



Plano ISD

School Improvement Plan: 2015-2016

School Based Improvement Committee

Harrington Elementary

Principal: Ann Irvine

Mission Statement: The Harrington Elementary School Community will work as a team to provide a nurturing educational environment where all children will be successful learners.

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): **Thursday, October 29, 2015**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2016): **Thursday, January 28, 2016**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 10, 2016): **Thursday, June 02, 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			
1 (CNA)	Comprehensive Needs Assessment	6 (PI)	Strategies to Increase Parental Involvement
2 (RS)	Reform Strategies	7 (Tran)	Transition (Elementary schools only)
3 (HQ)	Instruction by Highly Qualified Staff	8 (A)	Teacher Decision-Making Regarding Assessments
4 (PD)	High-Quality Professional Development	9 (M)	Effective and Timely Assistance to Students
5 (R/R)	Strategies to Attract Highly Qualified Teachers	10 (Coord)	Coordination and Integration
Program Funding			
Multilingual	i.e. Parent programs, Assistance with ESL and/or Bilingual program utilizing Multilingual Specialists		
Title I	i.e. Parent programs, Tutorial Program, RAMP up for Kindergarten Program		
Sp.Ed.	i.e. Special Education emergency aid		
Local	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

Committee Member's Name	Role	Year 1st Participated on SBIC
Ann Boles	Faculty Member	2015-2016
Jamie Edmondson	Faculty Member	2014-2015
Aretha Lafayette	Faculty Member	2015-2016
Keith Griffin	Faculty Member	2015-2016
Victoria Kearns	Faculty Member	2015-2016
Kit Leslie	Faculty Member	2015-2016
Janet Teng	Faculty Member	2009-2010
Ann Irvine	Principal	N/A
Harriet Bell	District Professional	N/A
Shanna Kellogg	Campus Professional, Non-teaching	2009-2010
Veola Neal	Campus Professional, Non-teaching	2015-2016
Norma Groetken	Support Staff Member	2000-2001
Sally Pylant	Parent-Selected by PTA	2014-2015
Brenda Ables	Parent-Selected by Principal	2015-2016
Megan Iwanow	Parent	2015-2016
Robert Mele	Parent	2015-2016
Veronique Poncet	Parent	2015-2016
Lisa Riazzi	Parent	2015-2016
Amber Lee	Community Member	2015-2015
Brooke Pierson	Community Member	2015-2016
Renia Miller	Business Representative	2015-2016
Austin Smith	Business Representative	2013-2014

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

Improvement Plan Critical-Actions

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

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (PPP Analysis);
- STAAR/EOC Gap Analysis; and
- 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.	<div> <input type="checkbox"/> School-wide <input type="checkbox"/> 3rd grade </div> <div> <input type="checkbox"/> Kinder <input checked="" type="checkbox"/> 4th grade </div> <div> <input type="checkbox"/> 1st grade <input type="checkbox"/> 5th grade </div> <div> <input checked="" type="checkbox"/> 2nd grade <input type="checkbox"/> Other: </div>
2. Model and promote substantive collaboration to foster a learning community. <i>To be continued 2016-17</i>	<div> <input checked="" type="checkbox"/> School-wide <input type="checkbox"/> 3rd grade </div> <div> <input type="checkbox"/> Kinder <input type="checkbox"/> 4th grade </div> <div> <input type="checkbox"/> 1st grade <input type="checkbox"/> 5th grade </div> <div> <input type="checkbox"/> 2nd grade <input type="checkbox"/> Other: </div>
3. Monitor instructional practices using student performance data and classroom observations. <i>To be Continued 2016-17</i>	<div> <input type="checkbox"/> School-wide <input type="checkbox"/> 3rd grade </div> <div> <input type="checkbox"/> Kinder <input checked="" type="checkbox"/> 4th grade </div> <div> <input type="checkbox"/> 1st grade <input type="checkbox"/> 5th grade </div> <div> <input checked="" type="checkbox"/> 2nd grade <input type="checkbox"/> Other: </div>

Critical Action 1

Critical Action: Study and use the district's written curriculum.

Project Lead:	Ann Irvine										
Staff, Title I Staff:	Grade Level and Special Education Teachers in grades 2 & 3										
Materials and Resources:	District Curriculum, State TEKS, PES, PPPA & TPRI										
2015-2016 Timeline:	September 2015 to June 2016										
Targeted Area:	<input type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input checked="" type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input checked="" type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:			
Title I Components:	<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)	Program Funding:

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Build the skills of your team as you discuss how transitions across schools affect achievement gains for each core subject area and how you might minimize any disruptions in learning.	Weekly planning with administrators, annual folder share before students start, collegial observations in fall and in spring by at least one members of each grade level team	Cross-grade level folder share is conducted annually to provide insightful information regarding student academic progress and/or additional concerns, as appropriate. Observations are conducted as needed to provide an additional point of view and create opportunities for collegial conversations when problem solving. Planning with administrators is ongoing.
Build your teams' awareness of the importance of the curriculum. Encourage every school leader to ask, "What is it that you were wanting students to know or be able to do as a result of this lesson (or homework assignment, strategy, or field trip, etc.)?"	Weekly Walkthroughs of at least 4 classrooms /week, monthly team leader meetings and discussions, each team has at least one member attend a district training during the school year	Multiple supports are in place to ensure an awareness of the importance of the curriculum. The following lists are examples of the supports utilized by Harrington Elementary: Plano Walkthrough Data; Team Leader Agendas; Support from the Curriculum Department; District Workshops(beyond start of year experiences): Empowering Writers, Guided reading, Math implementation, Discovery Science

Critical Action 2

Critical Action: Model and promote substantive collaboration to foster a learning community.

Project Lead:	Ann Irvine										
Staff, Title I Staff:	PLC; Leadership; All staff										
Materials and Resources:	Allocated time for meetings; purchase of books and other materials as indicated by PLC members										
2015-2016 Timeline:	August 2015 to June 2016										
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:			
Title I Components:	<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)	Program Funding:

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Begin to attend as many teacher team meetings across grades or departments in your school as possible. To be Continued 2016-17	Monthly staff meetings, team walk through reviews of data analysis every other month, PDAS conferences as needed	Administrators review daily calendars to determine opportunities to attend grade level meetings as often as possible. Team Leader and staff meetings are scheduled opportunities to analyze data and discuss relevant issues/concerns. Plano Walkthroughs and PDAS observations allow administrators the opportunity to observe/identify changes to instructional style, implementation of new strategies and/or areas of concern.
Identify the specific behaviors that you expect to see in collaborative team meetings (e.g., full involvement of all team members, openness in discussing what is and is not working, questioning techniques), and share these expectations with all team members.	Weekly conversations with team leadership on an as needed basis.	Conversations with leadership team offer valuable insight concerning celebrations and challenges that require additional support. As the leadership roles expand at Harrington Elementary, there is an expected decrease in the principal's involvement to re-establish collaboration within teams. Further refinements are needed in 2016-17.

Critical Action 3

Critical Action: Monitor instructional practices using student performance data and classroom observations.

Project Lead:	Ann Irvine										
Staff, Title I Staff:	All Staff										
Materials and Resources:	Curriculum; TEKS										
2015-2016 Timeline:	August 2015 to June 2016										
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:			
Title I Components:	<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)	Program Funding:

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Identify a specific instructional strategy as a team (e.g., the use of gifted and talented strategies) and determine how you would use student performance data to monitor the use of this technique in your classrooms.	Team leader focus discussions on MAP/PES data following each testing period, staff meeting focus on PES data with J. Ruth each fall, presentations from each PLC at least 4x/year regarding new instructional practices	<ol style="list-style-type: none"> 1. Intervention/Enrichment – Using scaffolding and extensions to reach students where they are. Move students to new learning groups as needs change. 2. Differentiation – Using MAP, TPRI, AMC scores to take students to their next level of learning. Share the scores with students as we build a sense of responsibility and grit about learning. 3. I do, We do, You do – To help model and demonstrate processes and strategies for learning. 4. Development of <i>Instructional Academies</i> in 4th grade to focus on areas of academic growth and enhancement. Student scores and anecdotal data were discussed and new rotations in core subjects were created. Scores pending.
Develop the format to allow teachers to share classroom applications following any professional development activity or PLC meeting.	Monthly staff meetings add a “What’s New” segment for teacher presentations.	Agendas and notes from collaborative discussions and staff meetings are shared with all staff. Staff meetings and PLCs have provided teachers the opportunity to share classroom applications amongst each other following information learned during professional development.
Conduct learning walks among grade levels in order to observe teaching strategies and curriculum development in year 2.	At least one learning walk through by a member of each team in the grade below them. Submit a collaborative summary to	Teachers share their experiences regarding learning walks that are conducted among grade levels in the form of a collaborative summary. Plano Walkthrough data is an effective tool to follow-up with campus improvements in specific areas. Target date 2016-17.

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
	be shared at a Team Leader discussion and staff meeting as applicable.	

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)
COORDINATED SCHOOL HEALTH:				
All	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. (Required - Form Provided)	Principal	Campus Wellness Plan	Brenda Thompson is the Wellness Captain and a member of the Brain Based Learning PLC. Brenda Thompson will incorporate effective strategies in order to reach students with attentive disorders.
All	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	Wellness Captain: Brenda Thompson Parent Selection: Amber Lee
All	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. (Required)	Principal	Coordinated School Health Curriculum	Ongoing planning/conversations with the PE team take place on a consistent basis. Goals are consistently met for the gym, fitness room and outside play areas.
All	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. (Required)	P.E. Teacher/ Staff	Coordinated School Health Curriculum	Harrington's Coordinated School Health Bulletin Board is posted in the hallway outside of the Fitness Room. New information is added/updated according curriculum requirements every 9 weeks.
All	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	Events are communicated via Harrington Howler, marquee, twitter and web page (Bike Rodeo, Heart Maze, Field Day, Fun Run, etc.).
FITNESS:				
3-5	Analyze student fitness data to set program goals for school year. (Required - Form Provided)	P.E. Teacher	Program Goal Form	The Fitness Team Leader and Campus Wellness Team will collaborate to set goals based on Fitness Gram data.
3-5	Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	All 3-5 students tested twice a year (Fall/Spring)
4 th	(NEW ACTION STEP) Ensure all data for 3 rd -5 th grade students is entered on timely basis, fitness report	P.E. Teacher	Fitness Gram Student Report	Fall scores were entered upon completion (as the district program is readily available).

Applicable Students	Action Step	Responsible	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	cards are printed (4th and 7th grade) and sent to parents or linked through myPISD. (Required)			The Fitness Gram Report will be included with June report card.
	PHYSICAL ACTIVITY REQUIREMENTS: (Please complete cells below)			
All	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. (Required - Form Provided)	Principal	Recommended sample schedules are available upon request MVPA Form	All students receive 150 minutes of PE per week, per state requirements. MVPA requirements are met through fitness rotations 4-5 days a week (fitness routines, game type activities, etc.)
All	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	Pedometers and pulse meters are used several times a year to record and track student performance.
All	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. (Required - Form Provided)	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	Sequential and developmentally appropriate lessons are aligned to the TEKS and covered in each unit.
All	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Daily unstructured recess time is scheduled for every grade level and every grade level schedule for outdoor duty.	The daily schedule reflects 20-30 minutes of unstructured recess for grades k-5. Indoor alternative play is provided on inclement weather days.
All	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	Instructional planning with grade levels includes discussion for planning appropriate breaks for students, when needed. Online resources: Daily brain exercises during AM announcements via campus broadcast; Adventure to Fitness, Go Noodle, Brain Pop, etc.
All	ATTENDANCE: Forms are available on inside.pisd (Please complete cells below)			
All	Monitor attendance of students and follow up on prominent and chronic absences. (Required)	Principal	Attended Sonya Berger informational meeting, developed follow up plans with school attendance	Staff was trained according to the new guidelines regarding truancy. Excessive absences are addressed through phone calls, conferences & letters (in accordance with truancy law/school policy) <u>Current rate 97.2 as of EOY June 3, 2016</u>

Applicable Students	Action Step	Responsible	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
			clerk, monitor during the CMIT process	
All	Using Fitness Gram 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. (Required)	Principal	Student Goal Form	Administrators collaborate with fitness teacher regarding students' health needs.

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	PREVENTION:			
	Identify high risk areas. (Required)	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Administrative analysis of location and frequency of problematic behavior reports. Utilize reporting system in PEIMS; Stay Away Agreements, campus counseling interventions and special programs High risk areas: cafeteria & playground Bullying Referrals are processed within 24 hours.
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	Staff are in place based on data determined time and location(s). For areas that need to be highly monitored, cameras are used to resolve questions about behavior.
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	There is an ongoing effort to communicate clear expectations regarding implementation and consistent use of the Positive Behavior Supports Management Plan as a Collaborative Classroom Model for student management.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	By the end of the first semester, all staff are required to complete annual training that addresses bullying and sexual harassment. Throughout the school year large group and individual cases are reviewed, as necessary. Follow-up training was conducted January 2016
	Review referral process. (Required)	Principal or designee	Campus referral plan	Completed – Amended as needs develop throughout the year. Emphasis is placed on collecting data in an effort to examine cause and effect.

Applicable Group	Action Step	Responsible	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	CMIT & IEP Agreements Discipline reports are reviewed and used to determine areas in need of emphasis on effective communication and consistent procedures.
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	IEP accommodation logs and CMIT plans. Office referral process also in place (OSS, ISS, ATO).
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	Major vs. minor behavior referral plans in place as part of PBS model. Restorative Discipline was utilized throughout the school year to address student and staff concerns and most yielded positive results. Use district personnel as resources as needed (requests for PD)
All Students	PREVENTION:			
	State clear student expectations/campus rules/citizenship. (Required)	Principal or designee	Code of Conduct/ Student-Parent Handbook	Major and minor behavior referral plans in place, as appropriate. There is an ongoing effort to communicate consistent language and themes throughout building.
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	Specialized classrooms and IEPs all include BIPs as required and followed carefully. Collect data before and after to determine effectiveness of interventions.
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	RTI (Response to Intervention) is documented in an attempt to discover additional options, if necessary. SPED referrals are made through CMIT. Occasionally, a parent may request a SPED referral and we follow through as mandated.
All Students	INTERVENTION:			
	(Please complete cells below)			

Applicable Group	Action Step	Responsible	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Apply classroom interventions: (Required)	All teachers	Teaching staff completes behavioral motivation observations	The following list includes, but is not limited to classroom interventions used at Harrington: R Time, Positive Behavior Supports and Restorative Chat Administrators were trained by the Momentous Institute regarding social/emotional learning strategies and techniques. Opportunities to implement strategies and techniques from this training will be reviewed for the 2016-17 school year.
	Employ discipline interventions: (Required)	Designated staff	Collaborative investigations and conversations among staff members	PBS (Positive Behavior Support) campus strategies and district guidelines in use at Harrington Elementary.
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Ongoing training	Referrals are made through SPED and through the campus counselor for additional supports.
	Conference with parents/students. (Required)	Teachers or other staff	Adjusting daily schedules	Parent conferences are conducted as needed/requested. There are two annual conference dates per year for grades K-2. However, conferences for grades 3-5 are conducted as needed. Parents are contacted for all office referrals.

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.

Project Lead:	Ann Irvine
Staff, Title I Staff:	All Staff, PTA Representative(s)
Materials and Resources:	PTA board, Harrington Administrative Team, Faculty rep to the PTA Board, eNews and Howler publications
2015-2016 Timeline:	August 2015 to June 2016

Title I Components:	<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)	Program Funding:	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)
Strongly encourage all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and electronic information.	August 2015, as the need arises	Parents have the opportunity to register for Parent Portal during Harrington Hello via internet in the cafeteria or library. Registration packets are also available for completion at this event.
Identify parents without computer/internet access to offer hard copies of school information.	As the need arises, parents are assisted in the library to complete online registrations	The registration packet offers the first opportunity to identify parents without computer/internet access. The Harrington Howler is the school's newsletter that is available to all parents in hard copy form. Computers are available to families through the PISD exchange program.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Monthly, August 2015 to June 2016	Monthly PTA Board meetings are conducted at Harrington. Minutes are taken and information is disseminated to the faculty.
Communicate information through eNews.	Weekly - August 2015 to June 2016, as the need arises	Weekly updates via Harrington Howler are sent electronically.
Upgrade and maintain the campus website for easy access and increased communication with the community.	August 2015 to June 2016, as the need arises	The Campus CTA and librarian maintain and update the campus update to ensure that information is current and accurate.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	August 2015 to June 2016	An annual calendar of events is set each June to prepare for the forthcoming school year events. Programs offered annually as evening events include but are not limited to the following: Watch Dog Dads, Read-a-Rama, Art Night, Fall Festivals, Science Night, Multicultural Night at the Museum, Spring Fling

Highly Qualified Teacher Improvement Plan

Critical Action:

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

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

Title I Components:	<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)	Program Funding:	Title I: \$500, Title II part of the planning budget \$25K, SCE, State and Local
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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	Hiring is completed by June 2016 for current open positions.
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify highly qualified candidates interested in teaching in Plano ISD.	May, June	HR keeps a list of available candidates.
To attract and retain highly qualified applicants for bilingual students, Plano ISD offers a salary stipend.	Monthly	Harrington has one bilingual Mandarin classroom. This program ends in June 2016.
To attract highly qualified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses.	Monthly	Harrington annually hosts student teachers and pre-service teaching candidates. Harrington typically host 2-3 candidates/school year.
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.	Monthly	Monthly PDH is offered on and off campus. PLCs are in place that offer custom learning options for every staff member.
The Plano ISD Certification Office follows district hiring procedures to ensure that teachers are not hired if they do not meet "highly qualified" standards.	Monthly	Maintained by HR group.