



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

FORMAN ELEMENTARY

Principal: TALLE GOMEZ

Mission Statement: To empower all students by building a foundation for social, emotional, and academic growth.



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, October 05, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Wednesday, January 25, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Wednesday, May 31, 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 | \$300,000 | Total Funding for 5 Title I Support Teachers | |
| Parental Engagement | \$2,000 | Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program) | |
| Student and Campus Capacity Building | \$8,000 | Additional Title I Funding (i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities) | |

SBIC Committee

| Committee Member's Name | Role | Year 1st Participated on SBIC | Meeting 1 Attendance | Meeting 2 Attendance | Meeting 3 Attendance |
|--|-----------------------------------|-------------------------------|----------------------|----------------------|----------------------|
| LaKeeta Prunty | Faculty Member | 2016 | X | X | X |
| Tera Fraizer | Faculty Member | 2016 | X | X | X |
| Angele Bohling | Faculty Member | 2015 | X | X | X |
| Sharon Williams | Faculty Member | 2013 | X | X | X |
| Anitra Phillips | Faculty Member | 2014 | X | X | X |
| Tanya Roberts | Faculty Member | 2016 | X | X | X |
| Jody Durant | Faculty Member, Special Education | 2014 | X | X | X |
| Talle Gomez | Principal | 2016 | X | X | X |
| Larry Frazier | District Professional | 2012 | | | |
| Karma Cunningham | Campus Professional, Non-teaching | 2016 | X | X | X |
| Cassey Scales | Campus Professional, Non-teaching | 2015 | X | X | |
| Martha Umana | Support Staff Member | 2016 | X | X | |
| Committee member search still in progress | Parent-Selected by PTA | | | | |
| Geannina Trujillo | Parent-Selected by Principal | 2016 | X | X | X |
| Stephanie Torresi | Parent | 2015 | X | X | X |
| Tami Jalapa | Parent | 2016 | X | X | X |
| Bibi Francisco | Parent | 2016 | | X | X |
| Committee member search still in progress | Parent | | | | |
| Committee member search still in progress | Community Member | | | | |
| Corell Seidil | Community Member | 2016 | | | |
| Committee member search still in progress | Business Representative | | | | |
| Leticia Diwa | Business Representative | 2016 | X | X | |
| Amy Durham | Faculty Member, Ad Hoc | 2016 | X | X | X |
| Tera Fraizer | Faculty Member, Ad Hoc | 2016 | X | X | |
| Olivia Villarreal | Faculty Member, Ad Hoc | 2014 | X | X | |
| Payton Souder | Faculty Member, Ad Hoc | 2016 | 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 |
|--|--|---------------------------|
| Health, Fitness and Attendance: The campus will utilize their coordinated health program and analyze their student fitness data to set goals and objectives to encourage the health, fitness and attendance of their students. | 10 (Coordination and Integration) | All |
| Violence Prevention and Bullying | 10 (Coordination and Integration) | All |
| Parental Involvement: The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities. | 1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration) | All |
| Highly Qualified Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure. | 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) | All |
| Transition of Pre-KN Students: The transition from early childhood to elementary school is supported by the campus and district. (Title I Campuses only) | 1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration) | Title I only |

Improvement Plan Critical Actions

The areas for school-wide and/or targeted 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*)

| Campus | Reading | Math | Writing | Science | Social Studies |
|--------|----------|----------|-------------------------------------|---------|----------------|
| Forman | SPED-31% | SPED-52% | ALL-46%, Hisp-38%, ED-40%, ELLM-35% | - | - |

School Wide and/or Targeted Grade Level Critical Actions

1. Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. (PPPA SW #17)
2. Model and promote substantive collaboration to foster a learning community. (PPPA SW #9)
3. Support AVID's mission and vision to provide a comprehensive model of success for all students.
4. Provide proven interventions to assist each student in mastering grade level learning objectives. (PPPA CL #13)

Critical Action 1

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

| | | | | | | | | |
|---------------------------------|--|--|---|---|---|---|---|--|
| Project Lead: | Talle Gomez, Karma Cunningham | | | | | | | |
| Staff, Title I Staff: | All Staff, Title I Staff, Interventionist, ESL Staff, Bilingual Staff, Special Education Staff, Instructional Coach | | | | | | | |
| Materials and Resources: | TEKS; Lead4ward Snapshots/Field Guides; PISD Curriculum Planner; UbD Lesson Design; Edugence; District Diagnostics; Marzano's Instructional Strategies; PES and STAAR Growth Measure Reports | | | | | | | |
| Targeted Area: | <input checked="" type="checkbox"/> School-wide | <input checked="" type="checkbox"/> Kinder | <input checked="" type="checkbox"/> 1 st grade | <input checked="" type="checkbox"/> 2 nd grade | <input checked="" type="checkbox"/> 3 rd grade | <input checked="" type="checkbox"/> 4 th grade | <input checked="" type="checkbox"/> 5 th grade | <input checked="" type="checkbox"/> Other: Special Education |

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>Proactively develop intervention plans for all student groups performing below grade level and/or who did not meeting the State Accountability Performance Target score of 60% in the areas of Math, Reading or Writing</p> <ol style="list-style-type: none"> Create and share a written intervention plan that clearly identifies the school-level support used to assist students who enter a class at a below-grade achievement level. Develop, distribute, and implement the plan to provide this remediation beyond the classroom teacher for students entering a classroom below grade level. Use student assessment data and teacher input to identify the students at each grade level in your school who are going to require additional instructional supports from the first day of the school year. <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p> | <p>Monthly PLC Meetings Weekly Grade Level Meetings Weekly interventionist meetings CMIT Meetings as needed Kid Talk meetings as needed Weekly Leadership Instructional Meetings Weekly Support from Curriculum Department (Math/ELA/ELL)</p> | <p>Meeting notes Planning notes Lesson plans MLP login iStation reports MAP data State/Local assessments Other data sources Team planning notes, lesson plans, Walk through data</p> | <p>Our campus has identified the following intervention methods for students needing tier II and tier III instruction. All staff members should be using these methods with students. Research based practices such as: guided reading, motivation math, use of manipulatives, Esperanza, Estrellitas, Touchphonics, etc..</p> <p>Formative Notes: We had a planned intervention time as part of our master schedule for all grade levels. We started the intervention times immediately with push-in and then as needs were found some students were pulled out. This decision was based on student needs and strengths. Teachers from the grade level along with specialists and ESL coaches are part of the intervention groups for each grade level. The students showing the biggest gaps are with specialists. We started after/before school tutoring as intervention for students that were red on their MOY MAP scores and those that did not pass the previous year's state assessment. We are monitoring the effectiveness of the intervention groups and tutoring by looking at different data sources and making referrals for further testing for those that are not progressing and changing</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>interventions for those that are. Teachers do this as teams on a weekly basis and admin meets with grade levels in the data room on a monthly basis.</p> <p>Summative Notes: The intervention team, the diagnostician, and the grade level teams saw a positive impact in student achievement.</p> |
| <p>Provide proactive support for students performing below grade level</p> <ol style="list-style-type: none"> 1. 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. 2. Ensure that each unit of study (no longer than six weeks) in all core content areas has been carefully analyzed to determine what necessary prerequisite skills students must possess to be able to engage with the new learning content successfully. <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p> | <p>Monthly PLC Meetings Weekly Grade Level Meetings Weekly Interventionist Meetings CMIT Meetings as needed Kid Talk as needed Weekly Leadership Instructional Meetings Weekly Support from Curriculum Department (Math/ELA/ELL)</p> | <p>Meeting notes Planning notes Lesson plans MLP login iStation reports MAP data State/Local assessments Other data sources Team planning notes, lesson plans, Walk through data</p> | <p>Teachers will create more small group instructional time in the classroom instead of whole group to allow them to assess students consistently and meet needs quickly.</p> <p>Formative Notes: Teachers are turning in weekly plans. Walkthroughs are being done and feedback being given to teachers. Teachers are visiting other classrooms and getting ideas from their team and other grade levels to feel more comfortable with small group teaching.</p> <p>Summative Notes: Data showed across the school that small group teaching allowed for more student growth. Teachers also reflected and shared that they felt more successful and less frustrated with the different levels in their classroom.</p> |
| <p>Proactively develop intervention plans for students demonstrating early mastery of the curriculum</p> <ol style="list-style-type: none"> 1. Brainstorm with your leadership team to determine what school-level support you might be able to provide for teachers whose students demonstrate early mastery of any given unit of study. 2. Clarify the methods teachers might use to identify early mastery. 3. Choose one of the support options from your brainstorming session to implement during the current school year. Consider options such as: a). regrouping students across teachers for a unit of study to let those students who have already mastered the | <p>Monthly PLC Meetings Weekly Grade Level Meetings Weekly Interventionist Meetings CMIT Meetings as needed Kid Talk as needed Weekly Leadership Instructional Meetings</p> | <p>Meeting notes Planning notes Lesson plans MLP login iStation reports MAP data State/Local assessments Other data sources Team planning notes, lesson plans, Walk</p> | <p>Teachers will identify students with higher cognitive levels using Cogat scores to help plan for small groups and extension lessons.</p> <p>Formative Notes: The PACE teacher has been a resource for our teachers and they have been able to plan with her so that they can create extension lessons. There are also teachers on different grade levels that are sharing ideas about exploration stations, student based research, etc.. The intervention time also has enrichment groups which allows students to be challenged and exposed to higher-level thinking activities.</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 |
|---|---|---|---|
| material work on more advanced structured learning projects, or b). providing specialized computer software that extends learning relative to the specific academic objectives being taught. | Weekly Support from Curriculum Department (Math/ELA/ELL) | through data | Summative Notes: Data showed on MAP testing that there was growth on students above, on, and below grade level. |
| Provide academic support aligned with the district curriculum 1. Examine any school-level interventions to make certain that they are tightly aligned with the academic objectives of the district's written curriculum that are being addressed in the classrooms. It is imperative that all support is tightly aligned with the specific academic objectives students need to master. 2. Avoid the common error of providing general support such as after-school tutoring that is not specifically aligned to the current learning objectives being addressed. 3. Make sure that every instructional minute within school-level interventions is aligned to the academic objectives of the district's written curriculum and tightly coordinated across school organizational levels (Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local | Monthly PLC Meetings Weekly Grade Level Meetings Weekly Interventionist Meetings CMIT Meetings as needed Kid Talk as needed Weekly Leadership Instructional Meetings Weekly Support from Curriculum Department (Math/ELA/ELL) | Meeting notes Planning notes Lesson plans MLP login iStation reports MAP data State/Local assessments Other data sources Team planning notes, lesson plans, Walk through data | Teachers will align their intervention and tutoring to grade level TEKS and display TEKS within lesson plans for groups and give examples of assessments that show the student need for reinforcement in a TEK. Formative Notes: Teachers are seeing the usefulness of using pre and post assessments to be able to create intervention and tutoring groups. They are able to group kids more strategically and see better outcomes from students. Summative Notes: Teachers will continue to build upon this practice. They realized that the assessments were very helpful and they could align their teaching to the needs of students. They still want to work on this and making assessments shorter but useful. |
| Provide academic support aligned with the district curriculum Evaluate the effectiveness of student interventions 1. Determine how you will evaluate the effectiveness of any school-level learning interventions that you provide. For any support programs, strategies, or materials—for students who are performing below-grade level or for students who need extended learning opportunities— 2. Attempt to tie any evaluation to demonstrated student performance (e.g., increased mastery levels for students who received the intervention that were greater than gains for students who did not). While any causal relationships (between the intervention and the improved outcome) will be difficult, if not impossible, to prove, you should construct the most rigorous | Monthly PLC Meetings Weekly Grade Level Meetings Weekly Interventionist Meetings CMIT Meetings as needed Kid Talk as needed Weekly Leadership Instructional Meetings Weekly Support from Curriculum | Meeting notes Planning notes Lesson plans MLP login iStation reports MAP data State/Local assessments Other data sources Team planning notes, lesson plans, Walk through data | A better understanding of effective teaching and intervention practices was achieved through walkthrough feedback and data talks. Formative Notes: Walkthroughs are being done and submitted. Data talks are allowing us to lead discussions based on data about teaching practices and are revealing ways that teaching can be changed. Summative Notes: Data talks were a great way for teachers to have discussions about their practices with other teachers that allowed for a safe place to share ideas and realize how outcomes might be effected by practices. |

| 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 |
|--|---|---|--|
| evaluation processes possible. 3. Abandon interventions that do not result in increased student performance (Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local | Department (Math/ELA/ELL) | | |

Critical Action 2

Critical Action: Model and promote substantive collaboration to foster a learning community. (PPPA SW #9)

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|---------------------------------|--|--|---|---|---|---|---|--|
| Project Lead: | Talle Gomez, Karma Cunningham | | | | | | | |
| Staff, Title I Staff: | All Grade Level Teachers; All Special Education Teachers; All Academic Support Teachers; Title I Adult Temps | | | | | | | |
| Materials and Resources: | TEKS; Lead4ward Snapshots/Field Guides; PISD Curriculum Planner; UbD Lesson Design; Edugence; District Diagnostics; Marzano's Instructional Strategies; PES and STAAR Growth Measure Reports | | | | | | | |
| Targeted Area: | <input checked="" type="checkbox"/> School-wide | <input checked="" type="checkbox"/> Kinder | <input checked="" type="checkbox"/> 1 st grade | <input checked="" type="checkbox"/> 2 nd grade | <input checked="" type="checkbox"/> 3 rd grade | <input checked="" type="checkbox"/> 4 th grade | <input checked="" type="checkbox"/> 5 th grade | <input checked="" type="checkbox"/> Other: Special Education |

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 |
|--|---|---|---|---|
| Participate actively in teacher team meetings | | Monthly PLC Meetings Weekly Grade Level Meetings Weekly Interventionist Meetings CMIT Meetings as needed Kid Talk as needed Weekly Leadership Instructional Meetings Weekly Support from Curriculum Department (Math/ELA/ELL) | Meeting notes Planning notes Lesson plans MLP login iStation reports MAP data State/Local assessments Other data sources Team planning notes, lesson plans, Walk through data | <p>Our campus has identified the need for a more collaborative effort in planning by:</p> <ul style="list-style-type: none"> • Having admin present at planning meetings • Having district specialists present at planning meetings • Having the opportunities to share ideas and learn from each other at different meetings through the year <p>Formative Notes: Campus leaders and district leaders have been attending grade level and vertical team meetings. There have been some ways identified to support bilingual and monolingual in planning efforts and build capacity both simultaneously and in a differentiated manner to build teachers.</p> <p>Summative Notes: This allowed us to build relationships and learn a lot about our teams. We will continue to do this in the future so that we can have even more of an impact.</p> |
| 1 | Begin to attend as many teacher team meetings across grades or departments in your school as possible. | | | |
| 2. | Ensure that school leaders develop the capacity to contribute actively and in meaningful ways to the discussions. | | | |
| 3. | Discuss leaders' experiences within collaborative team meetings on a regular basis. Have your leadership team mine the experiences for strong examples of effective strategies that might be emulated across grades or departments. | | | |
| Build teachers' capacity for collaboration | | Monthly PLC Meetings Weekly Grade Level Meetings | Meeting notes Planning notes Lesson plans MLP login | <p>Teachers will use an agenda with norms in order to facilitate team and vertical meetings. Time will be given in order for teams to have sufficient time to learn and grow together.</p> |
| 1. | Ensure that the time has been allocated for teachers to meet collaboratively. | | | |

| Action Step (Title I Component # and Funding Amounts per Action Step) | Implementation Timeline per Action Step | Implementation Evidence per Action Step | Formative & Summative Notes per Action Step |
|--|---|---|--|
| <p>2. Identify the specific behaviors that you expect to see in collaborative team meetings (e.g., full involvement of all team members, openness in discussing what is and is not working, questioning techniques), and share these expectations with all team members.</p> <p>3. Determine what methods you will use to build each of these identified skills if assistance is needed (e.g., instructional coaches, modeling, observations of effective teams). Monitor team meetings to ensure that you have provided the necessary support to create effective and exciting collaborative teams.</p> | <p>Weekly Interventionist Meetings CMIT Meetings as needed Kid Talk as needed Weekly Leadership Instructional Meetings Weekly Support from Curriculum Department (Math/ELA/ELL)</p> | <p>MAP data State/Local assessments Other data sources Team planning notes, lesson plans, Walk through data</p> | <p>Formative Notes: Some teams have taken advantage of extended planning times while others felt that they could accomplish more outside of the school day at planning times. Agendas and norms are useful but need to be used more strategically. Some teams are having some trouble so team building activities have been given so that they can try and build their team and work together more constructively. More support is being given to different teams based on needs.</p> <p>Summative Notes: Based on observation from administration there was a lot of growth among teams and their ability to collaborate.</p> |

Critical Action 3

Critical Action: To support AVID's mission and vision to provide a comprehensive model of success for all students

| | | | | | | | |
|---------------------------------|---|---------------------------------|--|--|---|---|---|
| Project Lead: | Talle Gomez, Karma Cunningham | | | | | | |
| Staff, Title I Staff: | Classroom Teachers, Instructional Support, Interventionist Specialist, Instructional Coach, | | | | | | |
| Materials and Resources: | District curriculum, team planning, State and local AVID staff/resources | | | | | | |
| 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 checked="" type="checkbox"/> 3 rd grade | <input checked="" type="checkbox"/> 4 th grade | <input checked="" 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 |
|---|--|--|---|
| Ensure AVID Elementary Four Essentials are utilized across all grade levels to ensure that all students are poised for academic success: <u>Instruction, Culture, Leadership, and Systems</u> | Monthly District Resources Training Monthly AVID Resources/Training | Notes from AVID Vertical meetings Notes from teacher observation | Our campus Avid Coach worked hard to give continuous training, be present at planning meetings, and communicate clearly though the year so that teachers continued to work on this area. Formative Notes: Teachers notice that the AVID vertical team is really helping them focus on AVID practices and take those practices back to their teams. Summative Notes: We need to continue to work on this goal and have more time to collaborate and see AVID strategies being modeled effectively for elementary aged students. There were more teachers using AVID language and strategies as observed by the AVID coach and administration. |
| Through a three-stage, systemic approach, support all students in different grade levels, settings, and infrastructures by utilizing components of AVID student success skills, organizational skills, WICOR and L-WICOR lessons. | Monthly District Resources Training Monthly AVID Resources/Training | Notes from AVID Vertical meetings Notes from teacher observation | Formative Notes: AVID e-mails and points continue to be given to classrooms and students that are demonstrating use of AVID strategies and skills. The e-mails and points keeps teachers and students motivated and engaged in the AVID process. Summative Notes: We have worked hard on continuing the use of AVID and growing our teachers in using all of the different |

| 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 |
|--|---|---|--|
| | | | strategies connected with AVID. We scored level 1 on the rubric and are trying to obtain certification as shown in our AVID account. EX: RECOMMENDED CERTIFICATION LEVEL: the elementary site meets certification requirements, all essentials are rated level 1 and higher and is implementing AVID Elementary in the following academic year. |

Critical Action 4

Critical Action: Provide proven interventions to assist each student in mastering grade level Learning Objectives. (PPPA CL #13)

| | | | | | | | | |
|---------------------------------|--|--|---|---|---|--|---|---|
| Project Lead: | Talle Gomez, Karma Cunningham | | | | | | | |
| Staff, Title I Staff: | Classroom Teachers, Instructional Support, Interventionist Specialist, Instructional Coach, | | | | | | | |
| Materials and Resources: | TEKS; Lead4ward Snapshots/Field Guides; PISD Curriculum Planner; UbD Lesson Design; Edugence; District Diagnostics; Marzano's Instructional Strategies; PES and STAAR Growth Measure Reports | | | | | | | |
| Targeted Area: | <input checked="" type="checkbox"/> School-wide | <input checked="" type="checkbox"/> Kinder | <input checked="" type="checkbox"/> 1 st grade | <input checked="" type="checkbox"/> 2 nd grade | <input checked="" type="checkbox"/> 3 rd grade | <input type="checkbox"/> 4 th grade | <input checked="" type="checkbox"/> 5 th grade | <input checked="" type="checkbox"/> Other: SPED |

Strategies for Accomplishing Critical Action 4:

| Action Step (Title I Component # and Funding Amounts per Action Step) | Implementation Timeline per Action Step | Implementation Evidence per Action Step | Formative & Summative Notes per Action Step |
|---|--|--|---|
| <p>Consider standardized and performance-based student achievement measures</p> <ol style="list-style-type: none"> Study/analyze the extent to which performance data is currently used to inform leadership decisions in your school. Become experts at understanding the performance measures that are available to you and in using those measures to inform your decisions whenever possible. <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p> | <p>Monthly PLC Meetings Weekly Grade Level Meetings Weekly Interventionist Meetings CMIT Meetings as needed Kid Talk as needed Weekly Leadership Meetings Weekly Support from Curriculum Department (Math/ELA/ELL)</p> | <p>Meeting notes Planning notes Lesson plans MLP login iStation reports MAP data State/Local assessments Other data sources Team planning notes, lesson plans, Walk through data</p> | <p>Our campus has identified the need for all teachers to depend on data, understand data, and make changes based on data to help students grow.</p> <p>Formative Notes: Teachers are still relying a lot on beliefs instead of looking at data to tell them about their own instructional practices and student achievement. There is an increased understanding but it is not being fully implemented yes.</p> <p>Summative Notes: Through training, data meetings, and vertical team meetings we have made instrumental changes in looking at data and believing what it says. This has allowed us to better serve students and in a timelier manner.</p> |
| <p>Consider current, prior, and subsequent student performance</p> <ol style="list-style-type: none"> Review current student performance data available to your school's grade levels. Then study student performance data in each core subject area longitudinally. Study students' performance in grades prior to grade span | <p>Monthly PLC Meetings Weekly Grade Level Meetings Weekly Interventionist Meetings</p> | <p>Meeting notes Planning notes Lesson plans MLP login iStation</p> | <p>Formative Notes: We are comparing cognitive scores, RIT scores, MAP scores and many other types of assessments to recognize students that are underperforming but have high cognitive levels. We are identifying and tracking students that have been in tier III instruction for an extended period of time and changes services based on data.</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>(Components 1, 2, 8, 9, 10)</p> <p>Funding source: Title I, SCE, State and Local</p> | <p>CMIT Meetings as needed</p> <p>Kid Talk as needed</p> <p>Weekly Leadership Instructional Meetings</p> <p>Weekly Support from Curriculum Department (Math/ELA/ELL)</p> | <p>reports</p> <p>MAP data</p> <p>State/Local assessments</p> <p>Other data sources</p> <p>Team planning notes, lesson plans, Walk through data</p> | <p>Summative Notes:</p> <p>By using longitudinal data we were able to identify students that needed special education referrals, more direct ESL services, dyslexia, etc... this has allowed students to be referred and receive services to help them begin to make progress and become more successful.</p> |
| <p>Identify the root cause of learning problems</p> <ol style="list-style-type: none"> 1. Ensure that all leaders in your school become proficient at determining the source or root cause of any identified learning problem before responding. 2. Begin by working with your leadership team to list questions you should ask to determine if a learning problem is curricular or instructional in origin. 3. School leaders need a deep understanding of the source of a learning problem before applying or approving solutions. <p>(Components 1, 2, 8, 9, 10)</p> <p>Funding source: Title I, SCE, State and Local</p> | <p>August 2016- June 2017</p> <p>Monthly PLC Meetings</p> <p>Grade Level Meetings</p> <p>Interventionist Meetings</p> <p>CMIT Meetings</p> <p>Kid Talk</p> <p>Leadership Instructional Meetings</p> <p>Weekly Support from Curriculum Department (Math/ELA/ELL)</p> | <p>Meeting notes</p> <p>Planning notes</p> <p>Lesson plans</p> <p>MLP login</p> <p>iStation reports</p> <p>MAP data</p> <p>State/Local assessments</p> <p>Other data sources</p> <p>Team planning notes, lesson plans, Walk through data</p> | <p>Formative Notes:</p> <p>We are using data form district assessment tools as well as pre and post assessments so that we can truly identify if students are responding to intervention. The students that we have in tier III vary in needs and abilities and we are seeing that some just need the information taught in a different way and then they are successful while others were are able to identify as needing a referral.</p> <p>Summative Notes:</p> <p>We had successful referrals for special education, dyslexia, and 504 because of the assessments and data used during the intervention process.</p> |
| <p>Provide guidance for data analysis and use</p> <ol style="list-style-type: none"> 1. Make sure that your leadership team has the necessary skills to model how teachers can use student performance data to make specific instructional adjustments in their classrooms. It is critical that teachers know how to move from reflecting on data to using that reflection to improve student learning. | <p>Monthly PLC Meetings</p> <p>Weekly Grade Level Meetings</p> <p>Weekly Interventionist Meetings</p> <p>CMIT Meetings</p> | <p>Meeting notes</p> <p>Planning notes</p> <p>Lesson plans</p> <p>MLP login</p> <p>iStation reports</p> | <p>Formative Notes:</p> <p>Admin and teachers in leadership positions are learning together in meetings at campus, at district MAP training, and with district personal. The information is then able to effect teams and their approach to looking at data.</p> <p>Summative Notes:</p> <p>We will continue to grow in this area in the future because</p> |

| Action Step (Title I Component # and Funding Amounts per Action Step) | Implementation Timeline per Action Step | Implementation Evidence per Action Step | Formative & Summative Notes per Action Step |
|--|--|--|--|
| <p>2. Identify teachers in your school who leaders already know are skilled in this practice. Ask those teachers to lead sessions with the leadership team to demonstrate how they make instructional adjustments using performance data.</p> <p>3. Determine how you will ensure that all teachers build their capacity to use the performance data in this type of meaningful way.</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p> | <p>as needed Kid Talk as needed Weekly Leadership Instructional Meetings Weekly Support from Curriculum Department (Math/ELA/ELL)</p> | <p>MAP data State/Local assessments Other data sources Team planning notes, lesson plans, Walk through data</p> | <p>there are so many sources of data for us to learn about. The understanding of data will continue to empower our teachers.</p> |
| <p>Establish expectations for teacher teams' data analysis</p> <p>1. Firmly establish expectations for open discussions using student performance data in collaborative teacher team meetings.</p> <p>2. Foster the practice by leading collaborative team meetings in which teachers analyze mock data to build their skills. Gradually, begin to move toward the study of data more directly tied to the teams' actions.</p> <p>3. Measure your own level of success by determining the extent to which teachers consider this sharing and collective data reflection to be their primary tool for improving instruction</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p> | <p>Monthly PLC Meetings Weekly Grade Level Meetings Weekly Interventionist Meetings CMIT Meetings as needed Kid Talk as needed Weekly Leadership Instructional Meetings Weekly Support from Curriculum Department (Math/ELA/ELL)</p> | <p>Meeting notes Planning notes Lesson plans MLP login iStation reports MAP data State/Local assessments Other data sources Team planning notes, lesson plans, Walk through data</p> | |

Health, Fitness and Attendance

Critical Action:

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

Strategies for Accomplishing Health, Fitness and Attendance Critical Action:

| Applicable Students | Action Step | Project Lead | Staff/Resources | Formative & Summative Notes (Evidence of Implementation and Impact) |
|-----------------------------------|---|-----------------------------------|--------------------------------------|--|
| | COORDINATED SCHOOL HEALTH: | | | |
| K-8 | Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. (Required - Form Provided) | Principal | Campus Wellness Plan | Completed |
| K-8 | Include at least one Parent on Campus Wellness Team. (Required) | Campus Wellness Captain | Campus Wellness Plan | Completed |
| K-8 | Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. (Required) | Principal | Coordinated School Health Curriculum | Completed |
| 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 | Completed by nurse and PE staff |
| 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 | Completed |
| | FITNESS: | | | |
| 3-8 | Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided) | P.E. Teacher | Student Exemption Form | Completed |
| 4 th & 7 th | (NEW ACTION STEP) Ensure all data for 3 rd -8 th grade students is entered on timely basis, fitness report cards are printed (4th and 7th grade) and sent to parents or linked through | P.E. Teacher | Fitnessgram Student Report | Completed |

| Applicable Students | Action Step | Project Lead | Staff/Resources | Formative & Summative Notes (Evidence of Implementation and Impact) |
|---------------------|--|--|--|--|
| | myPISD. (Required) | | | |
| | 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 | Completed |
| K-8 | Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required) | P.E. Teacher | Pedometers; heart rate monitors | Completed in fitness 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 PE Staff | Yearly Plan Form Lesson Plans Visible During Class Time Observation | Completed |
| K-5 | Ensure students are receiving daily unstructured play during recess. (Required) | Principal All Staff | Master Schedule, Staff Supervising Schedule | Completed daily |
| K-5 | Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required) | Principal All Staff | Resources available upon request | Completed |
| | ATTENDANCE: Forms are available on inside.pisd | | | |
| K-8 | Monitor attendance of students and follow up on prominent and chronic absences. (Required) | Principal Asst. Principal Office Staff | Pinnacle, Attendance Sheet | Completed and court attended |

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 | Identified by using survey from 5th grade students from previous year. |
| | Monitor high risk areas. (Required) | Principal Designee | Staff assignments/schedule | Completed |
| | Follow Campus Rules/Expectations. (Required) | Principal | Code of Conduct, District Handbook Campus Handbook | Completed |
| Staff | EDUCATION: | | | |
| | Participate in annual staff training on bullying/sexual harassment. (Required) | Principal or designee | Handouts/PowerPoint | Completed |
| | Review referral process. (Required) | Principal or designee | Campus referral plan | Completed |
| Staff | INTERVENTION: | | | |
| | Establish recommended intervention strategies for classroom/campus. (Required) | Principal or designee (campus discipline staff) | Discipline Management Plan | Completed |
| | Implement campus referral plan. (Required) | Principal or designee | Campus Referral Plan | Completed |
| | Utilize Discipline Management strategies. (Required) | Principal or designee | Discipline Management Plan | Completed |

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 | Completed |
| | Monitor high risk areas. (Required) | All staff | Schedule (if necessary) | Completed |
| All Students | EDUCATION: | | | |
| | Explain referral process/contacts. (Required) | All teachers | Referral Plan | Completed |
| All Students | INTERVENTION: | | | |
| | (Please complete cells below) | | | |
| | Apply classroom interventions: (Required) | All teachers | Discipline Management Plan Classroom Norms Restorative Discipline Behavior RTI Falcon Bucks Positive Behavior Support Two by Ten Strategy | Completed |
| | Employ discipline interventions: (Required) | Designated staff | Campus Referral Plan | Completed |
| | Use other intervention strategies as necessary/appropriate. (Required) | Administrative staff or counselors | District code of Conduct Momentous Institute | Completed |
| | Conference with parents/students. (Required) | Teachers or other staff | CMIT | Completed at BOY, MOY, and EOY and throughout as needed |

Parent Involvement

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

Strategies for Accomplishing Parent Involvement Critical Action:

| Action Step | Staff/Resources | Implementation Timeline and Evidence per Action Step | Formative & Summative Notes (Evidence of Implementation and Impact) |
|---|---|--|--|
| Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds | Parent Liaison Office Staff All Staff CTA Title I Technology Mobile Lab Phone Messenger Enews | Completed by 9/18, will follow up as needed when new students arrive | Completed |
| 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 | Parent Liaison, All Staff, Title I, Technology , Mobile Lab, Phone messenger, | All Year as new students enroll | We offer hard copies in weekly folders to families, we offer computers to families that are in need and we utilize the mobile computer program to help parents with computer and English skills. |
| Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local | CTA | August 2016, All year as the need arises | CTA and librarian consistently |
| Communicate information through eNews. Funding source: state & local | Principal | Weekly and as needed | Sent home weekly |
| Utilize social media to keep parents and community informed. Funding source: state & local | Principal CTA | As needed | Facebook and phone messenger used frequently |
| PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local | Principal | Monthly | Monthly meetings |
| Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: state & local | Principal | As needed | PTA and parent liaison work closely together to create a strong program for parents |

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: I am attending the PISD job fair but was also able to attend a job fair with UNT/TWU and at the Arlington Conference Center. I met some very strong candidates at these events. Summative Notes: I have been able to meet and hire quickly for some of my open positions because of the job fairs that I have been able to attend. |
| 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 | Bilingual teachers that are working with bilingual students are all receiving their stipend. |
| 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 | We had 3 student teachers at Forman and all are potential candidates for openings that we have. |
| 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 | All of our employees and potential candidates are highly qualified and we feel best fit to serve our students. |
| The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards. Title I Component 5 Funding source: State and Local | July 2016 to June 2017 | We recommend for hire those that are highly qualified and the certification office always communicates if they see potential problems. |

Transition***Title I –School-wide Elementary Campuses Only***

Critical Action Step: The Transition from early childhood to elementary school is supported by the district and campus.

| | |
|---------------------------------|---|
| Project Lead: | Talle Gomez, Karma Cunningham |
| Staff, Title I Staff: | Pre-K and Kindergarten staff |
| Materials and Resources: | Title I materials and funds, RAMP kits |

Strategies for Accomplishing Transition Critical Action:

| Action Step | Implementation Timeline per Action Step | Formative & Summative Notes (Evidence of Implementation and Impact) |
|--|--|---|
| Pre-K staff work collaboratively with Kindergarten staff throughout the school year. | All Year | <p>Formative Notes: Kinder teachers met 2 times a week to plan together and the campus instructional coach guided much of the planning and intervention ideas. The teachers also worked together to create parent workshops and grade level activities.</p> <p>Summative Notes: The kinder team worked hard together to make the best experience possible for the students. We worked closely with district personnel and visited another campus together to help us make some critical changes and to learn from others.</p> |
| Parent orientations are held to explain the kindergarten program to parents. | April-May | An orientation was held in April and parents were able to register students that will be entering kinder for the 2017-2018 school year. |
| Transition books are used with students and families to provide pictorial support during transition. Components: 5, 6, 7 and 9 Funding Sources: Title I, State and Local | All Year | A monthly meeting was held by kinder teachers with families and materials provided by a grant obtained through the foundation. |
| Have preschool teachers provide the future kindergarten teacher with children's portfolios or a written record of their learning during preschool. | April-May | We receive these from the different early childhood centers in Plano ISD. |
| Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in pre-kindergarten activities and are encouraged to work with their children at home. All participants go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep. | April, May | Two meetings were held in May to invite parents to learn about kinder readiness and share books and reading strategies |
| NEW - Arrange for new preschool teachers to visit each Kindergarten classrooms. | April, May | New teachers hired for pre-k will be visiting to help align and build a community among the two grade levels and parents involvement encouraged. |