



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Carpenter Middle School

Principal: Courtney J. Washington

Mission Statement: At Carpenter Middle School, our mission is to provide a safe environment which promotes respect and motivates students to learn and to act responsibility. We believe education is the shared responsibility of the student, home, school and community. The ultimate goal of Carpenter is to provide an excellent education for each student.



Approved by DBIC on November 14, 2016

Verification Page

Information Key: Red – ELAR Purple – History Blue – Math Green - Science

Planning Timelines

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

Meeting Dates

- Meeting 1: SBIC approves the improvement plan (by October 7, 2016): **Monday, October 03, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Monday, January 23, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Tuesday, May 30, 2017**

2016-2017 Campus Status

Check all that apply

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

Title I Information

Title I Components			
1 (CNA)	Comprehensive Needs Assessment	6 (PI)	Strategies to Increase Parental Involvement
2 (RS)	Reform Strategies	7 (Tran)	Transition (Elementary schools only)
3 (HQ)	Instruction by State Certified Staff	8 (A)	Teacher Decision-Making Regarding Assessments
4 (PD)	High-Quality Professional Development	9 (M)	Effective and Timely Assistance to Students
5 (R/R)	Strategies to Attract State Certified Teachers	10 (Coord)	Coordination and Integration
Program Funding			
Staffing	\$162,000	Total Funding for 2.5 Title I Support Teachers	
Parental Engagement	\$2,000	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	\$7,000	Additional Title I Funding (i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities)	

SBIC Committee

Committee Member's Name	Role	Year 1st Participated on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Craig Richardson	Faculty Member, History	2016-2017	X	X	X
Barbara Berliner	Faculty Member, ELAR	2016-2017	X	X	X
Laila Gil (Qiana Elam)	Faculty Member, Science	2016-2017	X	X	X
Amy George (Lisa Soomro)	Faculty Member, Math	2016-2017	X	X	X Kelly Palmer
Cassandra Ray	Faculty Member, PE/Health	2015-2016	X	X	X
Alicia Alexander	Faculty Member, Electives	2016-2017			X
Leanne Campbell	Faculty Member, Special Education	2016-2017	X		
Courtney J. Washington	Principal	Permanent Member	X	X	X
Cristi Foreman	District Professional	2016-2017			
John Tedford	District Professional	2014-2015	X	X	
Joy Blasius	Campus Professional, Non-teaching	2015-2016	X	X	X
Wendy Prater	Campus Professional, Non-teaching	2014-2015	X	X	X
Paul Meredith	Campus Professional, Non-teaching	2015-2016	X	X	X
Samantha Castillo	Support Staff Member	2015-2016	X	X	X
Kyle Foreman	Parent-Selected by PTA	2015-2016	X		X
Steve Kusters	Parent-Selected by Principal	2015-2016	X	X	X
Therese Nozykowski	Parent	2015-2016		X	
Sarah Albers	Parent	2015-2016		X	
Committee member search still in progress	Parent				
Committee member search still in progress	Parent				
Committee member search still in progress	Community Representative				
Committee member search still in progress	Community Representative				
Lawrence Mann	Business Representative	2014-2015	X		
Committee member search still in progress	Business Representative				

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

District-Wide Goals

1. Increase the percentage of students meeting STAAR Satisfactory performance rates.
2. Ensure that all students meet STAAR and MAP Growth Standards in all subject areas.
3. Increase Satisfactory and Advanced performance rates for Economically Disadvantaged student group – Closing Performance Gaps.
4. Increase the percentage of students meeting STAAR Advanced performance rates.
5. Increase high school graduation rates and ensure students are on track to graduate.
6. Ensure that all students graduate College and Career Ready or are on track to College and Career Readiness.
7. Ensure that all student groups (7 race/ethnicity and Sp.Ed, ELL, ED) meet the Accountability Safeguard measures (60% meet the Level II Satisfactory Standard on STAAR/EOC).

District-Wide Goals	Title I Components	Applicable Student Groups
<p>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.</p>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<p>Violence Prevention and Bullying</p>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<p>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.</p>	<p>1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)</p>	<p>All</p>
<p>Highly Qualified Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.</p>	<p>1 (Comprehensive Needs Assessment) 3 (Instruction by State Certified Staff) 4 (High-Quality Professional Development) 5 (Strategies to Attract State Certified Teachers) 10 (Coordination and Integration)</p>	<p>All</p>
<p>Transition of Pre-KN Students: The transition from early childhood to elementary school is supported by the campus and district. (Title I Campuses only)</p>	<p>1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)</p>	<p>Title I only</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 (P³A School Wide and Classroom Level);
- STAAR/EOC Gap Analysis;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

School Wide and/or Targeted Grade Level Critical Actions
<p>1. Increase participation in peer classroom visits in order to improve the instructional practices of the team. (PPPA CL 5) All students; particularly our AA, Hisp, SpEd, ELL, ED students.</p>
<p>2. Supplement classroom interventions with targeted support for students who perform below grade level. (PPPA SW 17) Reading: SpEd 31%, ELLM 53%; Math: SpEd 36%; Writing: AA 48%, Hisp 52%, SpEd 26%, ED 51%; Science: AA 39%, Hisp 58%, SpEd 21%, ED 50%: Soc. Stud.: All 56%, AA 34%, Hisp 51%, SpEd 12%, ED 47%)</p>
<p>3. Increase use of proven interventions to assist each student in mastering grade-level objectives and increase use of strategies to add depth to learning opportunities for students who demonstrate early mastery. (PPPA CL 13 and CL 15)</p>
<p>4. Use high-yield instructional strategies as tools to support rigorous learning. (PPPA CL 6) All students; particularly our AA, Hisp, SpEd, ELL, ED students.</p>
<p>5. Increase use of allocated time as a tool to maximize learning opportunities. (PPPA CL 8) All students; particularly our AA, Hisp, SpEd, ELL, ED students.</p>

Critical Action 1

Critical Action: Increase participation in peer classroom visits in order to improve the instructional practices of the team. (PPPA CL 5)

Project Lead:	Department Chairs, Title I Instructional Coach, Assistant Principals, Principal							
Staff, Title I Staff:	Department Chairs, Title I Instructional Coach, Assistant Principals, Principal, District Coordinators/Specialists, All Core Subject Staff							
Materials and Resources:	PISD Curriculum, Book Study: Fundamental 5							
Targeted Area:	<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:

Strategies for Accomplishing Critical Action 1:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Participate in focused learning team walks</p> <p>1. Develop a structure for learning team walks in your school. Typically, a learning team walk is conducted by a group of three to five educators—often including teachers as well as school and district leaders. The team identifies a particular focus for the walk and investigates the use of a particular practice or strategy through short observations in classrooms throughout the school. For example, suppose that your school or district asks all teachers to use gifted teaching strategies in every classroom. The team may conduct a walk across many classrooms in a particular school to identify uses of this strategy.</p>	<p>Weekly learning walks Biweekly peer observations Monthly, each grade level pair will visit classrooms from another content area (History) Monthly observations, with teacher notice a week in advance (Science)</p>	<p>Meeting notes Planning notes Intervention plans Tutorial logs Weekly Parent contact (or as needed), establishing expanded tutorial times for students Parent contact documentation</p>	<p>Formative Notes: Data was collected from daily walkthroughs. We analyzed data every Friday to look at the campus as a whole. Questions included, “What is working? What areas have low % and why?”. Data was made available to every staff member through department meetings, with the vision that data needs to be transparent and not one-sided. Data was collected through daily walkthroughs by the leadership team and analyzed each Friday to look for areas of growth. Data was collected from weekly walkthroughs. Debriefed and focused department discussions and Professional Development accordingly Data was collected from daily walkthroughs. Analysis took place every Friday to look at the campus data. Data was made available to every staff member through department meetings, monthly.</p> <p>Summative Notes: Department chairs will not have 1st period off next year; however, peer observations can still use the walkthrough form to analyze data and look for consistency across campus. Department chairs will not have 1st period off next year to conduct walkthroughs but form could still be utilized for peer observations.</p>

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			<p>Peer observation practices need to continue next year even though 1st period dept. head subbing will not be in place. The walkthrough forms can be used to analyze data and be used for discussion points at department meetings. The fundamental five strategies will still be emphasized for next year, along with higher level questioning, AVID, and talk read talk write.</p> <p>Feedback provided to individual Teachers from observations via Teacher notes and conversations. Department chairs will not have 1st period off next year; however, peer observations can still use the walkthrough information. Fundamental 5 will still be instructional strategy used in classrooms.</p>
<p>Reflect on lessons as a team</p> <p>2. Determine the extent to which teachers use team meeting time to review specific lessons they have taught. Consider factors such as the following:</p> <ul style="list-style-type: none"> • Do teachers have a set format for reviewing lessons in team meetings? • Do all teachers actively participate in the lesson review process? • Does the lesson review include any type of student learning measure of effectiveness (i.e., assessment results)? • Are teachers willing to share portions of the lesson that they feel did not work? • Does the lesson review lead to specific and tangible adjustments that are recorded for future use? 	<p>Daily Weekly grade level PLC meetings Department PLC meetings Monthly during dept. meetings a Teacher will share a lesson with the team</p>	<p>Meeting notes Planning notes Structured conversation regarding improvement of instructional practice Monthly science agenda where teachers share lessons with department.</p>	<p>Formative Notes:</p> <p>As a department, we created norms for our monthly meetings. Part of our meetings was dedicated to teachers sharing resources and strategies (in other words, highlight strengths). Guest speaker, Craig McKinney, presented AVID strategies to incorporate academic conversations in science classes.</p> <p>We also met as a team in April 2017 to reflect on the year by completing a “PLC” survey. We discussed what we envision an ideal PLC to look like, and how each member can contribute to a PLC. What would we change for next year? How can the resources we have (including Framing the Lesson) help with planning? What role does data have in our planning? Why is it important to start a unit looking <i>first</i> at the assessment? Grade level meetings held once a week to plan for instruction, create assessments, identify students/skills for interventions, reflect on lesson effectiveness and determine mastery of learning.</p> <p>Department meetings held once a month to analyze district/state data and discuss any department/campus business.</p> <p>Meetings included teachers sharing resources and strategies that worked for them, as well as those that didn’t. Jennifer Ramby and Craig McKinney came to present helpful strategies (AVID, Talk Read Talk Write,</p>

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			<p>Co-teaching).</p> <p>As a department, we created norms for our monthly meetings. Guest attendee, Evelyn Jones-CMS Special Education Dept. Chair, presented strategies to help Teachers modify and accommodate students in Social Studies classes. We met as a team in October 2016, with PISD Social Studies Curriculum instructor, Jana Fry, to plan the year by completing unit lesson planning. We discussed what we would we change for the upcoming year, and How can the resources we have (including Framing the Lesson) to help with planning? Structured conversation regarding improvement of instructional practice. Information from Campus Instructional Coach, and curriculum specialist were provided.</p> <p>Summative Notes: We collaborated and created a PLC and lesson plan to be used in weekly grade-level meetings. Moving forward, this will be in place for next year. The 4 guiding questions will drive our planning:</p> <ol style="list-style-type: none"> 1. What do we expect our students to learn (Goals/Expectations)? 2. How will we know they are learning (Assessment)? 3. How will we respond when they don't learn (Tier 1, 2,3 Intervention)? 4. How will we respond if they already know it (Gifted)? <p>Additionally, we created norms (tentative when we revisit in August) to hold everyone accountable. Moving forward to next year, we will create and utilize a lesson planning template to guide our discussions as a PLC group to maximize student learning.</p> <p>We will use our leverage points and the walkthrough data from 2016-2017, as well as what we begin to see from 2017-2018, to determine what strategies and lesson plan successes we need to share out in department meetings.</p> <p>Each Teacher should be able to answer the following</p>

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			<p>questions in weekly grade level planning meetings: What do we expect our students to learn (Goals/Expectations)?</p> <ol style="list-style-type: none"> 1. How will we know they are learning (Assessment)? 2. How will we respond when they don't learn (Tier 1, 2,3 Intervention)? 3. How will we respond if they already know it (Gifted)? <p>Campus grading norms have been established, and should be followed.</p>
<p>Visit other classrooms as part of collaborative process</p> <p>3. Provide opportunities for teachers to visit other team members' classrooms. Make observation of peer instruction a regular part of the collaborative planning process for each grade-level or subject-area team. That is, observing a peer should not only be a professional growth opportunity for teachers who are experiencing difficulties in the classroom. Instead, have all teachers schedule visits to other team members' classrooms as part of the way you do business in your school.</p>	<p>Weekly learning walks Biweekly peer observations</p>	<p>Meeting notes Planning notes Observation notes Documented implementation of new instructional practices learned Science Observation form Peer Observations. Walkthrough data</p>	<p>Formative Notes: Each teacher within the Science Department was given the opportunity to conduct peer observations within the department or elsewhere. We would initiate our pre-conference and discuss areas of growth we would like to focus on and how the peer observer can improve instruction and management. We utilized our planning periods and coordinated with our peer mentors days and times in which observations would take place. Department chair covered classes during 1st period for teachers to visit other classrooms for peer observations. The fall semester department chair had these observations structured as optional. The spring semester department chair scheduled observations on a rotating schedule. Opportunities were provided on Wednesdays during 1st period. Department Head subbed for teachers while they observed. Teachers attended district sponsored trainings to increase their Implementation of new instructional practices.</p> <p>Summative Notes: We made the effort to reach out to our peer-observers to reflect and praise on personal and professional growth all year. We shared resources, such as pedagogical techniques, as well as academic skills to</p>

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			<p>promote cross-curricular integration. Since department chairs will not have 1st period off, we are structuring a plan of action to determine how peer observations will be structured for next year. Reflections from these observations will be shared with all department members in order to share resources and strategies seen.</p> <p>Based on feedback, would like to extend this opportunity to other time periods/days to facilitate more learning opportunities.</p> <p>We will make more of an effort to reach out to our peer-observers to reflect and praise on personal and professional growth all year.</p>
<p>Fully discuss instructional strategies following observations</p> <p>4. Provide structured time for teachers to meet following any peer observation to discuss the instructional strategies that were used and observed.</p> <p>5. Share what teachers learned during PLC. Was it management or instruction technique they learned from another teacher? (History)</p>	<p>Daily Weekly grade level PLC meetings Department PLC meetings</p>		<p>Formative Notes and Summative Notes: Learning walks have revealed engaging and effective instructional strategies and classroom management practices that were shared out in department and staff meetings.</p>

Critical Action 2

Critical Action: Supplement classroom interventions with targeted support for students who perform below grade level. (PPPA SW 17)

Project Lead:	Department Chairs, Assistant Principals, Principal, CMIT/Rtl Team							
Staff, Title I Staff:	All Core Subject Staff							
Materials and Resources:	PISD Curriculum, Edugence Data, Approved Supplemental Material							
Targeted Area:	<input type="checkbox"/> School-wide	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 2:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Proactively develop intervention plans for students performing below grade level</p> <p>1. Create and share 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. This action ensures that you are beginning to develop what is commonly referred to as a pyramid of interventions—layered support at the district, school, and classroom levels to ensure all students reach high standards of achievement.</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	<p>Daily individual planning Weekly grade level PLC meetings Department PLC meetings Weekly CMIT/Rtl meetings</p>	<p>Meeting notes Planning notes Intervention plans Tutorial logs Weekly Parent contact (or as needed), establishing expanded tutorial times for students Parent contact documentation</p>	<p>Formative Notes: John Tedford was our guest speaker to train science department with Edugence. We used the data to identify below grade-level students based on MAP scores. We used Intervention form to document throughout the year the type of Tier Intervention that was used. MAP data was used to help identify students in need of intervention. Reading Support teacher analyzed MAP, STAAR, Cogat, and TELPAS data to identify students performing below grade level. Students were pulled for extra support based on need. We used Google drive to document interventions Data to identify below grade-level students based on MAP scores was used. Additionally, Tier Intervention that was used.</p> <p>Summative Notes: We will use at least one department meeting to discuss what “on-the-spot” interventions look like. This can be small group re-teach, warm up questions on lowest missed questions, or bringing back questions on the next assessment. Discuss importance that intervention IS NOT after-school tutoring. The most effective intervention is in class. This is an area of growth for the department. Team</p>

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			<p>planning template and PLC will enable teachers to better prepare for in-class intervention support of all students with better documentation.</p> <p>Jennifer Ramby and Craig McKinney came in to help train department on accessing and analyzing data. Tutorials before, during, and after school, workshops, CAARA. Used formal and informal evaluations to guide targeted instruction and intervention for students performing below grade level. Utilized district resources and personnel to increase our knowledge base.</p> <p>The most effective intervention is in class. For next year, we will reach out to SPED department more and include/invite them to PLC for help with modifications. Take on a collaborative approach to classroom environment by building relationships with co-teachers since August.</p>
<p>Provide proactive support for students performing below grade level</p> <p>2. 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. That is, to move all students to higher levels of achievement, you must concentrate on both the level of instruction in every classroom and the required remediation to allow students to successfully engage in that instruction. Students must be taught at grade level while simultaneously receiving the necessary review and reinforcement to master the grade-level prerequisites. For example, students entering a sixth-grade math classroom performing below grade level must receive intensive intervention if they are to be taught at grade level. And, if they are not taught at grade level, they will never be able to get back on track to grade-level performance. All of the learning gaps cannot be addressed immediately.</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	<p>Daily individual planning Weekly grade level PLC meetings Department PLC meetings Weekly CMIT/Rtl meetings Weekly tutorials</p>	<p>Meeting notes Planning notes Intervention plans Tutorial logs Data from assessments and MAP</p> <p>Targeted instructional strategies used from campus Instructional Coach</p>	<p>Formative Notes: Work with Science Coach from district to create intensive intervention lessons for students who perform below grade level. Follow the Tier Intervention with documentation. Plan with science department to share lessons. 8th grade teachers communicate to 6th and 7th grade on weak TEKS, so that they can reiterate. More repetition and level-one recall-type questions for these students to build the foundation of previous content. More focus on vocabulary with note cards and simplified definitions. Scaffold intervention when students begin mastering content. Check mastery with verbal and written communication, such as teacher-student interview (in-class activity) and warm-ups, short answer entry in notebooks, and exit-tickets.</p> <p>Classroom teachers identified students in need of before school or after school support via weekly tutorials. Classroom teachers also identified students in need of after school support by utilizing the Carpenter Academy, held every Wednesday until 5:00 pm. The Title I support teacher identified students to support in classroom and in pull-out groups.</p>

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			<p>Students identified as performing well below grade level were placed in a Power Math class, held daily for the entire school year.</p> <p>Teachers monitor student progress and lack thereof through a variety of methods including, but not limited to, formative assessments, observation, MAP testing, STAAR testing, interactive student notebooks, student presentations, student writing samples, and student feedback. Teachers provide scaffolding and differentiation to ensure appropriate instruction for all students.</p> <p>Work with Social Studies Campus Instructional Coach, and district coordinator to create intensive intervention lessons for students who perform below grade level. Follow the Tier Intervention with documentation. Plan with ELA department to share lessons, to strengthen writing skills. 8th grade teachers communicate to 6th and 7th grade on weak TEKS, so that they can reiterate. Check mastery with verbal and written communication, such as teacher-student interview (in-class activity) and warm-ups, short answer entry in notebooks, and exit-tickets.</p> <p>Summative Notes: This is an area of growth for our department. Better use of documentation is critical. Discussions of the vision of what Tier Interventions look like are crucial. Simulated PLCs where interventions are implemented on the spot. Continuing into next year, the department can grow by better utilizing documentation of support provided. Our department has discussed and will make a focused effort on making sure we have thoroughly reviewed all student learning plans for our classes to ensure that students are properly placed and supported. We will continue to work on differentiation strategies to support students at all levels of learning. A select group of teachers has started working closely with Jennifer Ramby to specifically look at what differentiation should and should not be for kids at the high and low end of the</p>

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			<p>spectrum. As those teachers figure out, with Jennifer’s guidance, what that is in relation to PISD curriculum; they will begin to share out with the rest of the department.</p> <p>This is an area of growth for our department. Better use of documentation and communication between grade levels is vital to student success. Discussions of the vision of what Tier Interventions look like are vital.</p>
<p>Proactively develop intervention plans for students performing below grade level</p> <p>3. Use student assessment data and teacher input to identify the students at each grade level in your school who are going to require additional instructional supports from the first day of the school year. Ensure that these students receive these services.</p> <p>*Students who are performing below grade level are going to require remediation beyond the classroom teacher if they are to get back on track.</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	<p>Daily individual planning Weekly grade level PLC meetings Department PLC meetings Weekly CMIT/Rtl meetings Weekly tutorials Title I tutorials Title 1 funding for science tutoring incentives Posters for tutoring and weekly announcements</p>	<p>Intervention plans Tutorial logs Social Studies STAAR tutorials weekly after school Title 1 funding for science tutoring incentives. Edugence Data</p>	<p>Formative Notes: MAP scores and Edugence data, including LEP and STAAR data will drive our intervention. MAP data was used to help identify students in need of intervention. Reading and writing workshops after school, during lunch, and during reading classes. Additional reading class provides additional opportunity for support in smaller class with comfort of known instructor. Reading Support teacher analyzed MAP, STAAR, Cogat, and TELPAS data to identify students performing below grade level. Students were pulled for extra support based on need. We used Google drive to document interventions MAP scores and Edugence data, including LEP and STAAR data will drive our intervention. Qualitative and quantitative data is used.</p> <p>Summative Notes: The team will bring lessons from prior grade levels to support grade-level content. This is an area of growth for the department. Team planning template and PLC will enable teachers to better prepare for in-class intervention support of all students with better documentation At the beginning of the year for 2017-2018, our department will review a specific streamlined approach to keeping track of interventions being used for students. The team will bring lessons from prior grade levels to support grade-level content.</p>

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Provide proactive support for students performing below grade level</p> <p>4. Structure specific instruction opportunities for the prerequisite skills in tutorial sessions that precede the new unit of study. Have students from across classrooms who need this instruction take part in the tutorials.</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	<p>Daily individual planning Weekly grade level PLC meetings Department PLC meetings Weekly CMIT/Rtl meetings Weekly tutorials Title I tutorials</p>	<p>Intervention plans Tutorial logs CPO hands-on labs</p>	<p>Formative Notes: Identify students based on qualitative and quantitative data. Sent letter and invitation to students. Track attendance and progress of each student. Classroom teachers identified students in need of before school or after school support via weekly tutorials. Classroom teachers also identified students in need of after school support by utilizing the Carpenter Academy, held every Wednesday until 5:00 pm. The Title I support teacher identified students to support in classroom and in pull-out groups. Students identified as performing well below grade level were placed in a Power Math class, held daily for the entire school year. Teacher utilized to pull students performing significantly (2 years or more) below grade level (based on BRI, MAP and STAAR data) for targeted intervention. Identify students based on qualitative and quantitative data. Sent letter and invitation to students. Track attendance and progress of each student (After school STAAR tutorials).</p> <p>Summative Notes: Content-based assessments results will drive our interventions. Data analysis will allow for Science department to dig deeper into student misconceptions, vocabulary, etc. District exams are given on average every 4 weeks. Grade-level teachers meet to discuss scores. If scores are low, action plans are put into place, such as re-teach via warm-ups and exit tickets, small group instruction, and mandatory morning and after school tutoring, with parental communication. Continuing into next year, the department can grow by better utilizing documentation of support provided. Information from Edugence and classroom assessments will be used to discuss student needs. Grade level teams should be able to disaggregate the data and create intervention lessons to be used during tutorials to scaffold curriculum.</p>

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			<p>Content-based assessments results will drive our interventions. Data analysis and collaboration will allow for Social Studies department to dig deeper into student misconceptions, vocabulary, etc. Grade-level teachers meet to discuss scores. If scores are low, action plans are put into place, such as re-teach via warm-ups and exit tickets, small group instruction, and mandatory morning and after school tutoring, with parental communication.</p>

Critical Action 3

Critical Action: Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives and increase use of strategies to add depth to learning opportunities for students who demonstrate early mastery. (PPPA CL 13 and CL 15)

Project Lead:	Department Chairs, Assistant Principals, Principal							
Staff, Title I Staff:	All Core Subject Staff							
Materials and Resources:	PISD Curriculum, Edugence Data, Approved Supplemental Material							
Targeted Area:	<input type="checkbox"/> School-wide	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 3:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Provide tutorials that target specific objectives</p> <p>1. Assign students to academic recovery tutorials that have demonstrated skill gaps and/or failing to demonstrate mastery in core classes.</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	<p>Daily individual planning Weekly grade level PLC meetings Department PLC meetings Weekly CMIT/Rtl meetings Weekly tutorials Title I tutorials</p>	<p>Intervention plans Tutorial logs Daily grades Assessment grades Parent logs/documentation Utilizing weekly CAAR after school tutorials, Parent contact and campus support.</p>	<p>Formative Notes: Used Grant of \$1500 for our new program, “Hands-On” Science Camps. Identified students from MAP scores, sent out individual invitations, and used planning time to create hands-on lessons on Readiness TEKS. Tracked student attendance and assess students in tutoring. Classroom teachers identified students in need of before school or after school support via weekly tutorials. Classroom teachers also identified students in need of after school support by utilizing the Carpenter Academy, held every Wednesday until 5:00 pm. The Title I support teacher identified students to support in classroom and in pull-out groups. Students identified as performing well below grade level were placed in a Power Math class, held daily for the entire school year. The ELAR department consistently utilized the Carpenter Academy for tutorials and academic recovery. Used Title I funding for our new program, “Hands-On” History Camps. Identified students from MAP scores, sent out individual invitations, and used planning time to create hands-on lessons on Readiness TEKS. Tracked student attendance and assess students in tutoring.</p>

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			<p>Summative Notes: Reapply for grant and communicate with Title 1 Specialist for additional resources for tutoring. Continuing into next year, the department can grow by better utilizing documentation of support provided. Students are assigned tutorials as needed. Our department also does a great job of pulling students in at lunch as well as other days of the week before and after school to help students achieve in the classroom. Implement History Camps earlier in the year with Title 1 Specialist for additional resources for tutoring.</p>
<p>Provide enhanced learning opportunities for students demonstrating early mastery of the curriculum</p> <p>2. Determine your course of action to begin providing intellectually demanding learning opportunities for students who demonstrate early mastery of specific curricular content. *These learning opportunities and support systems should go above and beyond the extensions offered individually by classroom teachers. **Remember that this type of support requires a very fluid process with pre-assessment options that identify students for conceivably short periods of time (one to two weeks) and should not be confused with formal gifted identification or programming.</p>	<p>Daily individual planning Weekly grade level PLC meetings Department PLC meetings Weekly CMIT/Rtl meetings Weekly tutorials Title I tutorials</p>	<p>Daily grades Assessment grades Enrichment activities Quick Writes Each Teacher actively updating their World Wall during each unit GIZMO interactive Science fair Flipped classroom lessons</p>	<p>Formative Notes: Identify gifted students and students who have demonstrated early mastery of grade-level learning objectives and develop early mastery materials relative to each academic objective. Create flipped classrooms where students teach using self-made videos. Students that mastered learning were offered opportunities to peer teach others. Students that consistently mastered learning and excelled in that learning were encouraged to enroll in honors track for upcoming school year or current school year, if possible for their grade level. Integrate enrichment opportunities tied to curriculum, including reading and writing choices beyond assignments as supported by the campus literacy focus. Identify gifted students and students who have demonstrated early mastery of grade-level learning objectives and develop early mastery materials relative to each academic objective. Create flipped classrooms where students teach using self-made videos. Differentiated activities for student choice.</p> <p>Summative Notes: Science fair will ensure students are challenged and encouraged to share ideas. Push for flipped class for next year. Attend</p>

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			<p>PD/research on what flipped class looks like? Create more opportunities for students to have Project Based Learning for enrichment and extension. An area of growth for department is to provide more opportunities beyond peer tutoring. A focus on collaboration and language rich discussions and group work is underway. Academic language scripts are used to increase conversational vocabulary. These help the gifted student’s model and teach others while allowing the entire class to learn from each other. Leveled readings are used to bring in real-world examples that tie into the existing curriculum. All teachers should attend additional PD/research on instructional strategy or curriculum. Create more opportunities for students to have Project Based Learning for enrichment and extension. Article on Enrichment Activities: https://www.education.udel.edu/wp-content/uploads/2013/01/GiftedStudents.pdf</p> <ol style="list-style-type: none"> 1. Teach interactively. Have students work together, teach one another, and actively participate in their own and their classmates’ education. 2. Consider team teaching, collaboration, and consultation with other teachers. Use the knowledge, skills, and support of other educators or professionals in the schools. 3. Provide opportunities for gifted children to interact with other gifted children across grade levels and schools through competitions or collaborative projects.
<p>Evaluate the effectiveness of student interventions</p> <p>3. Attempt to tie any evaluation to demonstrated student performance (e.g., increased mastery levels for students who received the intervention that were greater than gains for students who did not). While any causal relationships (between the intervention and the improved outcome) will be</p>	<p>Weekly lesson plans Weekly grade level PLC meetings</p>	<p>Daily grades Assessment grades MAP data Meeting notes</p>	<p>Formative Notes: Ensure that each unit of study in all core content areas has been carefully analyzed and discussed in planning meetings to determine what necessary prerequisite skills students must possess to be able to engage with the new learning content successfully. Use pre-</p>

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>difficult, if not impossible, to prove, you should construct the most rigorous evaluation processes possible.</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>			<p>assessments designed around these prerequisite skills so that teachers can know whether students in their classrooms have the necessary skills for the new content. Brainstorm and clarify methods teachers might use to determine what school-level support you might be able to provide for teachers whose students demonstrate early mastery of any given unit of study. Students receiving intervention support should show marked improvement in daily/major grades and MAP scores.</p> <p>Ensure that each unit of study in all core content areas has been carefully analyzed and discussed in planning meetings to determine what prerequisite skills students must possess to be able to engage with the new learning content successfully. Brainstorm and clarify methods teachers might use to determine what school-level support you might be able to provide for teachers whose students demonstrate early mastery of any given unit of study.</p> <p>Summative Notes: Brainstorm and clarify methods teachers might use to determine what school-level support you might be able to provide for teachers whose students demonstrate early mastery of any given unit of study. Tracked progress of student, specifically students with skill gaps. CMIT students also have their progress tracked by the CMIT team. Effectiveness of efforts analyzed referencing MAP & STAAR data. Clarify and identify methods and resources teachers should regularly use to determine school-level support you might be able to provide for teachers whose students demonstrate early mastery of any given unit of study.</p>

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Provide academic support aligned with the district curriculum</p> <p>4. Make sure that every instructional minute within school-level interventions is aligned to the academic objectives of the district's written curriculum and tightly coordinated across school organizational levels (i.e., district, school, and classroom).</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	<p>Weekly lesson plans Weekly grade level PLC meetings</p>	<p>Daily grades Assessment grades Enrichment activities</p>	<p>Formative Notes: Grade- level Science teachers met on a weekly basis for lesson planning with Instructional Specialist (at least monthly). Additionally, team leader meetings with grade levels enabled cross-curricular communication on academic and social abilities of students. All classroom teachers follow the district curriculum on the Curriculum page. Classroom teachers also follow PISD's Backward Design when planning. Grade level teams met for lesson planning that often included district curriculum specialists. Department meetings were used for vertical alignment discussions. Teachers focused on specific knowledge and skills covered by state and district expectations. Grade- level Social Studies teachers met on a weekly basis for lesson planning with the campus Instructional Specialist. Additionally, team leader meetings with grade levels enabled cross-curricular communication on academic and social abilities of students.</p> <p>Summative Notes: Parent communication was effective when all teachers initiated contact. Grade-level counselors also helped ensure students were not failing and everyone was on the same page to ensure student success. IEP/504 was implemented and case managers kept in contact. Grade levels utilized MaryEllen Sablick, Math Instructional Specialist for the district, in planning meetings. Her support will continue to be utilized moving into next year as well as Joy Blasius, campus instructional coach. The new leverage points will provide direction and guidance for what the department will focus on regarding this target. Teachers will continue to study the content of their specific grade level to better understand the district benchmarks and state skills being assessed.</p>

Critical Action 4

Critical Action: Use high-yield instructional strategies as tools to support rigorous learning. (PPPA CL 6)

Project Lead:	Department Chairs, Assistant Principals, Principal							
Staff, Title I Staff:	All Core Subject Staff							
Materials and Resources:	PISD Curriculum, AVID Strategies, Book Study: Fundamental 5, Marzano’s Strategies, Talk-Read-Talk-Write, Reading Strategies							
Targeted Area:	<input type="checkbox"/> School-wide	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 4:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Ask questions that require higher order thinking</p> <ol style="list-style-type: none"> Continue collaborating with grade level teams with pre-planning and developing higher order thinking questions to support the TEKS/curriculum. Continue using the curriculum as a tool to support higher level thinking by incorporating questions embedded in the curriculum. <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	Weekly grade level PLC meetings	Meeting notes Planning notes Lesson plans Frequently using Costas levels of questions for higher order questions in class AVID strategies Question building with students Seeking professional development on how to increase critical thinking in science classroom.	<p>Formative Notes: During monthly department meetings, document guest speakers and topics covered. For example, first science meeting was on Talk, Read, Talk, Write. Weekly time for self and grade-level reflection. What’s working? What can be improved? Higher level questioning is part of planning process. Instructional specialist supports planning meetings. Used higher level questioning, Costa’s Levels, AVID, Academic language scripts, sentence stems During monthly department meetings, document guest speakers and topics covered. For example, How to implement the most effective instructional practice? What’s working? What can be improved?</p> <p>Summative Notes: Ensure grade-levels are planning and following curriculum, while tying in lessons with their TTESS goals. Overall, science dept. aim is to increase quality of student academic conversations. Monthly department meetings will provide resources to teachers to attain TTESS goals. Peer observations will be done where the science team breaks up and observes other content areas. Moving forward, the lesson planning template that will be utilized next year to improve meeting effectiveness will highlight higher level questioning as a part of the planning process. Ensure grade-levels are planning and following curriculum, while tying in lessons with their TTESS goals. Overall, science dept. aim is to increase quality of student academic conversations. Monthly department meetings will provide resources to teachers to attain TTESS goals. Peer observations will be done where the science team breaks up and observes other content areas. Ensure grade-levels are planning and following curriculum, while tying in lessons with their TTESS goals. Overall, the Social Studies department’s aim is to increase quality of student academic conversations and writing skills.</p>

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Regularly reinforce learning objectives</p> <p>1. Frequently frame the lesson by effectively referencing the learning target, essential question as a learner-centered instructional tool (i.e. We will..I will).</p> <p>a. Is target reinforced throughout the lesson?</p> <p>b. Is the teacher going back to the target?</p> <p>c. Can students explain the target if someone were to walk in and ask them?</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	<p>Daily individual planning Weekly grade level PLC meetings Department PLC meetings</p>	<p>Posted targets Fundamental 5 Demonstrations of learning (exit tickets and quick writes). Referencing and reframing the target in the lesson purposely</p>	<p>Formative Notes: Instructional Coaches conduct walkthroughs and record if learning targets are clearly written AND referenced throughout learning. Learning targets are posted daily. These are either created in the planning meetings or copied from the curriculum planner. Leadership walkthrough data reflects if learning targets are clearly written and referenced throughout learning. Used AVID strategy of students chorally reciting portions of the objectives. Used "We will" and "I will" statements. Instructional Coaches conduct walkthroughs and record if learning targets are clearly written AND referenced throughout learning.</p> <p>Summative Notes: Discuss with science team the relevance of posting learning target with "We will and I will", and have students be familiar with targets. Moving forward into next year, department will improve on referencing the learning target throughout lesson. Discuss the relevance of posting learning target with "We will and I will", and have students become familiar with targets. Discuss with Social Studies team the relevance of posting learning target with "We will and I will", and have students been familiar with targets. Targets were posted daily and used for students to reference throughout the lesson and during individual work.</p>
<p>Use mastery learning strategies</p> <p>2. Determine the extent to which teachers use mastery learning techniques to allow students to improve their work. Examine answers to questions such as the following:</p> <ul style="list-style-type: none"> Do teachers regularly provide students with feedback and the opportunity to correct their learning for final assessment? Do teachers use mastery learning as a powerful scaffolding tool to help all 	<p>Daily individual planning Weekly grade level PLC meetings Department PLC meetings</p>	<p>Meeting notes Planning notes Lesson plans</p>	<p>Formative Notes: Refer to PLC guiding questions. Make curriculum/instruction/assessment part of PLC conversations. Daily grades, quizzes and tests, etc. are returned graded in a timely manner and opportunities for clarifying questions. Retakes are offered for skills checks, quizzes and tests. Regularly provide written and verbal feedback to teachers within the department. Refer to PLC guiding questions. Make curriculum/instruction/assessment part of PLC conversations.</p> <p>Summative Notes: Implement PLC/lesson plan template since August in every grade-level PLC.</p> <ol style="list-style-type: none"> Meeting the Need of Gifted Students in the Classroom. http://www.teachersfirst.com/gifted_strategies.cfm Independent Projects Academic Competition Vertical Enrichment http://www.stma.k12.mn.us/documents/DW/Q_Comp/FormativeAssessStrategies.pdf Ideas on Formative Assessment <p>Assessment OF learning is 'summative', i.e. its main purpose is to grade and certify students' achievement, while Assessment FOR learning is 'formative', aiming to support and advance</p>

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>students reach high levels of work?</p> <ul style="list-style-type: none"> • Can teachers articulate the difference between assessment of learning and assessment for learning? <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>			<p>students in their learning.</p> <p>Department will continue with retake opportunities next year. Department will continue to have assessments graded with feedback within one week so students can retake if needed.</p> <p>Implement PLC/lesson plan template beginning in August for every grade-level PLC. (We will follow the science dept. lead on the below items)</p> <ol style="list-style-type: none"> 1. Meeting the Need of Gifted Students in the Classroom. http://www.teachersfirst.com/gifted_strategies.cfm 2. Independent Projects 3. Vertical Enrichment 4. http://www.stma.k12.mn.us/documents/DW/Q_Comp/FormativeAssessStrategies.pdf Ideas on Formative Assessment <p>Implement PLC/lesson plan template since August in every grade-level PLC.</p> <ol style="list-style-type: none"> 1. Meeting the Need of Gifted Students in the Classroom. http://www.teachersfirst.com/gifted_strategies.cfm 2. Independent Projects 3. Academic Competition 4. Vertical Enrichment <p>Assessment of learning is 'summative', i.e. its main purpose is to grade and certify students' achievement, while Assessment FOR learning is 'formative', aiming to support and advance students in their learning.</p>

Critical Action 5

Critical Action: Increase use of allocated time as a tool to maximize learning opportunities. (PPPA CL 8)

Project Lead:	Department Chairs, Assistant Principals, Principal							
Staff, Title I Staff:	All Staff							
Materials and Resources:	PISD Curriculum, AVID Strategies, Book Study: Fundamental 5, Marzano’s Strategies, Talk-Read-Talk-Write, Reading Strategies							
Targeted Area:	<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:

Strategies for Accomplishing Critical Action 5:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Use instructional time efficiently by addressing prerequisite knowledge</p> <p>1. Determine the extent to which targeted interventions address prerequisite knowledge and skills gaps so that all instruction can stay at grade level. If all students are to reach high standards, then they must be taught at grade level (with enhancements for those students who are prepared for greater challenges). To accomplish this, school leaders and teachers must have the following information:</p> <ul style="list-style-type: none"> •A detailed understanding of the prerequisite knowledge and skills each student needs to master the current grade-level learning objectives •Specific information about which students lack these skills <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	<p>Daily individual planning Weekly grade level PLC meetings Department PLC meetings</p>	<p>Meeting notes Planning notes Lesson plans Daily grades Assessment grades</p>	<p>Formative Notes: PPPA diagnostic showed area of growth as science dept. to work on providing more activities for students who demonstrate early mastery, as well as pre-assessing students before each unit. Collaborate with instructional coach to gain more instructional strategies. MAP data is looked at to determine areas of growth for students. Informal observations on student misconceptions and skill gaps are discussed in planning meetings. Providing more activities for students who demonstrate early mastery, as well as pre-assessing students before each unit. Collaborate with instructional coach to gain more instructional strategies like KWL Charts, Anticipation Guides, and other similar strategies. PPPA diagnostic showed area of growth as Social Studies department to work on providing more activities for students who demonstrate early mastery, as well as pre-assessing students before each unit. Collaborate with instructional coach to gain more information.</p> <p>Summative Notes: Plan more lessons around Talk, Read, Talk, Write. Use articles in meetings: 1. Article on Diverse learners. http://education.msu.edu/te/secondary/pdf/Designing-Lessons-for-Diverse-Learners.pdf</p>

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			<p>2. Meeting the Need of Gifted Students in the Classroom. http://www.teachersfirst.com/gifted_strategies.cfm Data is used to help identify students for intervention plans. Plan more lessons that incorporate Talk, Read, Talk, Write as well as finding strategies that work to reach ALL learners from the struggling to the high performers. Plan more lessons around Talk, Read, Talk, Write. Use articles that increase utilization of reading strategies</p>
<p>Use instructional time efficiently by addressing prerequisite knowledge</p> <p>2. Help teacher teams plan just-in-time interventions to give students a boost in gaining these skills PRIOR to new instruction at grade level. In particular, ask teams to schedule prerequisite skill review and training across classrooms for students who need the boost prior to new instruction. For example, teachers might rotate highly structured tutorial sessions after school to address specific learning deficiencies. Students from all classrooms needing the instruction could attend. Obviously, the more gaps in knowledge and skills, the more intervention will be required.</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	<p>Daily individual planning Weekly grade level PLC meetings Department PLC meetings</p>	<p>Meeting notes Planning notes Lesson plans Daily grades Assessment grades</p>	<p>Formative Notes: Assess students in the beginning of the year to see what level each student is at. Provide differentiated instruction based on these pre-assessments, which can be released district tests or STAAR released tests. MAP data is looked at to determine areas of growth for students. Informal observations on student misconceptions and skill gaps are discussed in planning meetings. District personnel met with ELAR at department, grade level, and individual levels to help address this. Assess students in the beginning of the year to see what level each student is at. Provide differentiated instruction based on these pre-assessments, which can be reassessed using district tests and/or STAAR released tests.</p> <p>Summative Notes: Plan for more in-class interventions, which include small group, peer tutoring, stations. Data is used to help identify students for intervention plans. Assess students at the beginning of the year to see where each student is at so that “just right” instructional strategies can be implemented. We will make sure the “groupings” of learners is flexible and not fixed. Plan for more in-class interventions, which include small group collaboration.</p>
<p>Minimize non-instructional interruptions</p> <p>3. Ask teacher teams to determine how they might engage students while they complete mandatory non-instructional tasks. For example, use daily warm-up activities to refresh students' prior knowledge and skills.</p>	<p>Daily individual planning Weekly grade level PLC meetings Department PLC</p>	<p>Meeting notes Planning notes Lesson plans Daily grades Assessment grades</p>	<p>Formative Notes: Assessed students before every unit with “Red-light, green-light”. Indicator to show mastery of content or not. Plan as grade-level warm ups, exit tickets, and leveled questions. Save as PPT for following year. Have students create</p>

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Whether refreshing prerequisite skills (from prior grades) necessary to a new unit of study or the learning objectives taught earlier in the current grade, targeted warm-up activities provide the opportunity for repetition which is so crucial to retention. The process of identifying the exact prerequisite skills needed to successfully master current learning enhances both teacher and student skills.</p>	<p>meetings</p>		<p>questions. Teachers utilize daily warm-ups to engage students while handling necessary business (taking attendance, passing back graded papers, etc.). These warm-ups vary in content (prerequisite skill reinforcement, critical thinking activities, team building activities, etc.). Establish and maintain organized routines and classroom management practices to optimize instructional time. Incorporating warm ups, exit tickets, and higher-level questions to support student retention and understanding of our rigorous curriculum.</p> <p>Summative Notes: Assess students in the beginning of the year to see what level each student is at. Provide differentiated instruction based on these pre-assessments, which can be released district tests or STAAR released tests. Minimizing time that takes away from instruction will be continued next year. The department meetings will include discussions regarding this topic as well as periodic suggestions that highlight successful strategies teachers are already using. Assess students in the beginning of the year to see what level each student is at. Provide differentiated instruction based on these pre-assessments.</p>
<p>Use cross-curricular instruction to maximize instructional time</p> <p>4. Ask teacher teams to discuss how they might further integrate the teaching of academic objectives across content areas. Given the plethora of academic objectives to be taught, how can these overlaps strengthen instruction for students (e.g., if two academic objectives are similar across two disciplines, the teacher teams may determine that each discipline should be responsible for one of the two, thus providing the opportunity for deeper instruction on each of the objectives rather than cursory treatment of the objectives in both disciplines)?</p>	<p>Daily individual planning Weekly grade level PLC meetings Department PLC meetings</p>	<p>Meeting notes Planning notes Lesson plans Daily grades Assessment grades</p>	<p>Formative Notes: Cross-curricular planning was between 1-2 on PPPA diagnostic; however, it was consistent on each subject level diagnostic. Teachers support school wide reading initiatives (modeling participation in programs, taking class to author visit assembly, etc.). Also, teachers model reading strategies in math with word problems. Integration of reading strategies and cross-curricular lessons, as appropriate. Cross-curricular planning was extremely low on PPPA diagnostic; however, it was consistent on each subject level diagnostic.</p>

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			<p>Summative Notes:</p> <p>Create and push for flipped classrooms, in which students lead instruction, as well as more PBL's, where students use inquiry to self-discover and drive their own learning. Partnering with other departments for themes within curriculum.</p> <p>Teachers will continue these practices into next year.</p> <p>Create and push for flipped classrooms, in which students lead instruction. Partnering with other departments for themes within curriculum, and peer observations.</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 Health, Fitness and Attendance Critical Action:

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	COORDINATED SCHOOL HEALTH:			
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. (Required - Form Provided)	Principal	Campus Wellness Plan	<p>Formative Notes:</p> <p>Staff will participate in a healthy breakfast week and other healthy living activities where the PE department and FANS worked together to make the students aware of the important breakfast. We will have meetings to discuss how to get people more involved.</p> <p>Summative Notes:</p> <p>Staff participated in breakfast week and other breakfast programs throughout the year. We hosted a family lunch group during Red Ribbon week and during the Thanksgiving holidays to bring the community into the school.</p>
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	We have a Campus Wellness Team with a parent liaison.
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. (Required)	Principal	Coordinated School Health Curriculum	We have a Health classroom for instruction.
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. (Required)	P.E. Teacher/ Staff	Coordinated School Health Curriculum	The bulletin board is in the cafeteria and was updated occasionally.
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	We sent out information to parents through the use of newsletters, twitter, Remind, and the marquee.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	We use the Fitness Gram to assess all of the students in PE.
4 th & 7 th	(NEW ACTION STEP) Ensure all data for 3 rd -8 th grade students is entered on timely basis, fitness report cards are printed (4th and 7th grade) and sent to parents or linked through myPISD. (Required)	P.E. Teacher	Fitnessgram Student Report	All the information has been entered into the Fitness Gram database. Reports have been printed for the 7 th graders.
PHYSICAL ACTIVITY REQUIREMENTS:				
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. (Required - Form Provided)	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	The students have 20 min. of free time then 8 min. of stretching then the rest of the period is dedicated to a physical activity.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	We did not have the equipment to consistently integrate this activity during class.
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. (Required - Form Provided)	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	The students have 20 min. of free time then 8 min. of stretching then the rest of the period is dedicated to a physical activity.
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	Before school recess and also free time during PE (even though this is not a requirement for MS)
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	Periodically during class (even though this is not a requirement for MS)
ATTENDANCE: Forms are available on inside.pisd				
K-8	Monitor attendance of students and follow up on prominent and chronic absences. (Required)	Principal	Pinnacle, Attendance Sheet	Assistant Principal and Attendance Clerk will meet weekly to discuss students with chronic absences. Counselors and Academic Specialist develop individual plans about reducing absences, making up work, and addressing the causes of the

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				<p>absences. Assistant Principal and Attendance Clerk will follow a procedure of notices sent home and truancy filings. Some students who are reluctant to come to school are assigned to attend "I'm Present" meetings by the Assistant Principal. Team leaders will discuss attendance of students during team meetings. Phone calls will be made home to students who have been out more than 3 days. Attendance will be a point of discussion during parent/teacher conferences.</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 Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	PREVENTION:			
	Identify high risk areas. (Required)	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	<p>Formative Notes: PBIS ambassadors and all staff identified “hot spots” (cafeteria and hallways) to be our primary focuses for the 2016-2017 school year. Staff will continue to implement campus and district guidelines and procedures as prescribed in the student code of conduct.</p> <p>Summative Notes: Staff members have been strategically scheduled to “hot spot” locations based on staff and student survey results.</p>
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	<p>Formative Notes: Administration utilizes duty schedule and places teachers throughout the building to monitor throughout the day.</p> <p>Summative Notes: Administration utilizes the Rapid Eye camera system to monitor the school. More security cameras have been placed throughout the school.</p>
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	<p>Formative Notes: Behavior Management Guidelines have been established in conjunction with the leadership and PBIS teams.</p> <p>Summative Notes: 55% decrease in office referrals.</p>
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	<p>Formative Notes: Complete training as required by district policy.</p>

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				<p>Summative Notes: Print out certificates of completion</p>
	Review referral process. (Required)	Principal or designee	Campus referral plan	<p>Formative Notes: Leadership team and PBIS team collected discipline data on referrals throughout the school year.</p> <p>Summative Notes: Referrals have been input into excel spread sheet and TEAMS.</p>
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	<p>Formative Notes: Staff was provided training on Rtl and PBIS strategies.</p> <p>Summative Notes: Staff continues to use CMIT, Wednesday Night Roundup, grade level team meetings with students/parents, and administrative conferences.</p>
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	<p>Formative Notes: Staff utilizes Behavior Log and Student Management Form.</p> <p>Summative Notes: Staff continues to use CMIT, Wednesday Night Roundup, grade level team meetings with students/parents, and administrative conferences.</p>
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	<p>Formative Notes: Grade level team meetings/CMIT meetings/administrative team meetings to discuss specific students and strategies.</p> <p>Summative Notes: Positive Behavior Intervention and Support team has been established, Principal's 225 Club, CMIT.</p>

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	PREVENTION:			
	Clearly state student expectations/campus rules/citizenship. (Required)	Principal or designee	Code of Conduct/ Student-Parent Handbook	<p>Formative Notes: Administrators have met with each grade as a whole to discuss student expectations/campus rules/citizenship throughout the school year.</p> <p>Summative Notes: Positive Behavior Intervention and Support team has been established. Posters and signs clearly stating expectations/rules are posted throughout the campus utilizing our Guidelines for Success (PRIDE). Updates have been sent through E-News to parents, as well as announcements to students before and after school.</p>
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	<p>Formative Notes: PBIS team has monitored “hot spots.”</p> <p>Summative Notes: Duty schedule for staff to be in high risk areas throughout the school day.</p>
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	<p>Formative Notes: The referral process and which administrator to contact has been addressed at staff meetings/professional development meetings.</p> <p>Summative Notes: Staff members continue to work on the appropriate established referral process of having a student work through the Behavior Management Guidelines before writing a referral (when applicable).</p>
All Students	INTERVENTION:			
(Please complete cells below)				

	Apply classroom interventions: (Required)	All teachers	PBIS Strategies Campus Management Plan Parental Contact Log	<p>Formative Notes: Teachers have been documenting interventions they have put forth in their classrooms.</p> <p>Summative Notes: Staff members continue to work on the appropriate established referral process of having a student work through the Behavior Management Guidelines before writing a referral (when applicable).</p>
	Employ discipline interventions: (Required)	Designated staff	PBIS Strategies Campus Management Plan Parental Contact Log CMIT Plan	<p>Formative Notes: Teachers assign warnings, conference with students, assign teacher detentions, contact parents, or have grade-level meeting with student.</p> <p>Summative Notes: Staff members continue to work on the appropriate established referral process of having a student work through the Behavior Management Guidelines before writing a referral (when applicable).</p>
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	PBIS Strategies Campus Management Plan Parental Contact Log CMIT Plan	<p>Formative Notes: Staff was provided training on RtI and PBIS strategies.</p> <p>Summative Notes: All intervention strategies are documented by administrators and counselors.</p>
	Conference with parents/students. (Required)	Teachers or other staff	Parent Conference Log	<p>Formative Notes: Staff members have met individually or as a team with parents/students in regards to academics, discipline, social issues, health issues, or extra-curricular issues.</p> <p>Summative Notes: These meetings have been documented by counselors, teachers, CMIT team, and administrators.</p>

Parent Involvement

Critical Action:

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

Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds	Administration PTA Board	August 2016, and as the need arises (During parent conferences, Meet the Teacher Night, Open House, General meetings, PTA meetings)	All parents are encouraged to subscribe to e-news, Parent Portal, Facebook, and Twitter to receive campus information during meetings, on the website and from signatures on staff email. Additionally, the campus website and teacher websites are sources of information.
Identify parents without computer/internet access to offer hard copies of school information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds	Counselors Administration	September 2016, as the need arises	A plan to identify families was in place; however, we did not identify families without computer access. We used other means of outreach for our community.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	CTA Principal	Initial update August 2016, Weekly and as needed	The campus CTA has consistently maintained the campus website. The campus principal partnered with the CTA.
Communicate information through eNews. Funding source: state & local	CTA PTA	Weekly and as needed	The campus receptionist has consistently maintained the e-news. The campus principal and other key staff have partnered with the receptionist.
Utilize social media to keep parents and community informed. Funding source: state & local	CTA Administration Coaches Fine Arts Teachers	As the need arises, Twitter, eNews, Facebook, Remind	The campus staff has utilized social media (Twitter) to inform parents about school business and events. We are also actively visible on Facebook and other applications.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	Principal PTA President	Monthly, First Monday August 2016 – June 2017	The campus principal met with the PTA board monthly.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: state & local	Principal PTA Boards	At least one per semester	The PTA had general meetings offering programs during the year (i.e. digital citizenship). The campus librarian facilitated the meeting.

State Certified Teachers and Highly Qualified Paraprofessionals

Critical Action:

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

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

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

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. Title I Component 5 Funding source: State and Local	August 2016 to May 2017	Formative Notes: Campus leadership/recruitment team will continue to partner with HR provides information to campus leadership as needed. Summative Notes: The campus leadership/recruitment team has partnered with HR during the hiring process (i.e. reassignment list and transfer process).
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. Title I Component 5 Funding source: State and Local	Monthly Bilingual Stipends, July 2016 to June 2017	N/A
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. Title I Component 5 Funding source: State and Local	August 2016 to May 2017	The campus principal and selected teachers partnered with HR with the placement of student teachers.
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators. Title I Component 4 and 5 Funding source: State and Local	July 2016 to June 2017	The campus leadership team created professional development opportunities to support the focus for the campus, which included instructional technology, AVID strategies, Fundamental 5 strategies, reading strategies, etc. Teachers were also encouraged to seek professional development opportunities based on TPG/SLO.
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards. Title I Component 5 Funding source: State and Local	July 2016 to June 2017	The campus leadership/recruitment team has partnered with HR during the hiring process (i.e. reassignment list and transfer process).