



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

## Rice Middle School

Principal: Chris Glasscock

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



Approved by DBIC on November 14, 2016

## Verification Page

### Planning Timelines

- Analysis of Critical Actions, and STAAR 2015-2016 Gap Analyses: **August 2016**
- Needs analysis, goal setting and strategic planning: **July - September 2016**
- Campus teacher data analysis day: **August 8, 2016**
- SBIC Plan due for DBIC review: **October 12, 2016**

### Meeting Dates

- Meeting 1: SBIC approves the improvement plan (by October 7, 2016): **Tuesday, October 04, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Monday, January 30, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Thursday, June 01, 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			
<b>1 (CNA)</b>	Comprehensive Needs Assessment	<b>6 (PI)</b>	Strategies to Increase Parental Involvement
<b>2 (RS)</b>	Reform Strategies	<b>7 (Tran)</b>	Transition (Elementary schools only)
<b>3 (HQ)</b>	Instruction by State Certified Staff	<b>8 (A)</b>	Teacher Decision-Making Regarding Assessments
<b>4 (PD)</b>	High-Quality Professional Development	<b>9 (M)</b>	Effective and Timely Assistance to Students
<b>5 (R/R)</b>	Strategies to Attract State Certified Teachers	<b>10 (Coord)</b>	Coordination and Integration
Program Funding			
<b>Staffing</b>	Enter funding \$	i.e. Teacher	
<b>Parental Engagement</b>	Enter funding \$	i.e. Parent programs, RAMP up for Kindergarten Program	
<b>Student and Campus Capacity Building</b>	Enter funding \$	i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities	

**SBIC Committee**

Committee Member's Name	Role	Year 1st Participated on SBIC	Meeting 1 Attendance 10/4/2016	Meeting 2 Attendance 1/30/2017	Meeting 3 Attendance 6/1/2017
Sara McCutchen	Faculty Member, SBIC Lead	2013	X	X	X
Kendyl Zimmerman	Faculty Member	2011	X		X
Chad Green	Faculty Member	2012			
Jan Henderson	Faculty Member	2013	X	X	X
Jennifer Penny	Faculty Member	2012	X	X	X
Joirdan Cole	Faculty Member	2016	X	X	
Steve Gutierrez	Faculty Member	2014	X	X	X
Margareta Coveney	Faculty Member	2013	X	X	X
Brad Cook	Faculty Member	2016			X
David Holliday	Faculty Member	2016			X
Chris Glasscock	Principal	2006	X	X	X
Emmett Smith	District Professional	2015			
Sarena Edwards	Campus Professional, Non-teaching	2015		X	X
<del>Mary Schwab (now at another campus)</del>	<del>Support Staff Member</del>	<del>2015</del>			
Becki Girouard	Parent-Selected by PTA	2015		X	
Patricia Busch-Kennedy	Parent-Selected by Principal	2015	X	X	X
Keith Evetts	Parent	2015		X	
Bhagya Krishnan	Parent	2015		X	
Chrissie Boyette	Parent	2016		X	X
Janani Iyer	Parent	2016	X	X	X
Kathleen Ma	District Professional, Parent	2016	X	X	
Lakshmi Yerragudi	Parent	2015		X	

Committee Member's Name	Role	Year 1st Participated on SBIC	Meeting 1 Attendance 10/4/2016	Meeting 2 Attendance 1/30/2017	Meeting 3 Attendance 6/1/2017
Lijuan Song	Parent	2014			
Alia Saeedy	Parent	2015	X		X
Seema Gupta	Parent	2016	X	X	
Shazia Sagarwala	Parent	2015			
Ventaka Mettu	Parent	2016			
Lupin Hussain	Community Member	2016	X		X
Gregor Ulteig	Business Representative	2012	X	X	X
Todd Boone	Business Representative & Parent	2013		X	X

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

**District-Wide Goals**

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

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

## Improvement Plan Critical Actions

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

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P<sup>3</sup>A School Wide and Classroom Level);
- STAAR/EOC Gap Analysis;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

### School Wide and/or Targeted Grade Level Critical Actions

1. Participate in peer classroom visits in order to improve the instructional practices of the team. (CL5) – Math, ELAR, Science, SS
2. Use allocated time as a tool to maximize learning opportunities. (CL8) – ELAR
3. Provide proven interventions to assist each student in mastering grade-level learning objectives. (CL13) – Science, SS
4. Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives. (CL15) – Math
5. Provide new teachers with tailored support regarding curriculum, instruction, and assessment. (SW6) – Administration
6. Quickly intervene when teachers are experiencing difficulty in their classrooms. (SW16) – Administration
7. Supplement classroom interventions with targeted support for students who perform below grade level. (SW17) – Administration

### Critical Action 1

**Critical Action:** Participate in peer classroom visits in order to improve the instructional practices of the team. (CL5)

<b>Project Lead:</b>	Math, ELAR, Science, and History Department Chairs							
<b>Staff, Title I Staff:</b>	Math, ELAR, Science, and History teachers, administration							
<b>Materials and Resources:</b>	Teacher records of visits, teacher observation schedule, rubric/observation notes, debrief notes, sub codes							
<b>Targeted Area:</b>	<input type="checkbox"/> School-wide	<input checked="" type="checkbox"/> Reading	<input 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 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><b>Math Department Chair</b> will provide opportunities for teachers to visit other team members' classrooms. However, the goal is to make peer observation a regular part of the collaborative planning process for each grade-level or subject-area team. Teachers are free to do observations on their own, unscheduled time as well.</p>	<p>Visits will occur during scheduled conference times and per schedule created by Math Dept. Chair</p>	<p>Teacher observation schedule/timeline; teacher notes from informal observations</p>	<p><b>Formative Notes:</b> The Math Department Chair scheduled two days of peer observations for December 2016. An email was sent out with instructions for their observations to teachers on 11/29/16. Teachers were encouraged at the first department meeting to do quick, informal observations during their conference periods as well.</p> <p><b>Summative Notes:</b> Observations of whole class periods were completed in the first semester and notes were discussed with each other during a department meeting. Short, informal observations were performed in the second semester as time allowed for each teacher.</p>
<p><b>ELAR team members</b> will work in grade level teams to conduct learning team walks and observe teachers to improve instructional practices. Following observations, teachers will debrief to improve vertical and cross-curricular alignment and hone teaching strategies.</p>	<p>Visits will occur during scheduled conference times and be reviewed at weekly grade level dept. meetings</p>	<p>Teacher planning notes; grade level departmental meeting agendas</p>	<p><b>Formative Notes:</b> We discuss the ELA curriculum with other grade levels/subjects to ensure that instruction is aligned. We are planning to have observations with teachers in our subject matter and cross-curricular subjects with summative debriefs during the spring semester.</p> <p><b>Summative Notes:</b> We observed math and science classes. We noticed that they have similar strategies like giving think time, setting a timer for group work, and using popsicle sticks to give every student a chance to</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><b>Science Department Chair</b> will provide opportunities for teachers to visit other team members' classrooms or teachers may schedule those on their own planning period throughout the year. The goal of the observation is to make planning a collaborative effort among the team.</p>	<p>Visits will occur during scheduled conference times and per schedule created by Science Dept. Chair</p>	<p>Teacher observation schedule and notes/rubric from observation</p>	<p>answer. Teachers also had tables labeled with letters and numbers to make assigning jobs easier. We noticed Kagan strategies being used. We discussed how we could use these in our lessons to make them more interactive.</p> <p><b>Formative Notes:</b> The Science department is setting up schedules with the team in the first 3 weeks of second semester to complete this during the spring. Mr. Mullins visited Mr. Behgam's class on Oct. 20, 2016 and Mrs. McCarthy visited Mrs. Barrett's class on January 25, 2016. Mr. Gauger visited Mrs. Swanson's class on November 17, 2016 to observe how she implements warm-ups and uses those.</p> <p><b>Summative Notes:</b> Observations were completed of grade level peers as well as other grade levels for vertical alignment.</p>
<p><b>History Department Chair</b> will assist in arranging opportunities for teachers to visit other teachers' classrooms, or teachers may schedule those on their own throughout the year. The goal is to make informal peer observation a regular part of the collaborative professional growth process at each grade-level throughout the department.</p>	<p>Visits will occur during scheduled conference times and per schedule created by History Dept. Chair</p>	<p>Teacher observation notes/rubric from observations</p>	<p><b>Formative Notes:</b> Throughout the fall semester, the history department was able to make excellent progress on this objective, with every teacher able to make at least one (and in most cases 2 or 3) classroom observations in peer classrooms.</p> <p><b>Summative Notes:</b> This objective was our focus in the 1<sup>st</sup> semester and was essentially completed then, as described in the formative notes. It was our belief that the greatest value would come from early observations, so that ideas and strategies discovered could be experimented with through the remainder of the year. Other than occasional brief, informal room visits within the department grade-levels, no other specific observations were made.</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>Each <b>Math teacher</b> will schedule at least one period of observation time. Administration could provide a substitute to allow time for the observations.</p>	<p>Once per semester (Fall 2016 and Spring 2017)</p>	<p>Teacher Observation schedule/timeline</p>	<p><b>Formative Notes:</b> Tuesday, December 6th observations (one period each): Brosam, Foster, Thomé, Swanson, Cassidy, and Silva; Wednesday December 7th observations (two periods): Coveney, Gutierrez, and Liu. Administration provided the sub codes for both days. Some math teachers (Coveney, Foster, and Thomé) have done quick, informal observations during their conference period during the Fall 2016 semester.</p> <p><b>Summative Notes:</b> The Math department observed 1-2 classes during the Fall semester. Each teacher chose their own specific area of focus for their observations, including classroom management, questioning strategies, early mastery strategies, and feedback systems. Notes were discussed at a department meeting and teachers were encouraged to continue performing short, informal observations during their conference period.</p>
<p><b>ELAR team members</b> will participate in learning team walks for short periods of time (10-15 minutes) to observe specific instructional strategies during conference periods as part of their team planning.</p>	<p>Visits will occur during scheduled conference times and be reviewed at weekly grade level dept. meetings</p>	<p>Teacher observation notes; grade level departmental meeting agendas/notes</p>	<p><b>Formative Notes:</b> We plan to complete team walkthroughs during the spring semester.</p> <p><b>Summative Notes:</b> As a team, we observed questioning strategies in other English and Science classes. We observed a lesson on space. The teacher wrapped up the lesson with what is one thing you learned today. He was preparing students for the next day's activity. He asked them questions about previous labs. The kids were very engaged and excited.</p>
<p>Each <b>Science teacher</b> will schedule at least one period of observation with another team member. Administration or department chair could provide coverage of classes if a teacher wanted to observe a specific class <u>not</u> during their planning time.</p>	<p>At least once during 2016-2017 school year</p>	<p>Teacher observation schedule/timeline</p>	<p><b>Formative Notes:</b> The Science department chose to wait until spring semester to start observations. They are setting up schedules with the team in the first 3 weeks of spring semester. See list of teachers mentioned above for those who have done this at this point. Teachers are continuing to schedule these.</p> <p><b>Summative Notes:</b> The following teachers (who still</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>Each <b>History teacher</b> will schedule at least one informal observation of another teacher in each 9-week grading period. Administration could provide a substitute to allow time for the observations.</p>	<p>Once per 9-week grading period</p>	<p>Teacher observation Notes</p>	<p>needed to complete observations) observed their colleagues throughout the semester: Mr. Mullins completed his on February 15, while Mrs. Johnson finished hers on May 12. Mrs. Barrett observed Mrs. Bottin on May 12 as well. Mrs. VanHouten observed Mrs. Hughes on April 12<sup>th</sup> and Mrs. Hughes observed Mrs. VanHouten. Mrs. Bottin came into Mrs. Barrett’s class on April 15.</p> <p><b>Formative Notes:</b> All history teachers were able to make one or more informal observations in peer classrooms in the fall semester. Teachers followed up with observation summaries submitted to the dept. chair. In November, the administration provided a sub code for 2 new 8<sup>th</sup> grade teachers to spend a half-day each observing other teachers, from which much was learned.</p> <p><b>Summative Notes:</b> This objective was our focus in the 1<sup>st</sup> semester and was essentially completed then, as described in the formative notes. It was our belief that the greatest value would come from early observations, so that ideas and strategies discovered could be experimented with through the remainder of the year. Other than occasional brief, informal room visits within the department grade-levels, no other specific observations were made.</p>
<p><b>Math team teachers</b> will use rubrics or observation documents to record their observations. (Since another math goal is to see how teachers handle students who demonstrate early mastery, this could be one of the things that teachers notice during their observations.)</p>	<p>Observation template provided in Fall Semester; observations once per semester (Fall 2016 and Spring 2017)</p>	<p>Rubric or observation notes</p>	<p><b>Formative Notes:</b> Math Department Chair provided template to all leadership team members at meeting on Oct. 6, 2017. Math Department Chair provided all math teachers with the Instructional Observation document to help choose up to three areas that they’d like to focus on during their observation. Math Department Chair also provided teachers with the Peer Observation Tool to record what they saw and the actions they will take in their classroom as a result.</p> <p><b>Summative Notes:</b> The math teachers used the rubrics</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><b>ELAR team members</b> will record observations during learning team walks.</p> <p><b>Science team</b> members will create and use rubrics to record their observations. The team or the teacher being observed could create the rubric together if they are looking for something specifically.</p> <p><b>History team teachers</b> will identify a particular skill or strategy to observe and record observations in their notes.</p>	<p>Visits will occur during scheduled conference times and be reviewed at weekly grade level dept. meetings</p> <p>At least once during 2016-2017 school year</p> <p>Once per 9-week grading period</p>	<p>Teacher observation notes</p> <p>Rubric formats/ observation notes</p> <p>Teacher observation notes; identified skill/strategy list</p>	<p>and observation documents to record their observations and guide discussions during our department meeting.</p> <p><b>Formative Notes:</b> We will be recording observations during our learning team walks during the spring semester.</p> <p><b>Summative Notes:</b> We all took notes on our observations.</p> <p><b>Formative Notes:</b> Rubric for observations was completed during team meeting on Jan. 26, 2017. A Frayer model is being used by team members to record the information they observe when going to visit other teachers.</p> <p><b>Summative Notes:</b> All teachers used a similar rubric for their observations of their peers. However, Mr. Mullins observed a history class using the rubric to help the teacher he was observing in organizing his class time more effectively and asking higher level questions that could lead to more effective discussions among his students. During their follow-up meeting Mr. Mullins shared ideas from a book about reading non-fiction in the classroom—more specifically, encouraging students to question a text and how that relates to their critical thinking skills and deeper discussions about topics they are learning.</p> <p><b>Formative Notes:</b> Each history teacher was encouraged to identify one specific skill or strategy to look for during their observations. Some identified classroom management techniques, while others identified grouping strategies, warm-up strategies, technology usage, and teacher-student interaction.</p> <p><b>Summative Notes:</b> This objective was our focus in 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>1<sup>st</sup> semester. Examples of ideas and strategies discovered and experimented with through the remainder of the year, included:</p> <ul style="list-style-type: none"> <li>• Mrs. Allen introduced the use of additional manipulatives in her class following observations of Mrs. Thome’s math class.</li> <li>• Mr. Sommer experimented with different grouping strategies following observation of Mrs. Allen’s 6<sup>th</sup> grade PACE class, and learned variations of debate set-ups from observing Mrs. Hanna. Also saw a technique called philosophical Chairs in Mrs. Dyer’s class.</li> <li>• Mr. Behgam used several ideas gained from multiple observations to make adjustments in his classroom management techniques and classroom routines to streamline the class and better utilize the time.</li> <li>• Mr. Gauger observed Mrs. Swanson and learned techniques for cutting warm-up time and for spiraling objectives to extend learning.</li> </ul> <p>Other examples included:</p> <ul style="list-style-type: none"> <li>• Mr. Ryon picking up methods for classroom organization, Mr. McCarthy discovered a few new tricks about Power Point use and recognized the value of student choice in learning from observing Mr. Mullin’s science class.</li> <li>• Mr. Dyer and Mrs. Hanna both witnessed various techniques for student engagement and relationship building while observing Mrs. Penny, Mrs. Silva, and Ms. Inge.</li> </ul>
<p>The <u>observing Math teacher</u> will debrief with the <u>observed Math teacher</u> following a classroom visit.</p>	<p>After each scheduled or unscheduled observation</p>	<p>Debrief meeting notes</p>	<p><b>Formative Notes:</b> The math teachers debriefed with their observing teachers(s) following their observations in December 2016. Teachers learned/observed:</p> <ul style="list-style-type: none"> <li>• color-coding student desks and assigning roles in group work based on their designated color</li> <li>• benefits of ticket system for behavior management</li> </ul>

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><b>ELAR team members</b> will visit in grade-level teams to determine how they can implement strategies discovered during their learning team walks.</p> <p>Following the observation, the <b>Science team/teachers</b> will meet to discuss the instructional strategies that were used and observed and confer over the additional behaviors that were specifically discussed prior to the observation.</p> <p><b>History department teachers</b> will share best practices observed during observations in grade-level and department meetings.</p>	<p>Weekly ELAR grade-level meetings</p> <p>After each observation</p> <p>Weekly History grade level and monthly</p>	<p>Teacher planning notes; lesson plans</p> <p>Debrief meeting notes</p> <p>Teacher observation notes; meeting agendas</p>	<ul style="list-style-type: none"> <li>students who demonstrate early mastery explained difficult problems to other students via peer tutoring or to entire class</li> <li>One Math 6 teacher observed another Math 6 teacher teaching the same lesson she taught earlier that day to see similarities/differences in teaching style</li> </ul> <p><b>Summative Notes:</b> Observation debriefs occurred after each observation. Discussions and notes were shared at our department meeting and included engagement strategies (specifically Kagan structures), behavior/classroom management systems, and early mastery strategies.</p> <p><b>Formative Notes:</b> We will debrief with our grade-level teams following our spring semester observations.</p> <p><b>Summative Notes:</b> We all met as a team to discuss the strategies we observed, and how we can implement them to make our lessons stronger. We like the idea of tying previous knowledge to future knowledge.</p> <p><b>Formative Notes:</b> The Science department will coordinate post-conferences once observations are complete in the spring semester.</p> <p><b>Summative Notes:</b> Teachers met during their planning periods to discuss the results of their observations as well as other strategies observed (such as grouping and questioning strategies), along with the information recorded in their rubrics. Mrs. Barrett, department head, has copies of all the rubric notes.</p> <p><b>Formative Notes:</b> Observed best practices were shared in grade-level dept. meetings and through observation summaries submitted to the dept. chair.</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
	departmental meetings		<b>Summative Notes:</b> Ideas and strategies described in the previous Action Step were shared at both grade-level and whole-department meetings during the course of the year.

## Critical Action 2

**Critical Action:** Use allocated time as a tool to maximize learning opportunities. (CL8)

<b>Project Lead:</b>	ELAR Department Chair							
<b>Staff, Title I Staff:</b>	ELAR teachers							
<b>Materials and Resources:</b>	PISD curriculum documents, Edugence data							
<b>Targeted Area:</b>	<input type="checkbox"/> School-wide	<input checked="" type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input checked="" 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 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
<b>ELAR team members</b> will review student assessment data and provide pretesting opportunities to determine students' level of prior knowledge before beginning instruction to minimize instructional time spent repeating material that students have already mastered.	Weekly ELAR grade level and monthly departmental meetings	Edugence reports; teacher planning notes; lesson plans	<p><b>Formative Notes:</b> We ask students to list prior knowledge in their journals before starting instruction. Sometimes, we use exit cards as a pre-teaching strategy to determine students' level of comprehension prior to instruction. We assess how students understand the material in the curriculum. We formally and informally assess mastery of the learning targets/TEKS throughout the unit.</p> <p><b>Summative Notes:</b> We give periodic quick checks to determine if students understand the material in the curriculum. We assess how students understand the material in the curriculum. We formally and informally assess mastery of the learning targets/TEKS throughout the unit.</p>
<b>ELAR team members</b> will plan a variety of engaging activities to increase student engagement and focus.	Weekly ELAR grade level and monthly departmental meetings	Teacher planning notes; lesson plans	<p><b>Formative Notes:</b> We attempt to make learning student-centered, teaching students to be self-sufficient in finding information themselves while mining online resources for pertinent information. We used a conflict chart to tie the elements of conflict to their own lives, making the learning immediately relevant. Students consistently explore the concepts of the unit of study by writing and reflecting on their personal lives and perspectives. We create extension activities and use high level questioning to extend learning.</p> <p><b>Summative Notes:</b> We create extension activities and</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
			use high level questioning to extend learning.
<p><b>ELAR team members</b> will work in grade-level teams to plan for the use of mini-lessons and warm-ups, allowing teachers to maximize instructional time in a class period.</p>	<p>Weekly ELAR grade level and monthly departmental meetings</p>	<p>Teacher planning notes; lesson plans</p>	<p><b>Formative Notes:</b> While students are writing, we develop mini-lessons on specific writing strategies and techniques to allow students to immediately apply their learning to their writing. Students also complete a variety of quick-write drafts that are used later in the unit for another assignment. Students used metaphor warm-up responses to explore the central concepts of the unit while avoiding extensive lectures from the teacher. We have weekly meetings to discuss all parts of lesson including mini-lessons and warm ups.</p> <p><b>Summative Notes:</b> We have weekly meetings to discuss all parts of lesson including mini-lessons and warm ups.</p>



### Critical Action 3

**Critical Action:** Provide proven interventions to assist each student in mastering grade-level learning objectives. (CL13)

<b>Project Lead:</b>	Science and History Department Chairs							
<b>Staff, Title I Staff:</b>	Science and History teachers							
<b>Materials and Resources:</b>	Gradebook, NJHS student list, PISD curriculum and supplemental resources, tutorial schedule, concept checks, redo/retake guidelines for Science, campus tutorial schedule							
<b>Targeted Area:</b>	<input type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input 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
Using students in current <b>Science</b> class situations, pair them with students who are struggling with practices and lessons and students who have already mastered or have successfully mastered the curriculum being taught.	Weekly Science grade level and monthly departmental meetings	Pre-assessment to show comprehension of information; grades of students being helped; seating chart grouping	<p><b>Formative Notes:</b> This happens throughout classes as needed, depending on the progress of the students and the lesson being taught/studied. Student tutors have stated that helping others also helps them understand the material faster. Students being tutored feel more confident asking riskier questions to their peers 1:1 than asking in front of an entire class. For example, 6th students were learning about latitude and longitude. Those who grasped the concept assisted students in class who did not as quickly.</p> <p><b>Summative Notes:</b> Students were placed in different groups throughout the year for different labs but started out in some groups based on their CoGAT scores. As the year progressed, students were moved with other students who had early mastery of some topics to encourage conversations between members of their group/table. For example, in Ms. Hughes' class, students were moved into 2 different groups based on their understanding of Punnett squares. She then had 2 students who felt comfortable with the concept go over the homework from the night before, explain how they each got their answers and gave them an opportunity to practice with each other. Mrs. Barrett had students discuss results of labs with each other on multiple occasions and had students who mastered the idea</p>

<b>Action Step</b> <b>(Title I Component # and Funding Amounts per Action Step)</b>	<b>Implementation Timeline</b> <b>per Action Step</b>	<b>Implementation Evidence</b> <b>per Action Step</b>	<b>Formative &amp; Summative Notes</b> <b>per Action Step</b>
<p><b>History department teachers</b> will share best practices observed during observations (Critical Action 1) in grade-level lesson planning meetings, and implement observed effective techniques in assisting students to achieve mastery in lesson learning objectives.</p>	<p>Weekly History grade level and monthly departmental meetings</p>	<p>Teacher technique descriptions, anecdotal evidence notes</p>	<p>assist those at their tables who did not.</p> <p><b>Formative Notes:</b> Observed best practices were shared in grade-level dept. meetings and through observation summaries submitted to the dept. chair. Best practices observed included classroom management techniques, grouping strategies, warm-up strategies, technology usage, and teacher-student interaction. As able, teachers implemented some of these strategies and skills in their classrooms and shared results in their grade-level meetings.</p> <p><b>Summative Notes:</b> Observed best practices were shared in grade-level dept. meetings and through observation summaries submitted to the dept. chair throughout the year. Best practices observed included classroom management techniques, grouping strategies, warm-up strategies, technology usage, and teacher-student interaction. As able, teachers implemented some of these strategies and skills in their classrooms and shared results in their grade-level meetings.</p>
<p>During outside class time, have former students, possibly NJHS, come and assist during tutorial times with students who are struggling with specific <b>Science</b> skills and lessons. (Requires pre-training for these tutors.)</p>	<p>Designated Science tutorial times as indicated on campus tutorial schedule</p>	<p>List of preferred tutors; tutoring lessons &amp; schedule</p>	<p><b>Formative Notes:</b> There are times during tutoring sessions that Science teachers have used this strategy. For example, a native Spanish speaker helps an ESL student understand 8<sup>th</sup> grade Science content in an after-school setting. Student tutors have stated that helping others also helps them understand the material faster. Students being tutored feel more confident asking riskier questions to their peers 1:1 than asking in front of an entire class.</p> <p><b>Summative Notes:</b> This strategy was used during tutorials in Mrs. Barrett’s class for the forces and motion test. This concept is sometimes challenging for 6<sup>th</sup> graders and having someone other than an adult explain those ideas and give examples to them helps.</p>

<p><b>Action Step</b> <b>(Title I Component # and Funding Amounts per Action Step)</b></p>	<p><b>Implementation Timeline</b> <b>per Action Step</b></p>	<p><b>Implementation Evidence</b> <b>per Action Step</b></p>	<p><b>Formative &amp; Summative Notes</b> <b>per Action Step</b></p>
<p><b>History department teachers</b> will implement peer assistance strategies within lessons and/or during tutoring to increase learning objective mastery attainment for all students and/or specifically struggling students.</p>	<p>Daily History lessons; designated History tutorial times as indicated on campus tutorial schedule</p>	<p>Teacher anecdotal evidence notes; lesson plans; tutoring lessons</p>	<p><b>Formative Notes:</b> Peer observations were the focus of the history department during the fall semester. Identifying and implementing peer assistance strategies will be the focus of the department in the spring as we prepare students for the STAAR exams (for instance).</p> <p><b>Summative Notes:</b> Teachers found that utilization of a variety of techniques obtained from observations helped to increase the repertoire of methods for assisting students in retaining material – especially those students who struggle the most. Specific grouping techniques and use of manipulatives were implemented with great success in 8<sup>th</sup> grade STAAR tutorials for struggling students, and in the 8<sup>th</sup> grade STAAR Review Camp for all 8<sup>th</sup> graders in the library during the 2 days preceding the STAAR Science and Social Studies tests.</p>
<p>Grade level <b>Science teams</b> will structure a tutoring time specifically for a group of students who struggled with a particular concept. This could be team teaching, switching students, or grouping all those students together while another teacher takes students who need help on something else (“regular tutoring”).</p>	<p>Supplemental tutorial times created at weekly Science grade level and monthly departmental meetings</p>	<p>Gradebook entries; re-take/re-do’s on those concept checks; tutorial sign-in sheets</p>	<p><b>Formative Notes:</b> This has not been implemented yet but each grade level will begin implementation at the end of the current unit to prepare for the end of unit tests. There have been students who have attended specialized 6<sup>th</sup> grade tutorials. One teacher focused on questions they had prior to a quiz while the other teacher worked with students on concepts they were struggling with to get them ready for the quiz.</p> <p><b>Summative Notes:</b> This strategy was used specifically for preparing for a test (6<sup>th</sup> grade oceans and energy test) but was used in other instances as well. When 6<sup>th</sup> grade teachers had students who came in for a test review, Mrs. Johnson and Mrs. Barrett shared the responsibility of covering different TEKS (mastered or not by the students) and those were explained again or in a different way. 6<sup>th</sup> graders also had a chance to come in and discuss labs (or do them if they needed to do them again) to make sure their understanding was as concrete as it could be.</p>

### Critical Action 4

**Critical Action:** Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives. (CL15)

<b>Project Lead:</b>	Math Department Chair							
<b>Staff, Title I Staff:</b>	Math teachers							
<b>Materials and Resources:</b>	District curriculum, peer observation notes, discussion notes from dept. meetings							
	<input type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

#### 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
Grade-level <b>Math teams</b> will add the consideration of early-mastery students in their instructional planning (team members will brainstorm the extended learning opportunities that will be provided for these students). New learning opportunities and activities should be carefully crafted to require deeper levels of thinking and investigation.	Weekly Math grade level departmental meetings	Grade level meeting agendas and notes; lesson plans	<p><b>Formative Notes:</b> Math teachers plan with their respective grade levels weekly. They make notes on lesson plans as to how they’re going to extend the learning for students who demonstrate early mastery. Teachers also use district enrichment problems, AMC released questions, or the MATHCOUNTS problem of the week to extend learning. These problems require deeper levels of thinking and investigation.</p> <p><b>Summative Notes:</b> Math teachers continued planning with their respective grade levels weekly and consulted with the Math Instructional Coach as needed. They made notes on lesson plans as to how they’re going to extend the learning for students who demonstrate early mastery. Teachers also continued to use district enrichment problems, AMC released questions, or the MATHCOUNTS problem of the week to extend learning. These problems require deeper levels of thinking and investigation.</p>
Examine the ways that <b>Math teachers</b> assist students in their classrooms who demonstrate early mastery of grade-level objectives. (Our other math department goal is to complete peer observations. This could be something we’re looking for during our observations.) Ask teachers to specify how they address the needs of these students.	Monthly Math departmental meetings	Peer observation notes; departmental meeting agendas	<p><b>Formative Notes:</b> Teachers used the peer observations on December 6-7, 2016 to see how other teachers handle students who demonstrate early mastery. Teachers discussed those ideas during the debrief meeting with the observed teacher as well as at the January 26, 2017 math department meeting.</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><b>Summative Notes:</b> Teachers discussed the ways they observed each other implement early mastery practices. Notes on the discussions included how to best use district-provided enrichment problems, AMC questions, and MATHCOUNTS problems to extend or enhance a current lesson.</p>
<p>Discuss the responses (regarding how other teachers on our campus address the needs of students who demonstrate early mastery) at <b>Math department meetings</b>.</p>	<p>Monthly Math departmental meetings</p>	<p>Departmental meeting agendas; discussion notes from Math department meetings</p>	<p><b>Formative Notes:</b> The math department discussed observations and strategies of handling students who demonstrate early mastery on the January 26, 2017, math department meeting. Teachers are using peer tutoring for students who demonstrate early mastery to walk around and check their peers' work who might need assistance. Or they explain their thinking to the entire class. Teachers ask students "Did anyone work it differently?" to allow students to hear/see different mathematical ideas. Teachers also use district enrichment problems, AMC released questions, or the MATHCOUNTS problem of the week to extend learning. These problems require deeper levels of thinking and investigation.</p> <p><b>Summative Notes:</b> The math department discussed the different sessions we attended on the February PISD Professional Development day during our February 23, 2017 math department meeting. We discussed purposefully selecting students who have demonstrated early mastery to come up to the board to show their work and multiple ways of thinking about a problem as well as using sentence stems to expound on their learning.</p>

### Critical Action 5

**Critical Action:** Provide new teachers with tailored support regarding curriculum, instruction, and assessment. (SW6)

<b>Project Lead:</b>	Campus administrators							
<b>Staff, Title I Staff:</b>	Dept. Heads, Grade Level Team Leaders, Mentors, Mentor Liaison							
<b>Materials and Resources:</b>	PISD curriculum documents, Edugence data; Instructional Coaches, C&I staff; sub codes							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

**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><b>Consider student results when selecting mentors.</b></p> <p>Select mentors for new teachers based on the prospective mentor's measured success in the classroom. Mentors will be selected because they have demonstrated the ability to achieve better-than-expected student performance results. (The mentor's classroom success will be the primary criterion for selection, rather than simply sharing the same subject or grade as the new teacher.)</p> <p>Continually study the mentoring program and monitor its effectiveness.</p>	<p>Within first three weeks of 2016-2017 school year</p> <p>Monthly mentoring check ins for 2016-2017 school year; monthly leadership meetings of 2016-2017 school year</p>	<p>Mentor-mentee list</p> <p>Calendared meetings, feedback provided to administrative team</p>	<p><b>Formative &amp; Summative Notes:</b> Mentors were selected and paired with new (and new to Rice) teachers, based not only on subject taught, but also experience and success with students.</p> <p><b>Formative Notes:</b> First semester breakfast meeting held in September. Spring mentor/mentee check in meetings to be held in am or pm as follows:</p> <ul style="list-style-type: none"> <li>• 1-12-17 ~ Securing &amp; planning for a substitute</li> <li>• 2-16-17 ~ STAAR Testing</li> <li>• 4-6-17 ~ Spring Fever / Student Expectations</li> <li>• 5-4-17 ~ End of Year Procedures</li> </ul> <p>Mentor liaison, Rebecca Bottin, checks-in with new teachers at least once a month (in person or via email), and with mentors regularly (encouraging them to support fine arts &amp; athletics events together and/or with me). Mentor liaison gives periodic updates to administrative team. The Leadership Team met on 10/6/16 and suggested that the mentor program should help new teachers learn how to better organize their days to maximize learning time and decrease anxiety and stress.</p>

<b>Action Step</b> <b>(Title I Component # and Funding Amounts per Action Step)</b>	<b>Implementation Timeline</b> <b>per Action Step</b>	<b>Implementation Evidence</b> <b>per Action Step</b>	<b>Formative &amp; Summative Notes</b> <b>per Action Step</b>
			<p><b>Summative Notes:</b> Campus PDH was provided on 4/11/17 by Dr. Endsley from Jasper on “Time Management and Organization.” A survey was sent to new and new to Rice teachers, along with mentors, in April 2017 requesting feedback on the school year and how to improve the mentor program. Results were mostly positive. Most mentors/mentees felt that they were an appropriate match, but felt matches needed to be as close as possible to the area of expertise. The group felt that once a month group meetings is sufficient, but that mentors/mentees should be meeting at least weekly, if not more often. Topics they felt should be covered at the beginning of the year and then throughout included building relationships, professional communication, working with special education students, classroom management, general campus expectations, grading processes, securing substitutes, and lesson planning. Everyone felt that mentors are necessary for mentees to have a “go to person” available on campus. Only 2 of the mentees were observed by their mentors this school year and only 2 mentees observed other teachers. However, most felt that this is a critical part of a new teacher’s experience, especially in the area of classroom management. Suggestions included providing more team-building activities and ensuring that feedback provided to leadership remains confidential. Finally, mentors and mentees will need access to sub codes to complete the observations and model lessons.</p>
<p><b>Provide extensive support for new teachers.</b></p> <p>Develop deep support structures for new teachers beyond assigned mentors. The leadership team will brainstorm the types of support—and at what intervals—from which new teachers could most benefit.</p>	<p>First 3 monthly leadership meetings of 2016-2017 school year (Sept., Oct., Nov.)</p>	<p>Support structure list</p>	<p><b>Formative Notes:</b> The Leadership team met on 10/6/16 to brainstorm types of support. Ideas include providing new teachers with a booklet of “basics” (Edugence, Pinnacle, grades, etc.), observing teachers in other subjects utilizing a short observation form/template (which might include classroom management, ah-ha moments, things I didn’t learn in college), and having pre- and post-conferences around observations. A</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>Interview teachers who were new to your staff in the past few years about what type of support was and would have been most helpful.</p>	<p>Within first nine weeks of 2016-2017 school year</p>	<p>Google Form submissions and responses (included in list above)</p>	<p>drafted version of this “basics” book will be finalized at the February Leadership meeting. All core departments have observations on-going for all teacher members. In January, members of the Leadership team volunteered to begin creation of the booklet and observation template. Mentors and mentees attended a retreat to SMU on either 10/21/16 or 1/21/17. Session topics included servant leadership, active listening, and professional communication.</p> <p><b>Summative Notes:</b> New teacher “basics handbook” and a list of best practices and supports was presented to Leadership Team at May 18, 2017 meeting. A few edits were made and ESL strategies were added. The team felt general Special Education strategies should be added as well. Team began considering best ways to implement in fall semester, 2017. The team feels that all new teachers to Rice should receive the “basics handbook” and the information can be reviewed with them in an interactive style (ie: scavenger hunt or role-playing) during the in-service days.</p> <p><b>Formative Notes:</b> Google Form sent on 9/12/16 to gather feedback. Feedback has been shared with administrative team and mentor liaison to analyze and prepare for next school year. Plan to create a comprehensive “cheat sheet” of PISD and Rice resources that a first year teacher would need. District EOY survey results provided to administrators and mentor liaison.</p> <p><b>Summative Notes:</b> A survey was sent to new and new to Rice teachers, along with mentors, in April 2017 requesting feedback on the school year and how to improve the mentor program. Results were mostly positive. Most mentors/mentees felt that they were an appropriate match, but felt matches needed to be as close as possible to the area of expertise. The group felt that once a month group meetings is sufficient, but that mentors/mentees should be meeting at least weekly, if</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 opportunities for new teachers that include membership on strong collaborative teams, within strong professional learning communities, assistance from instructional coaches, and/or customized professional development in the area of standards and data.</p>	<p>Weekly grade level department meetings, monthly department meetings, and monthly PLCs throughout 2016-2017 school year</p>	<p>Common planning period on master schedule; attendance in grade level dept., dept., and grade level team meetings; PLC attendance</p>	<p>not more often. Topics they felt should be covered at the beginning of the year and then throughout included building relationships, professional communication, working with special education students, classroom management, general campus expectations, grading processes, securing substitutes, and lesson planning. Everyone felt that mentors are necessary for mentees to have a “go to person” available on campus. Only 2 of the mentees were observed by their mentors this school year and only 2 mentees observed other teachers. However, most felt that this is a critical part of a new teacher’s experience, especially in the area of classroom management. Suggestions included providing more team-building activities and ensuring that feedback provided to leadership remains confidential.</p> <p><b>Formative Notes:</b> John Tedford provided Edugence training on 9/12/16 and on Class by Rit on 10/26/16. The Leadership team met on 10/6/16 and suggested providing a scheduled lunches together (lunch and learn), being cautious with schedules of new teachers (split grades or subjects), and providing time for cross-curricular meetings. Catie Inge coordinates monthly PLCs for Rice staff. Topics this year have been:</p> <ul style="list-style-type: none"> <li>• Positive Behavior Supports (Sept.)</li> <li>• Cross-Curricular Reading Strategies (Oct.)</li> <li>• Grouping and Acceleration Practices in Gifted Education (Jan.)</li> </ul> <p><b>Summative Notes:</b> All teachers at Rice collaborate on grade level content teams as well as grade level teams and departmental teams. Meetings take place weekly (grade level content) and monthly (grade level and departmental). Meetings are set to review academic calendars, assessments, student concerns and solutions, instructional improvements, and implementation of campus and district goals.</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><b>Focus new-teacher support on curriculum, instruction, and assessment.</b></p> <p>Focus all support for new teachers on curriculum, instruction, and assessment. Ensure that mentoring activities are firmly focused in the following areas (as opposed to a focus on school procedures and processes):</p> <ul style="list-style-type: none"> <li>the district's written curriculum,</li> <li>high-yield instructional strategies,</li> <li>chosen instructional programs and resources, and</li> <li>the use of assessment results to shape instruction.</li> </ul> <p>Ask mentors and department heads to model lessons, observe new teachers' instruction and provide feedback, and study data and assessments with them.</p>	<p>BTS staff development in August 2016; monthly mentoring check ins for 2016-2017 school year; weekly grade level department meetings, monthly department meetings, and monthly PLCs throughout 2016-2017 school year</p> <p>Common conference times throughout 2016-2017 school year; monthly mentoring check-</p>	<p>Staff development agendas; mentor meeting agendas; grade level dept. and dept. meeting agendas</p> <p>Summative notes from observations and discussions</p>	<p><b>Formative Notes:</b> Karen Stanton provided Sheltered Instruction for ELLs on 10/24/16 and 11/4/16. John Tedford provided Edugence training on 9/12/2016 and Class by Rit on 10/26/16. Mentors meet with mentees on an as-needed basis. Examples include providing assistance with the online curriculum tool, time management for coaches who also teach a core subject, helping at-risk students, day-to-day teaching chores (printing, accessing classroom materials, etc.), and preparing for and administering assessments. They also meet regularly during weekly grade level subject meetings, and during monthly department, team, and staff meetings.</p> <p><b>Summative Notes:</b> All three 7<sup>th</sup> grade ELA teachers will be getting their ESL certification this summer to ensure alignment with district requirements. They have been provided information about Region 10 preparation classes, along with sub codes. Marie Heath has been to Rice several times to assist Ms. Stotts with programming decisions—master schedule next school year will reflect these changes (Newcomers and Beginning ESL – Stotts as ELAR block teacher; Advanced and Advanced High – ESL certified general education teacher). QTEL and ELPS strategies provided to all teachers serving ESL students. The Leadership Team met on 5/18/17 and suggested that administrators create a Google Classroom for new teachers to house information—perhaps to be run by the mentor liaison. They also suggested providing a list of “whom to follow” on Twitter.</p> <p><b>Formative Notes:</b> This will begin second semester. There are no new teachers (just new to Rice MS or content area) in ELAR or Science this school year. The focus will be on the one History, one Math, one LOTE, and two SpEd teachers. The Leadership team will discuss implementation plans at the February Leadership</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
	ins for 2016-2017 school year;		<p>meeting. The PE department has four coaches who base their daily fitness routines around Fitnessgram results. They collaborate every other Friday for planning purposes and to provide collective feedback to one another.</p> <p><b>Summative Notes:</b> A survey was sent to new and new to Rice teachers, along with mentors, in April 2017 requesting feedback on the school year and how to improve the mentor program. Only 2 of the mentees were observed by their mentors this school year and only 2 mentees observed other teachers. However, most felt that this is a critical part of a new teacher's experience, especially in the area of classroom management. The Leadership Team met on 5/18/17 to discuss implementation plans. Mentor-mentee meetings should occur weekly at first, and then as needed as the school year progresses. Feedback should be immediate and constructive. The pair should document specific areas to work on and the mentee should spend time reflecting on changed practices. Mentors also need a support system and time to collaborate among themselves. Finally, mentors and mentees will need access to sub codes to complete the observations and model lessons.</p>
<p><b>Establish explicit purposes for new teachers to visit peers.</b></p> <p>Provide opportunities for new teachers to observe other teachers in the school.</p>	<p>Common conference times throughout 2016-2017 school year; monthly mentoring meetings of 2016-2017 school year</p>	<p>Common planning period on master schedule; subs and sub codes provided as needed</p>	<p><b>Formative Notes:</b> A sub day/code is provided to allow time to observe and provide feedback—coordinated through administrators/office manager. Observations happen through departments (see Critical Action #1). Jennifer Thome' (Math dept. chair) provided a peer observation tool for teachers to use in their observations. For example, Mrs. Barefoot (a new teacher) spent 1/18/17 observing master teachers, both in Math and other subjects and will provide reflective feedback to her appraiser at the next meeting.</p>

<b>Action Step</b> <b>(Title I Component # and Funding Amounts per Action Step)</b>	<b>Implementation Timeline</b> <b>per Action Step</b>	<b>Implementation Evidence</b> <b>per Action Step</b>	<b>Formative &amp; Summative Notes</b> <b>per Action Step</b>
<p>The leadership team will come up with the structure of the visits (whom to visit, length of visit, etc.). New teachers should observe those teachers who demonstrate the strongest student success in their classrooms.</p>	<p>First two monthly leadership meetings of 2016-2017 school year (Sept., Oct.)</p>	<p>Structure document and list of teachers to observe</p>	<p><b>Summative Notes:</b> Other teachers were also provided sub codes to do observations as they related to their TPGs and improving instructional practices. For example, Brad Cook and Elizabeth Nipper were given two days (split code/day, once per semester) to observe teachers at Jasper HS in preparation for transitioning their students to high school. Ms. Stotts was given a sub code in December to observe an ESL teacher at Clark HS who does well with technology integration. A survey was sent to new and new to Rice teachers, along with mentors, in April 2017 requesting feedback on the school year and how to improve the mentor program. Only 2 of the mentees were observed by their mentors this school year and only 2 mentees observed other teachers. However, most felt that this is a critical part of a new teacher’s experience, especially in the area of classroom management. Mentees should observe “master” teachers at least once, if not twice, per semester. Prior to the observations, mentees should identify things he/she would like to observe. Post-observation feedback meetings should occur immediately, with discussion focused on what was observed (related to pre-observation list). Finally, mentors and mentees will need access to sub codes to complete the observations and model lessons.</p> <p><b>Formative Notes:</b> The Leadership team agreed that observations should be coordinated through each department head, and structured to meet departmental needs, per Critical Action #1. Jennifer Thome’ (Math dept. chair) provided a peer observation tool that teachers may use in their observations. This document included specific areas to look for when doing observations. The Leadership team collaborated in January 2017 to create a draft observation template that may also be used, which includes classroom management, ah-ha moments, and “things I didn’t learn in college.” This will be finalized at the February Leadership meeting.</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>Mentors will meet with new teachers briefly to discuss what was observed and how these observations can inform their own teaching.</p>	<p>Common conference times throughout 2016-2017 school year; monthly mentoring meetings of 2016-2017 school year</p>	<p>Summative notes from observations and discussions; CWT and T-TESS appraisal data indicating use of observed strategies</p>	<p><b>Summative Notes:</b> The new observation tool was presented to Leadership Team at May 18, 2017 meeting. A change was made to the tool, creating a place to identify what students are doing. Team began considering best ways to implement in fall semester, 2017. A survey was sent to new and new to Rice teachers, along with mentors, in April 2017 requesting feedback on the school year and how to improve the mentor program. Only 2 of the mentees were observed by their mentors this school year and only 2 mentees observed other teachers. However, most felt that this is a critical part of a new teacher’s experience, especially in the area of classroom management. Prior to the observations, mentees should identify things he/she would like to observe. The observation protocol should be used when the mentee is observing and also being observed. The team suggested that only one or two parts of the protocol be used with any given observation, to provide a more focused approach. Mr. Glasscock wants to consider using this to guide creation of the Rice-specific template for walkthroughs, utilized in place of the PWT tool.</p> <p><b>Formative Notes:</b> The master schedule provides for grade level departmental common planning times. The Leadership team feels that observations should be intentional and done during conference periods for short periods of time. Feedback and reflections on observations will be provided under Critical Action #1. Mentors and mentees meet on an as-needed basis (eg: ESL teacher has met with Mr. Behgam, new SS teacher, regarding helping ELLs with comprehension; Spanish teachers meet regularly with Mrs. Frigerio about norming exams and student outcomes). They will also meet in the spring semester on the scheduled days/times listed above (Action Step #1).</p> <p><b>Summative Notes:</b> A survey was sent to new and new to</p>

<b>Action Step</b> <b>(Title I Component # and Funding Amounts per Action Step)</b>	<b>Implementation Timeline</b> <b>per Action Step</b>	<b>Implementation Evidence</b> <b>per Action Step</b>	<b>Formative &amp; Summative Notes</b> <b>per Action Step</b>
			Rice teachers, along with mentors, in April 2017 requesting feedback on the school year and how to improve the mentor program. Only 2 of the mentees were observed by their mentors this school year and only 2 mentees observed other teachers. However, most felt that this is a critical part of a new teacher's experience, especially in the area of classroom management. Post-observation feedback meetings should occur immediately, with discussion focused on what was observed (related to pre-observation list).

### Critical Action 6

**Critical Action:** Quickly intervene when teachers are experiencing difficulty in their classrooms. (SW16)

<b>Project Lead:</b>	Campus administrators							
<b>Staff, Title I Staff:</b>	Leadership team (DHs, Team Leaders, Instr. Specialist, lead counselor, administrators)							
<b>Materials and Resources:</b>	Instructional Coaches, C&I staff, ISS Specialists, MyLearningPlan PD offerings, sub codes (as needed)							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

#### 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><b>Immediately identify teachers who are experiencing difficulty in their classrooms.</b></p> <p>The leadership team will explore ways to promptly identify teachers experiencing difficulties in their classrooms, and will create a list all of the different information required to know that assistance was needed (e.g., self-report, benchmark results, grades, etc.).</p>	<p>First 3 monthly leadership meetings of 2016-2017 school year (Sept., Oct., Nov.)</p>	<p>List of information indicating an assistance need</p>	<p><b>Formative Notes:</b> The new T-TESS system requires frequent meetings on goal progress, along with in-depth pre- and post-conferences. Administrators meet with all teachers throughout the year to review TPG/SLOs. Department heads notify administrators of and collaborate with teachers in need of assistance as specific needs arise (ie: one new History teacher assigning a final grade of 69). The Leadership team created a list of identifiers which was finalized in January 2017.</p> <p><b>Summative Notes:</b> List of identifiers was presented to Leadership Team at May 18, 2017 meeting. A few items were added. The team began considering best ways to implement in fall semester, 2017. While the list does not need to actually be presented to the staff, the team felt it was important to keep these identifiers in mind when assisting teachers who are having difficulties. The team clarified that meetings (departmental, grade level, etc.) should focus discussions around the curriculum—areas of strength and weakness, data, and assessments. Department chairs and team leaders will regularly check in with these staff members—not punitive, but with administrative permission to assist. The campus</p>

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<p>Administrators will ensure that relevant structures are in place (e.g., regular classroom walkthroughs, assessments, collaborative team meetings) to make these early identifications.</p>	<p>Within first nine weeks of 2016-2017 school year</p>	<p>Student assessment data; grade reports; attendance at grade level dept. and dept. meetings; PWT data</p>	<p>administration needs to notify all staff of these “check-in” suggestions. Finally, the TPG/SLO progress meetings should be more holistic and casual to support areas of growth for teachers.</p> <p><b>Formative Notes:</b> Administrators are asked to complete 200 PWT per year, along with T-TESS requirements (goal-setting meetings with each professional staff on campus; three-year rotation schedule for appraisals). The list created by the Leadership team was shared within departments and other groups to continue to identify issues that arise in class.</p> <p><b>Summative Notes:</b> Administrators completed over 540 walkthroughs, and attended weekly grade level subject planning meetings along with monthly grade level meetings. Identifications were made by team leaders and department chairs, and teachers were mentored through action planning and problem-solving with department chair, team leader, mentor and/or administrator/appraiser. Instructional specialists were asked to assist as needed, with individual teachers. The Leadership Team is working on creating a new walkthrough framework for Rice—one that is more detailed with specific “look for” items, and provides useful, timely feedback to the teacher observed. The team reviewed other campus walkthrough formats (Wyatt, Sigler) to help craft a new one for Rice. More work will be done at the summer Leadership Retreat. Finally, the team felt that team and departmental meetings should be more structured and include time to look at data and assessments, not just discussing the week’s lessons.</p>
<p><b>Provide differentiated support for teachers who are experiencing difficulty in their classrooms.</b></p> <p>The leadership team will brainstorm a list of support options that are available when a teacher needs assistance. Options should be progressive in nature (starting with instant feedback, moving to time for the struggling</p>	<p>First three monthly leadership</p>	<p>List of options available to assist teachers</p>	<p><b>Formative Notes:</b> Administrators discuss and address issues that arise during PWT, goal setting, goal progress meetings, observation, and pre- and post-conferencing.</p>



<b>Action Step (Title I Component # and Funding Amounts per Action Step)</b>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
<p>teacher to visit other classrooms and discuss what was observed, and progressing to videotaping with specialized instructional coaching for an extended period of intense intervention).</p> <p>Provide highly differentiated and practical support (based on list created) to teachers experiencing difficulty in their classrooms. Include Academic Specialist and Instructional Coaches to assist, when possible or relevant.</p>	<p>meetings of 2016-2017 school year (Sept., Oct., Nov.)</p> <p>Common conference times throughout 2016-2017 school year; 1:1 meetings and monthly mentoring meetings of 2016-2017 school year</p>	<p>Summative notes from observations and discussions; PWT and T-TESS appraisal data indicating use of support strategies provided</p>	<p>The Leadership team has drafted a leveled support option list to be finalized at the February Leadership meeting.</p> <p><b>Summative Notes:</b> The list of support options were presented to Leadership Team at May 18, 2017 meeting. A few additions were made to the list. The team began considering best ways to implement in fall semester, 2017. Discussion focused on utilizing the PISD instructional coaches to support these teachers. The team wondered how many staff members knew this was an option and would make contact. The team felt that the first support should come via each department head about concerns and identify areas to address.</p> <p><b>Formative Notes:</b> Administrators, department heads, team leaders, and mentors provide support as it arises and through regularly schedule meetings. For example, Mr. Sommer has met with one of his new History teachers regarding the campus procedure of not giving grades of 69 on report cards. Coach Green has met with his new coaches regarding time management (coaching and teaching) and building relationships with athletes.</p> <p><b>Summative Notes:</b> Chris Glasscock reminded the staff on 3/30 that the Leadership Team agreed that the lowest grade to be reported on a report card is a 65 so that students could recuperate a grade. Individual teachers were asked to make changes to 3<sup>rd</sup> nine weeks grades. The Leadership Team met on May 18, 2017 and discussed how and when to implement strategic supports. Some teachers ask for help; when this happens, mentors, department chairs, and/or team leaders should provide assistance immediately. When struggling teachers show signs of stress (list of indicators), they should again receive assistance immediately. The mentor-mentee relationship is critical for such support for new teachers and they should be meeting regularly, even if just for a check-in.</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>Department chairs should be the coach for more experienced teachers. Sub codes will be obtained from administration for a leadership team member to observe and provide feedback on academics and/or classroom management, or for teachers to observe or attend PD sessions.</p>
<p><b>Evaluate the effectiveness of teacher interventions.</b></p> <p>Evaluate the effectiveness of interventions for teachers. Once the need for assistance has been identified and support structures have been selected and applied for a teacher needing assistance, consider follow-up interviews, classroom observations, and the continued study of student performance data to determine effectiveness.</p> <p>The leadership team will discuss the effectiveness of support provided to determine how it might be modified or strengthened for further use with teachers in need.</p>	<p>Common conference times throughout 2016-2017 school year; 1:1 meetings and monthly mentoring meetings of 2016-2017 school year</p> <p>Monthly leadership meetings</p>	<p>Summative notes from observations and discussions; PWT and T-TESS appraisal data indicating use of observed strategies</p> <p>Leadership meeting agendas; summative notes</p>	<p><b>Formative Notes:</b> This is an on-going process. As department heads, mentors, and administrators find a need, meetings are set, and requisite information is reviewed. Further supports are also suggested during meetings. Some changes observed include a focus on students, rather than self; patience with ELLs as they learn and process in English; increase in students' responses and performance; increased new teacher confidence. The EOY summative conferences (regarding appraisals and teacher professional goals) will also provide information about the effectiveness of interventions provided.</p> <p><b>Summative Notes:</b> For teachers experiencing difficulties, there should be regular check-ins and open lines of communication. Sub codes may be required if mutual times cannot be found. EOY summative conferences were held March 27-May 5. During these goals and appraisal meetings, teachers were given the chance to discuss issues related to classroom management as well as improving their craft. Suggestions and reminders were given to individual teachers based on the questions they asked or problems presented. For example, Mrs. McCutchen reminded a Special Education teacher that her departmental instructional specialists could provide neutral eyes for behavioral support and increasing student independence.</p> <p><b>Formative Notes:</b> This will happen at the end of the spring semester—the Leadership will discuss supports from the entire school year and make needed</p>

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	throughout the 2016-2017 school year; monthly departmental meetings throughout the 2016-2017 school year	from observations and discussions; PWT and T-TESS appraisal data indicating use of observed strategies	adjustments.  <b>Summative Notes:</b> Leadership Team met on May 18, 2017 to discuss effectiveness of support and new ideas to add to the “toolbox.” A few items were added to the list. Team began considering best ways to implement in fall semester, 2017. Once campus and instructional supports are provided (frequently, consistently, efficiently), if a teacher is still struggling, the appraiser should do more specific interventions with the teacher.

### Critical Action 7

**Critical Action:** Supplement classroom interventions with targeted support for students who perform below grade level. (SW17)

<b>Project Lead:</b>	Special Ed. Dept. Chair							
<b>Staff, Title I Staff:</b>	teachers in Resource and Inclusion setting							
<b>Materials and Resources:</b>	"Classroom Instruction that Works" books and training, Edugence training and reports, PISD curriculum documents, IEPs							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

#### 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><b>Proactively develop an intervention plan for students performing below grade level.</b></p> <p>Create and share a written, layered intervention plan that clearly identifies the school-level support used to assist students who enter a class at a below-grade achievement level.</p>	By October 31, 2016	Written intervention plan	<p><b>Formative Notes:</b> The intervention plan was created and shared with the entire department on November 7, 2016. Teachers set specific tutoring times, rather than "as needed." Tutorial times were added to the campus tutorial schedule. Professional development for teachers, related to assisting students performing below grade level, includes:</p> <ul style="list-style-type: none"> <li>• CoTeach 2.0: Taking Your Practice to the Next Level (June 6)</li> <li>• Google Classroom (July 2016)</li> <li>• AVID Summer Institute (Summer 2016)</li> <li>• Positive Behavior Support (Summer 2016)</li> <li>• Class by RIT (October 26)</li> <li>• Classroom Instruction that Works (October 17)</li> <li>• Sheltered Instruction Strategies for ELLs (October 24)</li> <li>• Cross-Curricular Reading Strategies: Creating Strong Readers Across Content Areas (October 25)</li> <li>• My Students are ALL Different: Seidlitz Training (November 12)</li> <li>• Power of a Teacher (January 17)</li> <li>• Functions of (Extreme) Behavior (January 25)</li> </ul>

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 student assessment data and teacher input to identify the students at each grade level who are going to require the additional intervention and supports.</p> <p>Ensure these identified students receive appropriate intervention and supports (including Lexia, Think Through Math, and other district supported programs).</p>	<p>By October 31, 2016</p> <p>Daily lesson plans in SpEd classes; designated SpEd tutorial times as indicated on</p>	<p>Edugence reports, list of students, teacher input sheets</p> <p>Tutoring lists and sign-in sheets; lesson plans that include interventions and</p>	<p><b>Summative Notes:</b> Special Education teachers were required to participate in 3 online learning modules during the spring semester. The objective was to build capacity and confidence in instructional strategies by participating in general education training and understanding instructional strategies through the lens of a special education student. The students will exhibit growth in the general curriculum, learn and implement strategies to become independent learners, and develop skills needed for post-secondary success. Students who did not pass the STAAR test were given assigned daily remediation (Apex software) targeting specific objectives on which they scored low.</p> <p><b>Formative Notes:</b> John Tedford presented Edugence training on 9/12/16 for all staff. He returned to present Class by Rit information for all staff on 10/27/16. Students in the BSC are consistently monitored and information from teachers is collected daily, to assist with the design of intervention/support; Use of alternative curricula (per district) for below grade level students; Use student assessment data and teacher input to identify the students at each grade level who are going to require the additional intervention and supports; facilitate Informal Reading Inventories once per quarter to measure a student's fluency, accuracy and comprehension levels.</p> <p><b>Summative Notes:</b> Students who did not pass the STAAR test were given assigned daily remediation (Apex software) targeting specific objectives on which they scored low.</p> <p><b>Formative Notes:</b> Self-contained teachers regularly implement STAR Functional routines, the News2You Program, and EQUALS; Resource teachers utilize Learning Ally in reading classes, which encourages students to do silent, sustained reading in class and gain</p>

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	campus tutorial schedule	supports	<p>enjoyment and experience reading a variety of genres in class. Teachers are able to monitor students' progress and provide support where needed using this reading application. Teachers also provide students individualized support per their IEPs to assist them in the learning process.</p> <p><b>Summative Notes:</b> Students who did not pass the STAAR test were given assigned daily remediation (Apex software) targeting specific objectives on which they scored low. Students received daily remediation and a log was kept for each student's remediation time.</p>
<p><b>Provide proactive support for students performing below grade level, aligned with the district curriculum.</b></p> <p>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.</p> <p>Collaborate with grade-level core content teachers to determine what necessary prerequisite skills students must possess to be able to engage</p>	<p>Ongoing throughout the 2016-17 school year</p> <p>Weekly grade level dept.</p>	<p>Class by RtI from Edugence, tutoring lists and sign-in sheets</p> <p>Modified curriculum</p>	<p><b>Formative Notes:</b> Instruction in English and Reading is scaffolded to allow the use of on-grade-level material, with support. Teachers provide students with additional resources (graphic organizers, handouts, study guides, flash cards, and trade notes) to support them in their learning process. Teachers host and facilitate weekly tutorials to provide additional support and 1:1 assistances to students, and will typically review areas of concern during these sessions to build up the student's grasp of the content and self-confidence. Teachers provide practice questions from prior year STAAR assessments to help build student confidence in test-taking and content knowledge. Lessons are designed to appropriately target the individual need of all of the below grade-level students.</p> <p><b>Summative Notes:</b> Areas of deficiency were addressed through quick teach, in-class support, needed skills support, cues/prompts, pre-taught language concepts and content vocabulary, and unit assessments.</p> <p><b>Formative Notes:</b> One teacher attended co-teaching PDH with general education teachers. Resource</p>

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<p>with the new learning content successfully.</p>	<p>meetings meetings, via email, or before/after school</p>	<p>documents, notes from meetings</p>	<p>teachers regularly attend grade level team meetings and collaborate with co-teachers/content teachers on lesson plans and identifying the most important aspects of each lesson students should focus on. They also work closely with other resource teachers and general education teachers to plan and outline content so that students are measured and assessed at their respective grade level with success and confidence. They collaborate departmentally with one another and district employees to determine how to best engage students. Teachers utilize Google surveys to get teacher input on progress for each grading period and prior to ARDs.</p> <p><b>Summative Notes:</b> Conversations were had with teachers throughout the school year about needed modifications and additional help. Special Education teachers also collaborated with Science and Math general education teachers weekly to determine the necessary prerequisite skills student must possess to engage fully in new content. They also collaborated with reading/ELA teachers to get content materials (books) and vocabulary and language concepts to pre-teach, and prepare for skill checks.</p>
<p>Provide support in class and during tutoring sessions that is specifically aligned to the current learning objectives being addressed.</p>	<p>Daily lesson plans in SpEd classes; designated SpEd tutorial times as indicated on campus tutorial schedule</p>	<p>Modified curriculum documents, lesson plans, tutoring plans</p>	<p><b>Formative Notes:</b> Tutorial schedule was created for interventions to be held with Resource teachers each week (before, after school and during lunch). Teachers provide targeted instruction, both in lesson and tutorials, to address specific student deficiencies (per IEPs) and current learning objectives. Teachers contact parents directly schedule individualized tutorials.</p> <p><b>Summative Notes:</b> Tutoring sessions addressed specific student deficiencies, modification of work, quick additional instruction as needed, cues/prompts. Tutoring sessions were scheduled with parents before or after school, and during lunch times.</p>

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<p><b>Evaluate the effectiveness of student interventions.</b></p> <p>Monitor and evaluate the effectiveness of interventions for students, as indicated by student performance data (increased mastery levels, IEP progress, MAP scores, STAAR scores, STAAR grown measures, grades, and formative/summative assessments).</p>	<p>Monthly SpEd departmental meetings; ARD meetings as set on campus ARD calendar</p>	<p>PLAAFPs, IEP progress, student assessment data, gradebook</p>	<p><b>Formative Notes:</b> Teachers monitor and observe in general education classroom settings to ensure carryover of skills. Updated MAP scores are evaluated to plan for interventions in the 2nd semester. Other performance data (IRI, etc.) are used to help identify students' areas of need or struggle. Formative and summative assessments in class are used to track progress toward mastery of objectives. Teachers utilize daily goals and daily tracking sheets to measure each individual student's growth and progress, and this data is reported to parents each grading period.</p> <p><b>Summative Notes:</b> MAP and STAAR performance guided lesson plan design. Teachers looked at classwork, scores on tests, IEP progress, grades, MAP scores, then reviewed the data and discussed with team lead/administration to determine effectiveness of the interventions. Teachers monitored IEP goals based on ongoing data, ability to participate in classroom discussions, scores on exams, and scores on MAP.</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)
	<b>COORDINATED SCHOOL HEALTH:</b>			
6-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. <b>(Required - Form Provided)</b>	Principal	Campus Wellness Plan	<p><b>Formative Notes:</b> Wellness Captain is Allison King. Wellness Team includes Allison King, Chad Green, Serena Yang (nurse), Kathy Moore (FANS director), and David Holliday Wellness Team teachers will meet biweekly at their planning meeting. Full team meetings will be held one per month throughout the 2016-17 school year.</p> <p>Wellness Goals: Athletic Director works with FANS to introduce and advertise healthy foods during lunch and encourage students to try them. Campus Nurse sends out to staff monthly "Health Bytes" from a local hospital.</p> <p>PE teachers supply kids with nutritional information during lessons in PE/Health class. PE teachers will host pedometer tracking competition during spring testing, as well as create a "Biggest Loser" competition for staff. PE teachers will also offer workouts before and after school for the faculty.</p> <p><b>Summative Notes:</b> During second semester, Kathy Moore (FANS director) put out new healthy food items for students to taste for free throughout the school year (ie: roasted beets, zucchini, etc.).</p>
6-8	Include at least one Parent on Campus Wellness Team. <b>(Required)</b>	Campus Wellness Captain	Campus Wellness Plan	<b>Formative &amp; Summative Notes:</b> Wellness Team parent is David Holliday
6-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. <b>(Required)</b>	Principal	Coordinated School Health Curriculum	<b>Formative Notes:</b> The curriculum is provided by PISD and includes a unit calendar. The plan for implementation of health curriculum is being discussed among coaches. It is likely that small health units will be taught at the start of PE classes, to

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				<p>maximize time.</p> <p><b>Summative Notes:</b> Health facts and information were incorporated into the introduction of class before Tabata at least two times per month.</p>
6-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. <b>(Required)</b>	P.E. Teachers & Athletics Staff	Coordinated School Health Curriculum	<p><b>Formative Notes:</b> Location: inside main gym, by girls’ locker room. Coaches change the topic periodically, based on what sports are in season for Athletics, which sports are being taught in PE, what extracurricular activities are available, which topics are being taught in Health classes, and in coordination with FANS.</p> <p><b>Summative Notes:</b> Summer sports and conditioning camp flyers are on display for students to take home to parents.</p>
6-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain; Principal	Campus Wellness Plan	<p><b>Formative Notes:</b> School Nurse provides “Health Bytes” to school staff via email and health promotion information to community via eNews monthly and on as needed basis (depending on current health concerns). Nutrition posters are posted in the clinic, gym and cafeteria year-round to remind students of making healthy food choices at home and in school. Posters will be updated accordingly. Hand washing signs have been provided at every sink through the building.</p> <p><b>Summative Notes:</b> The health promotion information continued to be shared via Health Bytes and eNews throughout the year. The topics included fall allergies, flu prevention, weight control, Collin County epidemiology information, PISD screening information, immunization awareness (for children and adults) &amp; schedules, and women’s health promotion. Additional health promotion posters on CPR techniques and germs on hands were purchased and displayed in the clinic/around the building. These were also discussed with children visiting the clinic. Health and disease information was provided and questions from students, parents, and staff were answered throughout the school year on an as-needed basis.</p>
<b>FITNESS:</b>				
6-8	Pre and Post Assess all eligible students using	P.E. Teachers	Student Exemption	<b>Formative Notes:</b> Fitnessgram assessments occur once per

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	fitness test components. <b>(Required - Form Provided)</b>		Form	semester.  <b>Summative Notes:</b> Fitnessgram activities were incorporated into Tabata skills each week.
7 <sup>th</sup>	<b>(NEW ACTION STEP)</b> Ensure all data for 3 <sup>rd</sup> -8 <sup>th</sup> grade students is entered on timely basis, fitness report cards are printed (4th and 7th grade) and sent to parents or linked through myPISD. <b>(Required)</b>	P.E. Teachers	Fitnessgram Student Report	<b>Formative Notes:</b> Fitnessgram data is entered into the online system by the end of the 9 weeks in which the assessment occurs.  <b>Summative Notes:</b> Coaches are entering in Fitnessgram results. All results will be entered by June 2 <sup>nd</sup> , at which time a final tabulation of results will be completed. Coaches indicated most, if not all, Rice students likely passed the Fitnessgram.
<b>PHYSICAL ACTIVITY REQUIREMENTS:</b>				
6-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. <b>(Required - Form Provided)</b>	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	<b>Formative Notes:</b> PE Teachers start each class with Tabata (MWF and TR rotations) warm ups before moving into the PE lesson or game for the day.  <b>Summative Notes:</b> PE teachers began to incorporate yoga into the warm up portion of each class period.
K6-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. <b>(Required)</b>	P.E. Teachers	Pedometers; heart rate monitors	<b>Formative Notes:</b> Teachers can choose to participate in tracking their activity during STAAR testing days. Athletes and PE students utilize school’s pedometers as well as personal fitness trackers to measure physical activity.  <b>Summative Notes:</b> Pedometers were not used during STAAR this year for teachers. The Wellness Team will consider use of these and/or personal fitness trackers for next school year.
6-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. <b>(Required - Form Provided)</b>	Administrators	Yearly Plan Form; Lesson Plans Visible During Class Time Observation	<b>Formative Notes:</b> Required 4 semesters during middle school career. This year, 6 <sup>th</sup> graders take full year of PE. Counselors ensure requirements are met. Administrators create master schedule with P.E. courses for all grade levels. New PE teaching staff this year have incorporated daily Tabata exercises (modeled by coaches), along with structured and scaffolded learning on various sports (volleyball, badminton thus far). Sports units culminate in a “tournament” to showcase skills.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				<p>Weekly focus on Fitnessgram tasks (running one mile, push-ups, sit ups, flexibility, etc.).</p> <p><b>Summative Notes:</b> PE teachers began to incorporate yoga into the warm up portion of each class period.</p>
<b>ATTENDANCE: Forms are available on inside.pisd</b>				
6-8	<p>Monitor attendance of students and follow up on prominent and chronic absences. <b>(Required)</b></p>	Assistant Principal; attendance clerk	Pinnacle data; Attendance tracking spreadsheet; letters home; Attendance Behavior Plans	<p><b>Formative Notes:</b> Attendance clerk monitors daily attendance; assistant principal does bi-weekly attendance checks and follow-up with students and/or parents when concern arises—including creation of attendance BIPs. Campus attendance plan has been created (including recoup time, Attendance BIPs, conferences, tutorials, Wed/Fri school, court filing).</p> <p><b>Summative Notes:</b> Assistant principal placed 4 students on attendance behavior plans this school year, and had 19 students complete recoup time, but did not have to file truancy on any student/parent during the current school year. District has obtained a waiver to be exempt from the 90% attendance law (started May 2017) due to being a “District of Innovation.” Other methods will be employed next school year to ensure students who miss larger amounts of “seat time” obtain all the academic programming needed to move on to the next grade level.</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	<b>PREVENTION:</b>			
	Identify high risk areas. <b>(Required)</b>	Administrators	Staff feedback from survey; Plano PD and district Safety & Security officials	<p><b>Formative Notes:</b> Survey results from last school year shared with staff during back-to-school PD. Police provided during first week of school to assist with traffic flow and traffic patterns. Police and district Safety &amp; Security officials visited Rice on numerous occasions in the 2016-17 fall semester to look at traffic issues after two students were hit by cars on the way to/from school.</p> <p><b>Summative Notes:</b> Joseph Parks (PISD Safety and Security) requested input regarding traffic issues to be taken to meeting with city officials in May. Rice MS input was provided by campus administration.</p>
	Monitor high risk areas. <b>(Required)</b>	All staff	Campus duty schedule (Learning Lab assistant, administrators, coaches, counselors) for mornings, lunch, and afternoons	<p><b>Formative Notes:</b> Administrators—inside areas in the morning, outside areas in the afternoon; teacher duties as assigned; staff monitoring hallways during transition times. Plano PD officers come twice per day to campus to be visible and provide security presence. Police provided during first week of school to assist with traffic flow and traffic patterns.</p> <p><b>Summative Notes:</b> Continuation of before: administrators—inside areas in the morning, outside areas in the afternoon; teacher duties as assigned; staff monitoring hallways during transition times. Plano PD officers come twice per day to campus to be visible and provide security presence.</p>
	Follow Campus Rules/Expectations. <b>(Required)</b>	Administrators	PISD Code of Conduct, District Handbook Rice MS Handbook	<p><b>Formative Notes:</b> Continual monitoring of all areas of campus and redirection/referral as necessary.</p> <p><b>Summative Notes:</b> Administrators ask staff for extra assistance</p>

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				(morning/afternoon and lunch duty) when off campus for meetings.
<b>Staff</b>	<b>EDUCATION:</b>			
	Participate in annual staff training on bullying/sexual harassment. <b>(Required)</b>	Lead Counselor	Handouts & PowerPoint	<b>Formative &amp; Summative Notes:</b> Sarena Edwards led required bullying and suicide trainings on Aug. 16, 2016 for all staff and will revisit topics in January. All staff completed sexual harassment training by Dec. 20, 2016. Email communications have been sent to remind and refresh staff requirements in the area of bullying/sexual harassment.
	Review referral process. <b>(Required)</b>	Administrators	Rice MS referral plan	<b>Formative Notes:</b> Reviewed campus handbook at back-to-school in-service on Aug. 16, 2016 for all staff.  <b>Summative Notes:</b> When discipline issues arise, teachers are encouraged to take care of them in class and notify parents; however, as behavior increases, referrals are written. Teachers are reminded to not give a consequence and write a referral (double penalty) and to keep referrals objective.
<b>Staff</b>	<b>INTERVENTION:</b>			
	Establish recommended intervention strategies for classroom/campus. <b>(Required)</b>	Administrators	Discipline Management Plan as indicated in Rice MS Handbook	<b>Formative &amp; Summative Notes:</b> Rules, expectations, assistance available, tutorials, and hygiene were reviewed with all sixth graders during SS classes during the week of 9/12/16. Reviewed campus handbook and protocol for classroom and campus interventions at back-to-school in-service on Aug. 16, 2016 for all staff.
	Implement campus referral plan. <b>(Required)</b>	Administrators	Rice MS Referral Plan	<b>Formative Notes:</b> On-going processing of referrals from August 2016-June 2017 and reporting in the TEAMS online system. Reports sent to Executive Director of Student Services each 9 week grading period.  <b>Summative Notes:</b> When discipline issues arise, teachers are encouraged to take care of them in class and notify parents; however, as behavior increases, referrals are written. Teachers are reminded to not give a consequence and write a referral (double penalty) and to keep referrals objective.

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Utilize Discipline Management strategies. <b>(Required)</b>	All staff	Discipline Management Plan as indicated in Rice MS Handbook	<p><b>Formative Notes:</b> PBIS training provided by campus staff member on September 27, 2016. ELAR Department Chair shared PBIS strategies with ELAR department and many teachers are using them daily. Classroom teachers and paraprofessionals implement PBIS regularly as well.</p> <p><b>Summative Notes:</b> A PBIS professional development was held on 9/27/16 via the campus PLC this year, training provided by a general education teacher implementing the practice and getting noticeable results.</p> <p>During the 2016-17 school year, Rice logged 128 campus referrals into the TEAMS system. Of those referrals, 59 resulted in detentions, 53 in ISS, and 19 in OSS. All students receiving ISS also completed PISD iDefine (online behavioral learning) lessons. Conferences with parents and students were held on many occasions and one student had technology use suspended.</p> <p>Students who received office referrals were assigned iDefine lessons—online learning opportunities provided by PISD to help students understand their mistakes and plan for making better choices in the future. Implementation of “break card” for students who become distracted or overwhelmed easily. Use of point sheet with students who require a visual reminder of appropriate and expected behaviors—signed by all teachers and parent, monitored by campus administrators.</p> <p>All staff members regularly give out RAVE tickets to students as they exhibit appropriate behavior. RAVE tickets can be used to purchase items in the RAVE store on Fridays. Administrators began the process of “positive call outs” to parents whose students go above and beyond. Many teachers at Rice (for example, both BSC teachers, Mrs. Penny, Ms. Inge) have begun implementing an individualized version of PBIS in their classrooms, decreasing the number of office referrals.</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)
<b>All Students</b>	<b>PREVENTION:</b>			
	Clearly state student expectations/campus rules/citizenship. <b>(Required)</b>	Administrators	PISD Code of Conduct and Student-Parent Handbook	<p><b>Formative Notes:</b> Ms. Barshop met with all sixth graders during SS classes during the week of 9/12/16 to go over rules, expectations, assistance available, tutorials, and hygiene. Continual monitoring of all areas of campus and redirection/referral as necessary. “Bystander Code of Conduct” (regarding social media usage and bullying) posters displayed around campus.</p> <p><b>Summative Notes:</b> Each grade level held a “pod meeting” in mid-spring semester to review expectations with their students. Topics reviewed included social media usage, leaving backpacks unattended in hallways and restrooms, hygiene, length of athletic shorts, STAAR testing, and emergency procedures.</p> <ul style="list-style-type: none"> <li>• 6<sup>th</sup>: April 5, 2017</li> <li>• 7<sup>th</sup>: March 27, 2017</li> <li>• 8<sup>th</sup>: March 24, 2017</li> </ul>
	Monitor high risk areas. <b>(Required)</b>	All staff	Campus duty schedule (Learning Lab assistant, administrators, coaches, counselors) for mornings, lunch, and afternoons; all staff during passing periods	<p><b>Formative Notes:</b> Administrators—inside areas in the morning, outside areas in the afternoon; teacher duties as assigned; staff monitoring hallways during transition times.</p> <p><b>Summative Notes:</b> Due to an increase in items going missing in locker rooms, coaches increased monitoring of PE and Athletics locker rooms during changing times. Gym doors locked each afternoon to prevent students from being unsupervised after school.</p>
<b>All Students</b>	<b>EDUCATION:</b>			
	Explain referral process/contacts. <b>(Required)</b>	All teachers	Discipline Management Plan as indicated in Rice MS Handbook	<p><b>Formative Notes:</b> Teachers were provided an overview of classroom management and the referral process at in-service on August, 2016. There is an on-going processing of referrals from August 2016-June 2017 and reporting in the TEAMS online system. Counselors will provide a variety of guidance lessons in the classroom throughout the school year using various district and campus resources and curriculum.</p>



				<p><b>Summative Notes:</b> Katie Greer presented school-wide assemblies on cyber bullying, bullying, social media and self-awareness on Sept. 27, 2016. Administrators reminded appropriate staff to keep referrals objective and factual (on an as-needed basis).</p>
<b>All Students</b>	<p><b>INTERVENTION:</b> (Please complete cells below)</p>			
	<p>Apply classroom interventions: <b>(Required)</b></p>	<p>All teachers</p>	<p>Discipline Management Plan as indicated in Rice MS Handbook</p>	<p><b>Formative Notes:</b> PBIS training provided by campus staff member on September 27, 2016. Counselors have and continue to provide lessons on resiliency, cyber bullying, decision making, emotional intelligence, violence and bullying, suicide and managing stress. Other lessons are added as needed. Officer Parker provided a bullying presentation to all students on 10/26/16.</p> <p><b>Summative Notes:</b> Teachers often sign off on students’ agenda to ensure communication with parents regarding assignments. Use of point sheet with students who require a visual reminder of appropriate and expected behaviors—signed by all teachers and parent, monitored by campus administrators. A PBIS professional development was held on 9/27/16 via the campus PLC this year, training provided by a general education teacher implementing the practice and getting noticeable results. Ms. Edwards, lead counselor, let the committee know at the final meeting on 6/1/17 that the district is preparing curricular changes to revolve around social-emotional learning for next year.</p>
	<p>Employ discipline interventions: <b>(Required)</b></p>	<p>Administrators</p>	<p>Discipline Management Plan as indicated in Rice MS Handbook</p>	<p><b>Formative Notes:</b> On-going processing of referrals from August 2016-June 2017 and reporting in the TEAMS online system. Utilized the CIT process in accordance with district procedures.</p> <p><b>Summative Notes:</b> Students who received office referrals are assigned iDefine lessons—online learning opportunities provided by PISD to help students understand their mistakes and plan for making better choices in the future. Implementation of “break card” for students who become distracted or overwhelmed easily. Use of point sheet with students who require a visual reminder of appropriate and expected behaviors—signed by all teachers and parent,</p>

				monitored by campus administrators.
	Use other intervention strategies as necessary/appropriate. <b>(Required)</b>	Administrators and counselors	Discipline Management Plan as indicated in Rice MS Handbook; individualized point sheets; counseling lessons and individual sessions	<p><b>Formative Notes:</b> Individualization and use of point sheet and behavior monitoring sheet for students who need extra assistance to stay on track. Katie Greer (Social Media and cyberbullying presentation) assemblies for all students on September 27, 2016; parent night coordinated with 3 other campuses held September 27, 2016. Officer Parker from Plano PD assembly to be held October 26<sup>th</sup> to address bullying and other identified concerns. On October 27<sup>th</sup>, 2016, a Collin Co. Substance Abuse counselor will be presenting to all 6<sup>th</sup> graders during PE. Individual/small group lessons with counselors are held when necessary. Counselors partner with parents when student crisis occurs and provide referrals for student support.</p> <p><b>Summative Notes:</b> Parent-teacher-counselor-administrative conferences were held to get the entire team working towards the same goal. Often, the student was brought into these meetings as well. PBIS is consistently used across campus to reinforce appropriate behavior (or the absence of inappropriate behavior). The Rice administrators are reading books on restorative discipline practices and plan to implement these next school year.</p>
	Conference with parents/students. <b>(Required)</b>	All staff	Teacher & administrator documentation logs; Parent-Teacher conference day	<p><b>Formative Notes:</b> Parent-Teacher conference day will be held on October 10, 2016; other conferences held throughout the school year as needed (by teacher, team, grade level), and may or may not involve administrator, Academic Specialist, and/or counselor.</p> <p><b>Summative Notes:</b> Spring Open House afforded parents the chance to schedule conferences with individual or teams of teachers. Conferences held throughout the school year as needed (by teacher, team, grade level), and may or may not involve administrator, Academic Specialist, and/or counselor. Parent-teacher-counselor-administrative conferences were held to get the entire team working towards the same goal. Often, the student was brought into these meetings as well.</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. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local Funds</b>	Principal, Registrar	First 9 weeks of fall semester	<b>Formative &amp; Summative Notes:</b> Principal, Counselors, Nurse, and Registrar coordinated efforts to ensure all parents had completed requisite paperwork within the first nine weeks of school.
Identify parents without computer/internet access to offer hard copies of school information. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local Funds</b>	Administrators, Registrar	First 9 weeks of fall semester; first 9 weeks of spring semester; on-going as need arises	<b>Formative Notes:</b> Teachers inform counselors when students indicate there is no computer or internet connection at home. Counselors notify administration and complete the district request process for providing a computer to the home.  <b>Summative Notes:</b> Rice enrolled one refugee student from Iran mid-spring semester. 7 <sup>th</sup> grade counselor is aware and will provide a computer for home if the immigration placement center does not.
Upgrade and maintain the campus website for easy access and increased communication with the community. <b>Funding source: state &amp; local</b>	Principal	Updated on an on-going basis as new or revised information is provided	<b>Formative Notes:</b> Principal and Receptionist continually update Rice website as events, schedules, and highlights become available.  <b>Summative Notes:</b> Principal and Receptionist continually update Rice website as events, schedules, and highlights become available. One choir event was not updated on school marquee, so some guests arrived late. Choir teacher will provide more timely information about changes.
Communicate information through eNews. <b>Funding source: state &amp; local</b>	eNews Coordinator (teacher)	Weekly eNews blasts; eNews blasts as need arises	<b>Formative Notes:</b> Catie Inge sends out eNews each week along with special eNews requests as they arise.

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
			<p><b>Summative Notes:</b> Catie Inge continues to send out eNews, but has modified to fit the district’s format requirements—district and school information on top; PTA and other announcements in designated areas below.</p>
<p>Utilize social media to keep parents and community informed.  <b>Funding source: state &amp; local</b></p>	<p>Administrators</p>	<p>Updated on an on-going basis as new or revised information is provided or needs to be shared</p>	<p><b>Formative Notes:</b> All campus administrators and most teachers have set up social media accounts for communication. Principal and many teachers utilize Remind regarding academic and extracurricular events at the school. Librarian updates and maintains the Rice MS Facebook page. Mid-year and EOY surveys are sent out to parents and community to attain feedback on how we can improve communication efforts.</p> <p><b>Summative Notes:</b> All campus administrators and most teachers have set up social media accounts for communication. Principal and many teachers utilize Remind regarding academic and extracurricular events at the school. Librarian updates and maintains the Rice M.S. Facebook page. EOY survey (CSEAS) from the district indicated exemplary status in terms of community and parent involvement. Administrators regularly send out School Messenger blasts with pertinent school information, as well as a monthly newsletter highlighting student accomplishments. Administrators utilize Facebook live to stream and promote various school events, both on campus and off. The parents on the committee indicated that Rice staff had done a great job this year communicating events and celebrations with them.</p>
<p>PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.  <b>Funding source: state and local</b></p>	<p>PTA President, Administrators</p>	<p>Monthly PTA meetings</p>	<p><b>Formative Notes:</b>                      Meeting dates are as follows:                      Aug. 22      Jan. 9                      Sept. 19      Feb. 13                      Oct. 17      Mar. 13</p>

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
			<p>Nov. 14      Apr. 10 Dec. 12      May 15</p> <p><b>Summative Notes:</b> March date canceled due to no quorum. Principal’s report given at each meeting and teacher/campus wish lists have been granted throughout the school year, totaling over \$11,000.</p>
<p>Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).</p> <p><b>Funding source: state &amp; local</b></p>	<p>PTA VP-Programs, Administrators</p>	<p>Monthly PTA meetings and as need arises</p>	<p><b>Formative Notes:</b> Katie Greer (Social Media and cyberbullying presentation) assembly for all students along with a parent night (coordinated with 3 other campuses) held on September 27, 2016. Campus focus this year has been on involving students, staff, and parents in service to the community through “Ravens Take Flight” events, including:</p> <ul style="list-style-type: none"> <li>• September 2016 – Peanut Butter Drive for NTFB</li> <li>• 10/7/16—Fall Ravenfest social</li> <li>• 10/11/16—Pep Rally and Parade (PWSH Homecoming)</li> <li>• 10/21/16—First Responders Day (parents provided food all day)</li> <li>• 11/11/16—Veteran’s Day Assembly (families, communities, local assisted living center vets, parents included in recognition and celebration)</li> <li>• Late Nov.—MSA Winter Clothing Drive for refugees</li> <li>• Late Nov.-Early Dec.—Plano Santas Canned Food Drive</li> <li>• January—“Operation: Have a Great Day” club started</li> </ul> <p><b>Summative Notes:</b> “Ravens Take Flight,” continued:</p> <ul style="list-style-type: none"> <li>• February—Valentine’s Day pajama drive for the Children’s Advocacy Center; Carter Bloodcare Blood Drive</li> <li>• March—Disabilities Awareness Month (focus on Dyslexia, AU, ED, and SLD through</li> </ul>

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
			<p>videos and class activities)</p> <ul style="list-style-type: none"> <li>• April—"Read Where you Live" book drive for two Title I campuses (Wilson, Siegler) in coordination with spring Book Fair; Rice also participated in the "Everyone Matters" Day national events on 4/11/17</li> <li>• 5/12/17—Spring Ravenfest social</li> <li>• 5/19/17—8<sup>th</sup> Grade Celebration social</li> </ul> <p>The committee proposed several ideas for next year, including having mentors from the PISD Diversity committee on campus, adopting a sister school and supporting it through PTA, having parent representatives on the "Ravens Take Flight" committee, hosting a parent-teacher-student book club, and bringing more fathers in to volunteer ("Watch Dogs," or traffic monitors).</p>

## 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.

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

### 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. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	August 2016 to May 2017	<b>Formative Notes:</b> Administrators participate in local job fairs.  <b>Summative Notes:</b> PISD job fair held on 4/22/17 at PWSHS; administrators and Blue Nation Cadre teachers represented Rice MS; counselors and campus principal participated throughout the year on interview panels for AP and counseling pools.
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	Monthly Bilingual Stipends, July 2016 to June 2017	<b>Formative Notes:</b> Stipends are granted by the district and monitored by Rice principal through the campus budget.  <b>Summative Notes:</b> Consideration given to adding a stipend for soccer club sponsor next school year
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	August 2016 to May 2017	<b>Formative Notes:</b> We had two student teachers this fall, one in 8 <sup>th</sup> grade US History and one in Band. Various aspiring teachers come to Rice for observation hours throughout the school year as well, as coordinated through Ms. Zimmerman.  <b>Summative Notes:</b> We had three student teachers in the spring, one in Art, one in 7 <sup>th</sup> grade Math and one in Band. Various aspiring teachers and administrators come to Rice for observation hours throughout the school year as well, as coordinated through Ms. Zimmerman.
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. <b>Title I Component 4 and 5</b> <b>Funding source: State and Local</b>	July 2016 to June 2017	<b>Formative Notes:</b> Administrators created a Rice PD calendar for staff members to utilize for campus-driven PD. Any staff member can add an event to the calendar—this promotes peer-to-peer sharing and collaboration. All teachers will enter their TPG into My Learning Plan by October 13, 2016 so that PISD can create PDH opportunities based on similar goals.

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
		<p><b>Summative Notes:</b> Rice PD calendar utilized to help teachers participate in the local PLC, obtain their required 15 hours (7.5 being from campus, 7.5 personal), along with the required 6 GT hours. PD credit was given in MLP for attending sessions on campus. Outside presenters provided topic content as well (ie: PISD instructional technology facilitators, Alice Keeler).</p>
<p>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.</p> <p><b>Title I Component 5</b>  <b>Funding source: State and Local</b></p>	<p>July 2016 to June 2017</p>	<p><b>Formative Notes:</b> Administrators utilize TEAMS advanced search functions to pre-screen qualified candidates.</p> <p><b>Summative Notes:</b> Administrators utilize TEAMS advanced search functions to pre-screen qualified candidates. Given the staffing allotments for the next school year, only the retiring French teacher will be replaced. Administrators utilized the internal transfer list to identify candidates and set up interviews.</p>