> <p>5/16/16-PE teachers allow for make-ups if fitness tests are missed. They also provide individual accommodations as indicated in paperwork. Future Fitnessgram data will allow for individual continuous tracking.</p>



## 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 Goals:

Applicable Group	Action Step	Responsible	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	<b>PREVENTION:</b>			
	Identify high risk areas. <b>(Required)</b>	Principal/ Assist. Principals	Staff feedback/survey	1/20/16-Survey sent on Sept. 11, 2015; results (high risk areas) shared with staff on Sept. 15, 2015. Police provided during first two weeks of school to assist with traffic flow and traffic patterns.
	Monitor high risk areas. <b>(Required)</b>	Campus Staff	Staff assignments	1/20/16-Administrators—inside areas in the morning, outside areas in the afternoon; teacher duties as assigned; staff monitoring hallways during transition times. Plano PD officers come twice per day to campus to be visible and provide security presence. Police provided during first two weeks of school to assist with traffic flow and traffic patterns.  <i>5/16/16-Administrators, counselors, and staff continued with monitoring duties before/after school. Various Rice staff assisted when other adults could not be present. Dismissal duties assigned for the last day of school (EOY packet provided to all staff).</i>
	Follow Campus Rules/Expectations. <b>(Required)</b>	Campus Staff	Code of Conduct, District Handbook, Campus Handbook	1/20/16-Continual monitoring of all areas of campus and redirection/referral as necessary.  <i>5/16/16-continued</i>
Staff	<b>EDUCATION:</b>			
	Participate in annual staff training on bullying/sexual harassment. <b>(Required)</b>	Lead Counselor	Handouts/PowerPoint	1/20/16-Sarena Edwards led required training on Aug. 17, 2015 for all staff.
	Review referral process. <b>(Required)</b>	Assistant Principals	Campus referral plan, Campus Handbook, Code of Conduct	1/20/16-Reviewed campus handbook at back-to-school in-service on Aug. 17, 2015 for all staff.

Applicable Group	Action Step	Responsible	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	<b>INTERVENTION:</b>			
	Establish recommended intervention strategies for classroom/campus. <b>(Required)</b>	Principal/ Assist. Principals	Discipline Management Plan, Campus Handbook	1/20/16-Survey sent on Sept. 11, 2015; results (classroom management strategies) shared with staff on Sept. 15, 2015.

Applicable Group	Action Step	Responsible	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Implement campus referral plan. <b>(Required)</b>	Principal/ Assist. Principals	Campus Referral Plan	1/20/16-On-going processing of referrals from August 2015-June 2016 and reporting in the TEAMS online system  <i>5/16/16-continued; Utilized the CIT process in accordance with district procedures. Ms. McCutchen completed the required EOY check of all discipline entered into TEAMS. Minor errors were corrected.</i>
	Utilize Discipline Management strategies. <b>(Required)</b>	Principal/ Assist. Principals	Discipline Management Plan, staff survey	1/20/16-Survey sent on Sept. 11, 2015; results (classroom management strategies) shared with staff on Sept. 15, 2015.  <i>5/16/16-continued</i>
All Students	<b>PREVENTION:</b>			
	State clear student expectations/campus rules/citizenship. <b>(Required)</b>	All staff	Code of Conduct, Student-Parent Handbook	1/20/16-Continual monitoring of all areas of campus and redirection/referral as necessary. 7 <sup>th</sup> grade counselor created and displayed “Bystander Code of Conduct” (regarding social media usage and bullying) posters around campus.
	Monitor high risk areas. <b>(Required)</b>	All staff	Staff assignments	1/20/16-Administrators—inside areas in the morning, outside areas in the afternoon; teacher duties as assigned; staff monitoring hallways during transition times.  <i>5/16/16-Administrators, counselors, and staff continued with monitoring duties before/after school. Various Rice staff assisted when other adults could not be present. Dismissal duties assigned for the last day of school (EOY</i>

				<i>packet provided to all staff).</i>
<b>All Students</b>	<b>EDUCATION:</b>			
	Explain referral process/contacts. <b>(Required)</b>	All teachers	Referral Plan	1/20/16-On-going processing of referrals from August 2015-June 2016 and reporting in the TEAMS online system. Counselors provide a variety of guidance lessons in the classroom throughout the school year using “2 <sup>nd</sup> Step” and “Negotiate” curricula.  <i>5/16/16-continued</i>
<b>All Students</b>	<b>INTERVENTION:</b>			
				(Please complete cells below)
	Apply classroom interventions: <b>(Required)</b>	All teachers	Classroom management plans	1/20/16-Survey sent on Sept. 11, 2015; results (classroom management strategies) shared with staff on Sept. 15, 2015. Counselors provided classroom guidance lessons to all students on bullying, decision making, consequence, and personal safety during the Fall Semester.  <i>5/16/16-continued</i>
	Employ discipline interventions: <b>(Required)</b>	Designated staff	All staff; TEAMS	1/20/16-On-going processing of referrals from August 2015-June 2016 and reporting in the TEAMS online system.  <i>5/16/16-continued; Utilized the CIT process in accordance with district procedures. Ms. McCutchen completed the required EOY check of all discipline entered into TEAMS. Minor errors were corrected.</i>
	Use other intervention strategies as necessary/appropriate. <b>(Required)</b>	Administrative staff or counselors	All staff; point sheet (individualized by student)	1/20/16-Individualization and use of point sheet for students who need extra assistance to stay on track.  <i>5/16/16-continued</i>
	Conference with parents/students. <b>(Required)</b>	Teachers or other staff	Conference notes	1/20/16-Parent-Teacher conference day held on October 12, 2015; other conferences held throughout the school year as needed (by teacher, team, grade level), and may or may not involve administrator, Academic Specialist, and/or counselor.  <i>5/16/16-continued</i>

## 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.

<b>Project Lead:</b>	Chris Glasscock (Principal)
<b>Staff, Title I Staff:</b>	Monisha Pinkston (Registrar), Sarena Edwards, Susan Barshop, Maggie Jimenez (Counselors), Serena Yang (Nurse)
<b>Materials and Resources:</b>	Parent Portal software and reports
<b>2015-2016 Timeline:</b>	First six weeks

<b>Title I Components:</b>	<input checked="" type="checkbox"/> 1 (CNA)	<input type="checkbox"/> 2 (RS)	<input type="checkbox"/> 3 (HQ)	<input type="checkbox"/> 4 (PD)	<input type="checkbox"/> 5 (R/R)	<input checked="" type="checkbox"/> 6 (PI)	<input type="checkbox"/> 7 (Tran)	<input type="checkbox"/> 8 (A)	<input type="checkbox"/> 9 (M)	<input checked="" type="checkbox"/> 10 (Coord)	<b>Program Funding:</b>	Title I: \$1000 SCE, Local, PTA
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### Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline 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.	All completed by end of first six weeks; weekly checks and calls to parents until finished	1/20/16-Principal, Counselors, Nurse, and Registrar coordinated efforts to ensure all parents had completed requisite paperwork within the first six weeks of school.
Identify parents without computer/internet access to offer hard copies of school information.	Throughout the 2015-2016 school year	1/20/16-Teachers inform counselors when students indicate there is no computer or internet connection at home. Counselors notify administration and complete the district request process for providing a computer to the home.  5/16/16-continued
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Monthly PTA meetings throughout the school year	1/20/16-Meeting dates are as follows: Aug. 24      Jan. 11 Sept. 14      Feb. 8 Oct. 19      Mar. 14 Nov. 9      Apr. 11 Dec. 7      May 16
Communicate information through eNews.	Weekly and as needed for special announcements throughout the school year	1/20/16-Catie Inge sends out eNews each week along with special eNews requests as they arise.  5/16/16-continued
Upgrade and maintain the campus website for easy access and increased communication with the community.	Updated as events, highlights, schedules are available throughout the school year	1/20/16-Principal continually updates Rice website as events, schedules, and highlights become available.  5/16/16-continued

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	Coordination at monthly meetings with PTA VP of Programs	<p>1/20/16-PTA-sponsored Multicultural Night to be held March 29, 2016 in conjunction with spring Open House. Group of dads volunteer weekly to help monitor students in the gym and cafeteria during morning arrival.</p> <p>5/16/16-Multicultural Night was held and included snacks from various cultures, music provided by Rice students, and henna tattoos. Artwork was also showcased. Morning arrival monitoring continued by dads and moms in the spring semester. Mrs. Zimmerman has met with new PTA board to schedule dates for parent, student, and staff training for the upcoming school year. She has also collected ideas from other PISD campuses for programming that will be shared with PTA for 2016-2017.</p>
Communicate information via monthly newsletter.	Monthly and as needed for special occasions throughout the 2015-2016 school year	<p>1/20/16-Kendyl Zimmerman (A.P.) collects information and sends out newsletters each month.</p> <p>5/16/16-continued</p>

<p>Utilize social media as a tool for communication (Twitter, Remind, Facebook page, Smore, etc.)</p>	<p>Throughout the 2015-2016 school year</p>	<p>1/20/16-All campus administrators and many teachers have set up social media accounts for communication. Rice librarian, Michelle Johnson, updates and maintains the Rice M.S. Facebook page.  <i>5/16/16-continued</i></p>
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## Highly Qualified Teacher Improvement Plan

**Critical Action:**

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

<b>Project Lead:</b>	Plano ISD HR Employee Recruitment & Retention Department
<b>Staff, Title I Staff:</b>	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
<b>Materials and Resources:</b>	Operating Fund, HR Budget, Campus/Curriculum Budget
<b>2015-2016 Timeline:</b>	Throughout the year, as needs arise

<b>Title I Components:</b>	<input checked="" type="checkbox"/> 1 (CNA)	<input type="checkbox"/> 2 (RS)	<input checked="" type="checkbox"/> 3 (HQ)	<input checked="" type="checkbox"/> 4 (PD)	<input checked="" type="checkbox"/> 5 (R/R)	<input type="checkbox"/> 6 (PI)	<input type="checkbox"/> 7 (Tran)	<input type="checkbox"/> 8 (A)	<input type="checkbox"/> 9 (M)	<input checked="" type="checkbox"/> 10 (Coord)	<b>Program Funding:</b>	Title I: \$500, Title II part of the planning budget \$25K, SCE, State and Local

**Strategies for Accomplishing Critical Action:**

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Plano ISD Human Resources Dept. reviews and modifies the recruitment schedule biannually.	Biannually	1/20/16-HR presentation to principals at iLead meeting on 1/13/16 with updated information on recruitment of teachers for specialized Special Education classrooms (BSC, CSC, ALC).
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify highly qualified candidates interested in teaching in Plano ISD.	May, June	1/20/16-Trips occur at various times and to various locations throughout the school year. Dates for PISD Job Fairs: April 23, 2016 (PWSHS) and June 13, 2016 (PSHS).  5/16/16-Rice administrators and two aspiring administrators attended the job fair and vetted potential candidates.
To attract and retain highly qualified applicants for bilingual students, Plano ISD offers a salary stipend.	Monthly	1/20/16-Stipends are granted by district and monitored by Rice principal through campus budget.  5/16/16-continued
To attract highly qualified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses.	Monthly	1/20/16-Rice had three student teachers in the fall 2015 semester (Band, 8 <sup>th</sup> grade ELA and 6 <sup>th</sup> grade Science). Rice will have two student teachers in the spring 2016 semester (7/8 <sup>th</sup> grade Science and 8 <sup>th</sup> grade History). Various aspiring teachers come to Rice for observation hours throughout the school year as well.

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
		<p><i>5/16/16-Student teachers completed their required hours. Observations continued in the spring semester.</i></p>
<p>Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Curriculum Department/Campus Administrators.</p>	<p>Monthly</p>	<p>1/20/16-Rice staff members attend required departmental PD and can access other applicable PD opportunities through My Learning Plan.</p> <p><i>5/16/16-Teachers were required to collect 8 hours of PD time outside of normal contract hours; PD was chosen based on individual needs. These documented hours will be turned in with EOY packet.</i></p>
<p>The Plano ISD Certification Office follows district hiring procedures to ensure that teachers are not hired if they do not meet “highly qualified” standards.</p>	<p>Monthly</p>	<p>1/20/16-One staff member at Rice (hired in the special education department in January 2016) is not HQ. Teacher was hired in an emergency capacity with permission granted at the state level. He is required to be HQ by the end of the 2015-2016 school year.</p> <p><i>5/16/16-All returning staff members, along with new hires, will be HQ.</i></p>