

Plano ISD

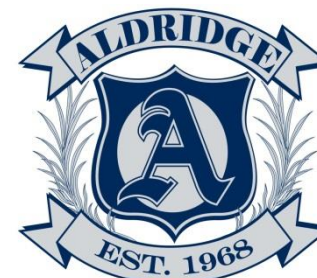
Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Aldridge Elementary

Principal: **AntréShawn Buhl**

Mission Statement: **Enter to Learn, Leave to Succeed.**



ENTER to LEARN, LEAVE to SUCCEED.

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 - September , 2016**
- SBIC Plan due for DBIC review: **October 12, 2016**

Meeting Dates

- Meeting 1: SBIC approves the improvement plan (by October 7, 2016): **Wednesday, September 28, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Thursday, January 26, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Wednesday, May 24, 2017**

2016-2017 Campus Status

Check all that apply

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

Title I Information

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

State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD’s compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state’s eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

SCE Program Funding

SCE Total	\$ 62,896	State Compensatory Ed funds allocated for allowable supplemental resources and 1 staff.
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SBIC Committee

Committee Member's Name	Role	Year 1st Participated on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Chrystal Mathis (PLC Chair)	Faculty Member	2016	X	X	X
Rhonesha Simmons (PLC Chair)	Faculty Member	2016	X	X	X
Aaron Stark (PLC Chair)	Faculty Member	2016	X	X	X
Carl Hale (PLC Chair)	Faculty Member	2016	X	X	X
Melinda Forbes (PLC Chair)	Faculty Member	2016	X	X	X
Dawn Raschke	Faculty Member, Special Education	2016		X	X
AntréShawn Buhl (Principal)	Principal	2016	X	X	X
Mary Swinton (Science Elementary Coordinator)	District Professional	2016	X		
Kim Lefferman (PLC Chair)	Campus Professional, Non-teaching	2015	X	X	X
Mary Watson (ESL Specialist)	Support Staff Member	2014	X	X	X
Nicole Gray-Gibson	Parent-Selected by PTA	2015		X	
Serena Forrest (PTA President)	Parent-Selected by Principal	2016		X	
Kevin Boardman	Parent	2016	X		
Laura Trevizo	Parent	2016			
Denise Boots	Parent	2015	X		
Sandhya Seshadri	Parent	2015			
Susan Kassen—prior Canyon Creek HOA President	Community Member	2015		X	X
Tonelli Hatley—Vines High School	Community Member	2016		X	
Faheem Mohamedi - Texas Instruments RFab Facility	Business Representative	2015			
Dr. Rick Royston - Chase Oaks Chiropractic	Business Representative	2015			

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

District-Wide Goals

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

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

Improvement Plan Critical Actions

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

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P³A School Wide and Classroom Level);
- STAAR/EOC Gap Analysis;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

School Wide and/or Targeted Grade Level Critical Actions
1. Increase the percentage of 4 th grade students meeting the Level II Standard in Expository Composition on STAAR to 90% through student expose to print-rich environments with different types of writing.
2. Increase the percentage of 5 th grade students meeting Level III Standard on Science STAAR to 15% through student exposure to a variety of text and resources during instruction to increase an understanding of the vocabulary terms and foundational skills.
3. Teachers will use MAP, CogAT, TPRI, and STAAR data to target instruction for advanced learners in Reading, Math and Science (MAP Quintiles 1 &2) by May 2017.
4.
5.

Critical Action 1

Critical Action: Increase the percentage of 4th grade students meeting the Level II Standard in Expository Composition on STAAR to 90% through student exposure to print-rich environments with different types of writing.

Project Lead:	Team Leaders, Administrators, Writing PLC							
Staff, Title I Staff:	Core Teachers, Administrators, Academic Support							
Materials and Resources:	TEKS, PISD Curriculum, SAS, STAAR							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input checked="" type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<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>Target revision/editing by increasing opportunities for teacher modeling.</p> <p>August 2016 PLC meeting: PLC targeted PLC goals that will allow implementation/focus across campus in the following areas:</p> <ol style="list-style-type: none"> 1. Focus on modeling revision through application and using revision vocabulary across subjects. 2. Provide students with multiple opportunities to write across content areas and for a variety of purposes daily. 3. Expose students to print-rich environments with different types of writing. <p>Funding Source: SCE, State and Local</p>	<p>Daily as needed</p> <p>Agenda minutes of PLC</p> <p>Data digs monthly with admin team</p>	<p>Lesson plans</p> <p>Data dig notes</p>	<p>Formative Notes: PLC meetings were held to allow for collaboration among grade levels in targeted content areas to help the continuity of strategies, ideas, and ways of implementation to be done with fidelity.</p> <p>Dates included: Nov. 9th, Dec. 14th, Jan. 11th, Feb. 22nd, Mar. 22nd, and May 3rd</p> <p>Summative Notes: As a PLC group, writing opportunities were given among the grade levels at designated times. Teacher routinely modeled writing and variety of writing, but continue to see a need for improvement on the best ways to model revision and implement as a campus with fidelity. Lower grade levels increased the number of opportunities for students to write during independent work and peer editing. Grade levels spent more time focusing on expository and narrative writing to allow for smoother transition cross curricular.</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>Create opportunities across campus for writing competitions</p> <p>August PLC Meeting: PLC committee discussed “draft” events that will help offer variety of opportunities to entire campus:</p> <ul style="list-style-type: none"> • Parade of Nations • States Parade • Traditions • Patriotic Poems • Vote for Me Essays • Elks Lodge Essay Contest • MLK Writing Contest • Stop, Drop, and Write <p>Funding Source: SCE, State and Local</p>	<p>Daily as needed</p> <p>Agenda minutes of PLC</p> <p>Nov. 9th</p> <p>Dec. 14th</p> <p>Feb. 22nd</p>	<p>Campus Wide Writing Prompt Activities</p>	<p>Formative Notes: Elks Lodge Essay Contest—was a great response. 5th grade students participated in a writing activity and the top 10% of essays were selected by the PLC to be entered into a national contest. Students went through the entire writing process in preparing for the contest.</p> <p>Campus Wide—Stop, Drop, and Write—a great response that integrated expository writing prompts with Friendship Week and TELPAS samples.</p> <p>Collin County Poetry Contest—promotion across campus was made and a 4th grader placed and was recognized at the annual awards ceremony.</p> <p>Summative Notes: As a PLC committee, the number of opportunities was not given as anticipated. We felt we had a good starting point but found it to be more difficult to provide these opportunities, but would like to continue to use the listed opportunities as a starting point for the 2017-2018 school year.</p> <p>Campus Wide—Stop, Drop, and Write—a great response that as a campus we will continue to implement. It allowed for the campus to tie in writing in a way that was promoting a life skill and topic.</p> <p>Out of the listed opportunities, two were completed on campus with an additional opportunity added. The committee has discussed ways at the beginning of the next school year to pre-plan and tie in with campus calendar to increase the success of implementation of the other listed ideas.</p>
<p>Incorporate written reflections across content</p> <p>August PLC Meeting: PLC (Professional Learning Community) committee discussed “draft” of ideas that teachers can incorporate opportunities to all grade levels:</p>	<p>Daily as needed</p> <p>Agenda minutes of PLC</p>	<p>Student reflections</p> <p>Ticket Outs</p>	<p>Formative Notes: Camp Writes a Lot—4th grade students participated in a grade level rotations focusing on how to attempt writing prompts in preparation for the STAAR writing test in March.</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
<ul style="list-style-type: none"> • Scamper • Camp Writes a Lot • Campus writing prompts • Class books <p>Funding Source: SCE, State and Local</p>	<p>Writing contest opportunities</p> <p>Dec. 14th</p> <p>Mar. 22nd</p> <p>May 3rd</p>	<p>Writing contest opportunities (top participant’s samples)</p>	<p>Campus winter writing prompts—All students were given a winter themed writing prompt and had an opportunity to do some type of creative writing activity (e.g., snowmen diaries, expository passages, narrative passages, poems). Upper grades did brainstorming activities during their library time. Several pieces of writing were chosen to be displayed in the cafeteria (decorated by PTA).</p> <p>Summative Notes: Good feedback and participation took place on the areas that were promoted a longer period of time and that allowed for easier implementation of creative approach within the grade levels.</p> <p>The participation and support of PTA decorating and publishing writing pieces allowed for students to feel successful and look forward to more opportunities.</p> <p>Committee would like to incorporate community involvement and visitors to help promote writing and utilize morning announcements on a regular as a means to promote writing opportunities.</p>

Critical Action 2

Critical Action: Increase the percentage of 5th grade students meeting Level III Standard on Science STAAR to 15% through student exposure to a variety of text and resources during instruction to increase an understanding of the vocabulary terms and foundational skills.

Project Lead:	Team Leaders, Administrators, Science PLC							
Staff, Title I Staff:	Core Teachers, Administrators							
Materials and Resources:	TEKS, PISD Curriculum, SAS, STAAR							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input checked="" type="checkbox"/> 5 th grade	<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
Increase the visual aids to lead discussion with new vocabulary. <ul style="list-style-type: none"> Promote the use of an interactive word wall by displaying an example in common area (cafeteria bulletin board or blue wall) with student examples from K-5 to show the use of a progression of science vocabulary. <p>Funding Source: SCE, State and Local</p>	PLC Meetings (8/21,8/24, 11/9,12/14, 1/11, 2/22, 3/22, 5/3)	Lesson plans Classroom writing model templates PLC meeting notes	<p>Formative Notes: An interactive wall for each grade level was displayed in the cafeteria on renewable/nonrenewable resources and alternative energies.</p> <p>The use of technology to show science based videos with the use of Magic School Bus and Discovery learning during lunch to review previous skills taught within the curriculum across campus.</p> <p>Summative Notes: There were 46 science fair participants from all grade levels. Goals for next year will be to increase participation.</p> <p>The use of common areas such as the cafeteria allowed for the area as a campus “Alternative Energies” and “Earth Science” based on previous STAAR and MAP areas of improvement allowed for students to see how grade levels connect with concepts. It also allowed for real –life connections through pictures, tactile items, and vocabulary to be posted for all grade levels to view.</p>

<p>Action Step (Title I Component # and Funding Amounts per Action Step)</p>	<p>Implementation Timeline per Action Step</p>	<p>Implementation Evidence per Action Step</p>	<p>Formative & Summative Notes per Action Step</p>
<p>Be more efficient in analyzing our data to be used to drive our instruction.</p> <ul style="list-style-type: none"> Target instruction for all students by using data tools available (Edugence) and offering training and webinar opportunities to increase staff knowledge and familiarity with this tool. <p>Funding Source: SCE, State and Local</p>	<p>Weekly planning</p>	<p>PLC meeting agendas</p>	<p>Formative Notes: Training materials for Edugence have been posted on shared drive for reference by teachers when using data to drive instruction. Teachers have also received training and information on technology resources.</p> <p>Reviewing 2016 5th Grade Science STAAR results indicated Alternative Energies as the topic to target across grade levels</p> <p>Summative Notes: PLC and grade level teachers collaborated and allowed for opportunities as a campus to find similar projects to make connections with other grade levels and demonstrate a level of difficulty and transition of use of vocabulary and tools.</p> <p>An increase in teaching approaches and delivery of instruction to include similar vocabulary and having students make connections was evident in Power Walk Throughs, PLC (Professional Learning Community) discussions, and student interactions.</p>
<p>To increase understanding of science concepts and analytical thinking related to Science by promoting strategies that expand vocabulary knowledge.</p> <ul style="list-style-type: none"> Demonstrate tools that help promote vocabulary and science concepts- such as Brainpop, Discovery Ed Interactive Glossary, Study Jams, using closed captions on any videos when available and use of interactive word walls to teachers so they can promote their use in the classroom by the students. Promote the use of an interactive word wall by displaying an example in common area (cafeteria bulletin board or blue wall) with student examples from K-5 to show the use of a progression of science vocabulary. <p>Funding Source: SCE, State and Local</p>	<p>Daily Tier II instruction</p> <p>As need arises</p>	<p>Daily morning announcements</p> <p>Tier II/III documentation</p>	<p>Formative Notes: Teachers campus wide used media to present science concepts in the classroom and science videos were viewed during campus lunch times twice a week.</p> <p>An interactive wall for each grade level was displayed in the cafeteria on renewable/nonrenewable resources and alternative energies.</p> <p>Summative Notes: Training materials for Edugence have been posted on shared drive for reference by teachers when using data to drive instruction.</p> <p>Teachers have also received training and information on technology resources and were routinely referred</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
			to during PLC meetings and team planning as opportunities for additional resources.
<p>Expose students to a variety of text and resources that target Earth and Space to during instruction to increase an understanding of the vocabulary terms and foundation skills.</p> <p>August 2016 PLC meeting: PLC targeted PLC goals that will allow implementation/focus across campus in the following areas:</p> <ul style="list-style-type: none"> • Provide opportunities during breakfast/lunch to stream science videos to build vocabulary. • Create question of the day focusing on science concepts during morning Ocelot announcements that target Earth and Space. <p>Funding Source: SCE, State and Local</p>	<p>PLC Meetings</p> <p>Daily (science question on morning announcements)</p> <p>Data dig teams/admin</p>	<p>Morning Announcements</p> <p>Other data resources—use of Discovery Ed</p>	<p>Formative Notes: An interactive wall for each grade level was displayed in the cafeteria on renewable/nonrenewable resources.</p> <p>Previous years STAAR questions used for science warm ups.</p> <p>A planetarium was set up on the stage in the cafeteria in which all students participated.</p> <p>Summative Notes: The use of Science questions, visuals, and history reviewed over morning announcements allowed for students to make connections to what has been targeted within their lessons.</p> <p>Students also were seen through discussion in groups and within classroom discussions making connections and using higher level questioning to derive to a response.</p>

Critical Action 3

Critical Action: Teachers will use MAP, CogAT, TPRI, and STAAR data to target instruction for advanced learners in Reading, Math and Science (MAP Quintiles 1 &2) by May 2017.

Project Lead:	Team Leaders, Administrators, PLC Chairpersons							
Staff, Title I Staff:	Core Teachers, Administrators, Academic Support							
Materials and Resources:	TEKS, PISD Curriculum, SAS, STAAR							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 3:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Increase the engagement of all students through the use of teacher table time to extend/remediate targeted skills.</p> <ul style="list-style-type: none"> Allow opportunities for teachers to provide a variety of genres on different reading levels by accessing the literacy library. Provide opportunities to observe peer teachers during Guided Reading time and share best practices among staff. Target instruction for all students by using data tools available (Edugence) and offering training and webinar opportunities to increase staff knowledge and familiarity with this tool. <p style="color: red; margin-top: 10px;">Funding Source: SCE, State and Local</p>	<p>Daily (ELAR, Science, Math) lessons</p> <p>Daily Tier II/III</p>	<p>Lesson plans</p> <p>Data digs with Admin team</p> <p>Campus teacher survey reflections</p>	<p>Formative Notes:</p> <p>Literacy library was relocated to allow for easier access.</p> <p>Grade levels have also shared resources to help reach a variety of students on different levels.</p> <p>Teachers were allowed opportunities to observe peers and best practices were shared at after school trainings.</p> <p>The use of L2Ls (Look to Learn) allowed for teachers to go and observe one another targeting campus wide goals and best practices. The purpose of the L2Ls was to see how colleagues are aligning campus goals within the classroom setting and get ideas that can be implemented within their own classrooms.</p> <p style="text-align: center; font-weight: bold; font-size: 1.2em;">L 2 L @ Aldridge Spring 16-17</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center;">Teacher Observing _____ Date _____ Teacher being observed _____</p> </div> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 45%;"> <p style="text-align: center; font-size: 0.8em;">Campus Wide Critical Actions Focus</p> <p><input type="checkbox"/> Writing Expository</p> <p><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Targeted Intervention/Enrichment</p> </div> <div style="border: 1px solid red; padding: 5px; width: 45%;"> <p style="text-align: center; font-size: 0.8em;">Learning Instruction Opportunities</p> <p><input type="checkbox"/> cooperative group</p> <p><input type="checkbox"/> Teacher table</p> <p><input type="checkbox"/> small group instruction</p> <p><input type="checkbox"/> whole group</p> <p><input type="checkbox"/> Individual/one-on-one</p> </div> </div>

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>Based on feedback from campus PLC (Professional Learning Communities) includes more variety of literature for upper grades.</p> <p>Summative Notes: Include at the beginning of the year more explicit expectations and purpose of L2Ls.</p> <p>Based on teacher reflections through campus surveys offer more opportunities within the beginning of the year and throughout the year as a refresher available resources.</p>
<p>Proactively develop intervention/extension plans that identify school-level support that will be provided for each student.</p> <ul style="list-style-type: none"> • Campus based professional development (campus focused) • Campus based “optional professional development” provided (variety of topics/skills that teacher could select to attend) <p>Funding Source: SCE, State and Local</p>	<p>Aug. PDH—Data Dig Reflection—looking at previous year students areas of growth and compare to teacher strengths, and how to prepare for incoming students</p> <p>Sept. 27th—Data Dig—identifying students based on BOY MAP, STAAR or EOY MAP that demonstrate a need for intervention</p> <p>Oct. 24th—economically disadvantaged data dig</p>	<p>Meeting notes</p> <p>District assessment (MAP, TPRI, running records, STAAR)</p>	<p>Formative Notes:</p> <ul style="list-style-type: none"> • Aug. PDH—Data Dig Reflection—looking at previous year students areas of growth and compare to teacher strengths, and how to prepare for incoming students • Sept. 27th—Data Dig—identifying students based on BOY MAP, STAAR or EOY MAP that demonstrate a need for intervention <p>School wide math event held in Nov. 2016: all grade levels reported that event was productive and very popular with students. Some grade levels identified areas of growth to target by using strands from the math MAP scores and developed appropriate activities. Other grade levels used this event as an enrichment piece and related math to other areas of STEAM.</p> <p>Summative Notes: Third and second grades reported using flexible groups to target areas of retention and enrichment during math stations.</p> <p>All grade levels are using the UPSC problem solving method which will benefit students with vertical alignment of vocabulary and methodology.</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>UPSC (math strategy) was helpful but want to fine tune it so that it is more user friendly for students.</p> <p>Using Edugence, data digs, grade level meetings, and diagnostic testing results, teams felt more successful implementing differentiated instruction.</p> <p>Specific targeted areas for intervention were in place, as well as, a goal of advancing students that were identified as capable of reaching enrichment status...</p>												
<p>Model and promote substantive collaboration to foster a learning community.</p> <ul style="list-style-type: none"> ○ Professional Learning Communities (PLC) ○ Campus based Professional Development ○ Campus based Optional Professional Development (content/skill specific)—allow for teacher selection ○ TTESS goal setting groups ○ Team Building Activities ○ Team Planning <p>Funding Source: SCE, State and Local</p>	<p>PDH extended days (Sept. 21st, Oct. 12th, Feb. 8th, and Apr. 12th)</p> <p>Monthly TL meetings</p> <p>Monthly team data digs with Admin</p>	<p>PLC meeting agendas</p> <p>Monthly team data digs with Admin team</p> <p>Extended planning (Wednesdays)</p>	<p>Formative Notes:</p> <ul style="list-style-type: none"> ● Aug. PDH—meet with teams to identify grade level strengths and where they want to grow ● 4 extended planning PD that target: emotional/social student need, differentiated instruction, problem based learning, enrichment (STEAM) <ul style="list-style-type: none"> ○ Sept. 21st—Jennifer Ruth (Edugence) ○ Oct. 12th—Designing the Best Plan ○ February 8th – Learning Together ○ April 12th—Aldridge Analysis of Professional Practices <table border="1" data-bbox="1312 950 1984 1136"> <thead> <tr> <th>Date</th> <th>Topic</th> </tr> </thead> <tbody> <tr> <td>Jan. 24th (Tuesday) 3:15-4:15</td> <td>Learning the Ropes of Touch Phonics</td> </tr> <tr> <td>January 25th</td> <td>Digging Deeper into Tier II/III</td> </tr> <tr> <td>February 1st</td> <td>Differentiated Teacher Table</td> </tr> <tr> <td>April 12th</td> <td>Building Character—Social/Emotional</td> </tr> <tr> <td>April 26th</td> <td>Ways of Engagement</td> </tr> </tbody> </table> <p>Summative Notes:</p> <p>Teachers were given opportunities to share ideas in areas of strength and learn from peers in areas of growth.</p> <p>There were a variety of trainings offered that were staff led and targeted social/emotional needs, differentiation, Project based learning and enrichment.</p>	Date	Topic	Jan. 24 th (Tuesday) 3:15-4:15	Learning the Ropes of Touch Phonics	January 25 th	Digging Deeper into Tier II/III	February 1 st	Differentiated Teacher Table	April 12 th	Building Character—Social/Emotional	April 26 th	Ways of Engagement
Date	Topic														
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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>Utilize PD for sharing of resources among teachers and staff.</p> <ul style="list-style-type: none"> ○ Campus based Professional Development ○ Campus based Optional Professional Development (content/skill specific)—allow for teacher selection ○ TTESS goal setting groups ○ Team Building Activities ○ Team Planning <p>Funding Source: SCE, State and Local</p>	<p>Wednesdays—professional learning days</p> <p>PDH extended days (Sept. 21st, Oct. 12th, Feb. 8th, and Apr. 12th)</p> <p>Monthly TL meetings</p>	<p>Campus survey</p> <p>Extended planning (Wednesdays)</p> <p>Like campus PD days (Feb. 2017)</p>	<p>Formative Notes:</p> <ul style="list-style-type: none"> ● Aug. PDH—meet with teams to identify grade level strengths and where they want to grow ● 4 extended planning PD that target: emotional/social student need, differentiated instruction, problem based learning, enrichment (STEAM) <ul style="list-style-type: none"> ○ Sept. 21st—Jennifer Ruth (Edugence) ○ Oct. 12th—Designing the Best Plan ○ February 8th - Learning Together ○ April 12th—Aldridge Analysis of Professional Practices <table border="1" data-bbox="1312 669 1982 857"> <thead> <tr> <th>Date</th> <th>Topic</th> </tr> </thead> <tbody> <tr> <td>Jan. 24th (Tuesday) 3:15-4:15</td> <td>Learning the Ropes of Touch Phonics</td> </tr> <tr> <td>January 25th</td> <td>Digging Deeper into Tier II/III</td> </tr> <tr> <td>February 1st</td> <td>Differentiated Teacher Table</td> </tr> <tr> <td>April 12th</td> <td>Building Character—Social/Emotional</td> </tr> <tr> <td>April 26th</td> <td>Ways of Engagement</td> </tr> </tbody> </table> <p>Summative Notes:</p> <p>The opportunity to tie in TTESS goal setting for teachers and campus based need professional development in a manner of options allowed teachers to target what they felt was areas of growth for themselves. These opportunities allowed for personal growth and progress to be seen within themselves and their students.</p> <p>Based on campus surveys, we will continue to implement “optional” trainings that align with campus goals as well as campus needs for teachers.</p>	Date	Topic	Jan. 24 th (Tuesday) 3:15-4:15	Learning the Ropes of Touch Phonics	January 25 th	Digging Deeper into Tier II/III	February 1 st	Differentiated Teacher Table	April 12 th	Building Character—Social/Emotional	April 26 th	Ways of Engagement
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Health, Fitness and Attendance

Critical Action:

The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH, FITNESS and ATTENDANCE of their students. (SB 892; Education Code 11.253(d); BQ LEGAL)

Strategies for Accomplishing Health, Fitness and Attendance Critical Action:

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	COORDINATED SCHOOL HEALTH:			
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. (Required - Form Provided)	Principal	Campus Wellness Plan	<p>Formative Notes: Campus Fitness/Wellness Committee to designate events and programs for student/parent/community involvement:</p> <ul style="list-style-type: none"> Wellness PLC meetings notes Campus Wellness Plan monthly CSH calendar sent home FANS promoted healthier lunch options/free breakfast opportunities along with Harvest month promotion support for the Susan G Komen Walkers Fire Prevention Week Poster Contest <p>Summative Notes: The collaboration of classroom teachers, administration team, and cafeteria staff allowed for us to be aligned in promoting healthy campus actions that could be heard and promoted through morning announcements and Friday memos to parents.</p> <p>The continuation of these approaches is seen as being valuable and a great way of promoting healthy living among campus and community.</p>
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e.	Principal	Coordinated School Health Curriculum	<ul style="list-style-type: none"> Power walk throughs Formal/informal observations committee meetings

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	classroom component requires use of a classroom. (Required)			<ul style="list-style-type: none"> Red Ribbon Week Fire Safety
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. (Required)	P.E. Teacher/ Staff	Coordinated School Health Curriculum	Posted in the Fitness Room & Cafeteria —look to move in an area that is visible as you enter the building to promote healthy living among the campus.
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	<ul style="list-style-type: none"> Ocelot News Cast (morning announcements) Flyers through e-news Red Ribbon Week Fire Safety
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	<p>Done during Fitnessgram in Fitness</p> <p>In addition, Coaches pre-taught lessons to make connections to students on how their body works and the purpose behind the assessment. Lessons are built in during the weeks leading up to assessment to give students opportunities to ask questions and practice on what is expected and what will be administered.</p>
4 th & 7 th	(NEW ACTION STEP) Ensure all data for 3 rd -8 th grade students is entered on timely basis, fitness report cards are printed (4 th and 7 th grade) and sent to parents or linked through myPISD. (Required)	P.E. Teacher	Fitnessgram Student Report	<p>Completed October 2016 and May 2017. Given to all 3-5 students in last report card.</p> <p>Feedback was given to the Administration team from parents. Parents had a good outlook on what their students were tested in and how they scored and ranked. A great teaching tool to establish healthy habits.</p>
PHYSICAL ACTIVITY REQUIREMENTS:				
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. (Required - Form Provided)	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	<ul style="list-style-type: none"> Use of district “Elementary Time Allotments” Utilize opportunity for Fitness class and PE class Minimize removal of recess from students as a consequence Offer in mornings “free movement” in gym for early arrivals (7:00-7:15am) with Coach & Staff member Implementation of frequent brain breaks within the general education classroom setting

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	<ul style="list-style-type: none"> Utilize opportunity for Fitness class and PE class
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. (Required - Form Provided)	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	<ul style="list-style-type: none"> Utilize opportunity for Fitness class and PE class Minimize removal of recess from students as a consequence Offer in mornings “free movement” in gym for early arrivals (7:00-7:15am) with Coach & Staff member Implementation of frequent brain breaks within the general education classroom setting Use of campus Power Walkthroughs and observations
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	<ul style="list-style-type: none"> Minimize removal of recess from students as a consequence Implementation of frequent brain breaks within the general education classroom setting
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	<ul style="list-style-type: none"> Minimize removal of recess from students as a consequence Implementation of frequent brain breaks within the general education classroom setting
ATTENDANCE: Forms are available on inside.pisd				
K-8	Monitor attendance of students and follow up on prominent and chronic absences. (Required)	Principal	Pinnacle, Attendance Sheet	<ul style="list-style-type: none"> Attendance teacher monitor sheet Communication via phone, parent conference, email by teacher Administrator calls Administrator log sheets Office calls Office Meeting with Sonya Berger—Truancy Updates

Violence Prevention and Bullying

Critical Action:

VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (HB 283)

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	PREVENTION:			
	Identify high risk areas. (Required)	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	<ul style="list-style-type: none"> • Teacher reports • Behavior Incident Reports • Counselor reports • Counselor/Admin meetings
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/ schedule	<ul style="list-style-type: none"> • Teacher reports • Behavior Incident Reports • Counselor reports • Counselor/Admin meetings
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	<ul style="list-style-type: none"> • Beginning of Year expectations • Grade level meetings • Behavior Incident Reports • TEAMS discipline reports • Admin grade level logs
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	<ul style="list-style-type: none"> • Bullying In Service • Sexual Harassment Training • Classroom Counseling
	Review referral process. (Required)	Principal or designee	Campus referral plan	<ul style="list-style-type: none"> • Beginning of Year expectations • Grade level meetings • Behavior Incident Reports • Admin grade level logs
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	<ul style="list-style-type: none"> • Classroom expectations • Grade level expectations • Celebration of “Golden Tickets”—Positive Behavior Referrals
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	<ul style="list-style-type: none"> • Campus operational belief statements implemented • Grade level classroom expectations/strategies

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				<ul style="list-style-type: none"> • CPI Training (CORE members) • TBSI training (new staff) • PBS Practices
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	<ul style="list-style-type: none"> • Teacher to Teacher Intervention • Monthly log sheet • Reflection sheet completion • Teacher completion of Behavior Incident Reports (BIRS) • PBS • CPI Training (CORE Team) • CPI Autism Specific Training (CORE Team) • CORE practice/review • ISS District Support

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	PREVENTION:			
	Clearly state student expectations/campus rules/citizenship. (Required)	Principal or designee	Code of Conduct/ Student-Parent Handbook	<ul style="list-style-type: none"> • Weekly Ocelot Golden Tickets—Positive Behavior Referrals • Classroom expectations • Grade level Friday meetings • Student handbook • Student Agenda
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	<ul style="list-style-type: none"> • Monthly log sheet • Reflection sheet completion • Teacher completion of Behavior Incident Reports (BIRS) • Grade level meetings (Kid Talk) • Staff support
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	<ul style="list-style-type: none"> • Teacher/teacher modeling • Teacher/admin modeling • Teacher reflection

				<ul style="list-style-type: none"> • Grade level reflection • Campus reflection of what did/didn't work, and ways to improve • CMIT • Kid Talk
All Students	INTERVENTION: (Please complete cells below)			
	Apply classroom interventions: (Required)	All teachers	Extended PDH days (Sept. 21 st , Oct. 12 th , Feb. 8 th , and Apr. 12 th) Monthly grade level data dig notes Teacher/Admin staffing (based on student and their needs)	<ul style="list-style-type: none"> • Teacher/teacher modeling • Time-out/reflection time • Teacher/student conference • Parent conference • Classroom Counseling Sessions bi-monthly • Use of Behavior Incident Report—list of ways to intervene within the classroom setting prior to sending to the office
	Employ discipline interventions: (Required)	Designated staff	Written feedback from ISS Monthly data dig notes	<ul style="list-style-type: none"> • PLC “needs to be addressed” • Teacher to Teacher Intervention • Grade level Ocelot Buck Store • Kid Talk • CMIT • Use of Behavior Incident Report—list of ways to intervene within the classroom setting prior to sending to the office • Staffing (teachers/administrators) collaborate to discuss the behaviors and come up with plan of action
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Nine week TEAMS report notes CMIT notes Weekly Counselor/Admin meetings to discuss concerned students	<ul style="list-style-type: none"> • Student Reflection forms • Parent conferencing • Student/Admin conferencing • Frequent classroom “checkups” • Success charts • Kid Talk • CMIT • Student driven consequences • Community service opportunities • Collaborate with Special Education team coping strategies • PAL Mentors

				<ul style="list-style-type: none"> • Counseling Passes—students able to visit the counselor • Use of Behavior Incident Report—list of ways to intervene within the classroom setting prior to sending to the office • Staffing (teachers/administrators) collaborate to discuss the behaviors and come up with plan of action
	<p>Conference with parents/students. (Required)</p>	<p>Teachers or other staff</p>	<p>Parent/front office sign in sheets CMIT/504 follow up notes</p>	<ul style="list-style-type: none"> • Student Reflection forms • Parent conferencing • Student/Admin conferencing • CMIT meetings—bring students in to address behaviors • Student driven consequences • Community service opportunities

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)
<p>Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds</p>	<p>Teachers Office Staff</p>	<p>Beginning of year information packet Grade level communication Parent Information night (Aug. 2016)</p>	<p>Formative Notes: BOY:</p> <ul style="list-style-type: none"> • Beginning of August—campus open for parents to sign up for parent portal (Aug. 8th-10th) • Grade level information nights, highlight the importance of staying connected • Weekly eNews, fb post, messenger sent out by Principal • Thursday PTA Packets • Grade level weekly communication sent through variety of ways <p>Summative Notes: Although no parents took advantage of the campus being open in August to set up parent portal, beneficial to demonstrate a need and a way to reach out to parents.</p> <p>Campus had discussed the importance of grade levels and administration memos being connected in a manner that is consistent and uniformed. In the upcoming year, we will streamline more effectively and consistently.</p>
<p>Identify parents without computer/internet access to offer hard copies of school information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds</p>	<p>Teachers Admin</p>	<p>Weekly follow up via email to staff</p>	<p>Use of weekly ELMS “English Language Made Simple” program facilitated by our ESL Specialist and PTA Parent Liaison. Staff provides on campus support towards the end of the day weekly to new incoming parents.</p>
<p>Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local</p>	<p>CTA Office Manager Admin</p>	<p>Friday e-news Admin communication</p>	<p>Weekly eNews, fb post, messenger, Remind101 sent out by Principal</p> <p>Decrease in visits to weekly memos as the year progressed. Goal as a campus is to streamline the communication with grade levels/administration team.</p>

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)																																																																											
			Celebrations and visuals used to allow parents to stay connected to what was happening on campus and upcoming events.																																																																											
Communicate information through eNews. Funding source: state & local	Messenger E-news Campus Facebook/twitter	Friday e-news Admin communication	Weekly eNews, fb post, messenger sent out by Principal Decrease in visits to weekly memos as the year progressed. Goal as a campus is to streamline the communication with grade levels/administration team. Celebrations and visuals used to allow parents to stay connected to what was happening on campus and upcoming events.																																																																											
Utilize social media to keep parents and community informed. Funding source: state & local	Facebook Admin e-news	Weekly Thursday packets sent home PTA membership toolkit	Weekly eNews, fb post, messenger sent out by Principal Decrease in visits to weekly memos as the year progressed. Goal as a campus is to streamline the communication with grade levels/administration team. Celebrations and visuals used to allow parents to stay connected to what was happening on campus and upcoming events.																																																																											
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	Monthly meetings with PTA president	Meeting notes Communication for updates via email	Campus progress that are geared toward targeted goals (writing, student character) <table border="1" data-bbox="1270 1031 1963 1421"> <thead> <tr> <th>Monday</th> <th>Tuesday</th> <th>Wednesday</th> <th>Thursday</th> <th>Friday</th> </tr> </thead> <tbody> <tr> <td>CHES</td> <td>SPANISH</td> <td></td> <td>DRAMA KIDS</td> <td></td> </tr> <tr> <td>Time: 2:45-3:45 pm</td> <td>Time: 2:50 - 3:50 pm</td> <td>Time:</td> <td>Time: 2:50 - 3:50 pm</td> <td>Time:</td> </tr> <tr> <td>Room:</td> <td>Room:</td> <td>Room:</td> <td>Room:</td> <td>Room:</td> </tr> <tr> <td>Dates: 9/19-12/05</td> <td>Dates: 9/20 - 12/06</td> <td>Dates:</td> <td>Dates: 9/15 - 12/08</td> <td>Dates:</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>HIP HOP</td> <td>Brainopolis</td> <td></td> <td>DRAMA KIDS</td> <td></td> </tr> <tr> <td>Time: 2:50-3:50 pm</td> <td>Time: 2:50 - 3:50 pm</td> <td>Time:</td> <td>Time: 2:50 - 3:50 pm</td> <td>Time:</td> </tr> <tr> <td>Room:</td> <td>Room:</td> <td>Room:</td> <td>Room:</td> <td>Room:</td> </tr> <tr> <td>Dates: 9/19-12/5</td> <td>Dates: 9/20-11/29</td> <td>Dates:</td> <td>Dates: 9/15 - 12/08</td> <td>Dates:</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>Playwell LEGO</td> <td></td> </tr> <tr> <td>Time:</td> <td>Time:</td> <td>Time:</td> <td>Time: 2:50 - 3:50 p.m</td> <td>Time:</td> </tr> <tr> <td>Room:</td> <td>Room:</td> <td>Room:</td> <td>Room:</td> <td>Room:</td> </tr> <tr> <td>Dates:</td> <td>Dates:</td> <td>Dates:</td> <td>Dates: 10/20-12/15</td> <td>Dates:</td> </tr> </tbody> </table> Attended PTA meetings and provided feedback to parents with upcoming events.	Monday	Tuesday	Wednesday	Thursday	Friday	CHES	SPANISH		DRAMA KIDS		Time: 2:45-3:45 pm	Time: 2:50 - 3:50 pm	Time:	Time: 2:50 - 3:50 pm	Time:	Room:	Room:	Room:	Room:	Room:	Dates: 9/19-12/05	Dates: 9/20 - 12/06	Dates:	Dates: 9/15 - 12/08	Dates:						HIP HOP	Brainopolis		DRAMA KIDS		Time: 2:50-3:50 pm	Time: 2:50 - 3:50 pm	Time:	Time: 2:50 - 3:50 pm	Time:	Room:	Room:	Room:	Room:	Room:	Dates: 9/19-12/5	Dates: 9/20-11/29	Dates:	Dates: 9/15 - 12/08	Dates:									Playwell LEGO		Time:	Time:	Time:	Time: 2:50 - 3:50 p.m	Time:	Room:	Room:	Room:	Room:	Room:	Dates:	Dates:	Dates:	Dates: 10/20-12/15	Dates:
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Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
			Monthly meetings held with PTA president to hear community concerns and address campus concerns. (6/23/16, 8/3,8/29,10/4,10/24,12/7,1/4,2/21,4/3,3/13,and 6/5)
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: state & local	Monthly meetings with PTA president Counselor Admin PTA President	Meeting notes Communication for updates via email	<ul style="list-style-type: none"> • Aldridge Carnival (Nov. 7th) • Red Ribbon Week Program (Oct. 27th) • Fine Arts Night (Apr. 20th) • Walk to School Day (Nov. 5th) • Dad's Den Celebration (Dec. 16th) • New Ocelot Family Picnics (organized by PTA) • ELMS (English Language Made Simple)

State Certified Teachers and Highly Qualified Paraprofessionals

Critical Action:

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

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

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

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept. /Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. Title I Component 5 Funding source: State and Local	August 2016 to May 2017	Formative Notes: <ul style="list-style-type: none"> HR rubric SBEC (confirm certification) Reference checks on TEAMS (district program) Summative Notes: The use of designated questions targeted for specific positions used among the campus to keep consistency and routine was beneficial and continues to be used and filed for future reference.
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. Title I Component 5 Funding source: State and Local	Monthly Bilingual Stipends, July 2016 to June 2017	<ul style="list-style-type: none"> Standardized questions for all applicants HR Rubric
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. Title I Component 5 Funding source: State and Local	August 2016 to May 2017	<ul style="list-style-type: none"> Involve student teachers an opportunity to participate in all staff developments. Involve student teachers an opportunity to participate in after school activities/programs.
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators. Title I Component 4 and 5 Funding source: State and Local	July 2016 to June 2017	<ul style="list-style-type: none"> Empowering Writers Workshop grades 2-5 Data Analysis of MAP Data Digging of STAAR (Campus-based reflection)
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards. Title I Component 5	July 2016 to June 2017	<ul style="list-style-type: none"> HR Rubric HR College Job Fairs

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Funding source: State and Local		