



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

HARRINGTON ELEMENTARY

Principal: Ann Irvine

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



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): **Tuesday, October 04, 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): **Thursday, May 25, 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 Components2			
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	

SBIC Committee

Committee Member's Name	Role	Year 1st Participated on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Ann Boles	Faculty Member	2015-2016	X	X	X
Jamie Edmondson	Faculty Member	2014-2015	X	X	X
Aretha Lafayette	Faculty Member	2015-2016	X	X	X
George Arredondo	Faculty Member	2016-2017	X	X	X
Victoria Kearns	Faculty Member	2015-2016	X	X	
Robyn Florshiem	Faculty Member, Special Education	2016-2017	X	X	
Ann Irvine	Principal	n/a	X	X	X
Mary Swinton	District Professional	n/a	X		
Shanna Kellogg	Campus Professional, Non-teaching	2009-2010	X	X	X
Norma Groetken	Support Staff Member	2001-2001	X	X	
Sally Pylant	Parent-Selected by PTA	2014-2015	X		X
Brenda Ables	Parent-Selected by Principal	2015-2016	X	X	X
Marisela Linebarger	Parent	2016-2017	X		X
Robert Mele	Parent	2015-2016	X		
Veronique Poncet	Parent	2015-2016	X	X	X
Lisa Riazzi	Parent	2015-2016	X	X	
Amber Lee	Community Member	2015-2016	X	X	X
Brooke Pierson	Community Member	2015-2016	X		X
Renia Miller	Business Representative	2015-2016	X	X	X
Austin Smith	Business Representative	2013-2014	X	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*)

School Wide and/or Targeted Grade Level Critical Actions

1. Model and promote substantive collaboration to foster a learning community. **(PPPA SW BP #9)**
2. Monitor instructional practices using student performance data and classroom observations. **(PPPA SW BP #15)**

Critical Action 1

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

Project Lead:	Principal							
Staff, Title I Staff:	Professional Learning Communities; Leadership Team; All Staff							
Materials and Resources:	Allocated time for meetings; purchase of books and other material as indicated by PLC members							
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 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
Participate actively in teacher team meetings <ul style="list-style-type: none"> Administrators will attend as many teacher team meetings across grade levels (K-5) or departments (Special Education, Specials) on campus as possible Teachers will schedule peer observations with teachers on their grade level or another grade level during their planning period 	Weekly /Monthly (PLC and Staff meetings), As time permits (grade level meetings), At least once a semester (Observations)	PLC and Staff meeting attendance, Dialogue/Summary of observations with team, PLC community and administration	Principal attended 2 rounds of teams visits (OCT & NOV) in first semester. 3 Grade levels have used the SWIVL for observations. All grade levels promised to use a free period to observe at least one grade level below or above them in by spring break 2017. 5/25/17- Grades K-4 visited the grade above or below them and shared observations. Five admin team visits were completed during the school year.
Campus has implemented IE (Intervention Enrichment) time across each grade level (K-5) to target Tier 2 students (MAP, TPRI scores that are below the district proficiency range, STAAR failures) using Tier 2 instruction and resources	Daily	Student performance data	IE time implemented in every grade level by OCT 2016. 5/25/17-IE time focuses were developed from Edugence analysis and professional goal development
Identify the specific behaviors that you expect to see in collaborative team meetings (e.g. full involvement of all team members, reciprocate dialogue regarding what is and is not working; questioning techniques) and share these expectations with all team members	Weekly	Dialogue with leadership team	Each team meets a minimum of 2x/week. Collaboration via job shares and team targets. Frequent conversations about new instructional methods, student needs, and assessment results. 5/25/17-Harrington staff meets at the start of every school year in sets of two grade levels to share their observations and data regarding students.

Critical Action 2

Critical Action: Monitor instructional practices using student performance data and classroom observations. (PPPA SW BP #15)

Project Lead:	Principal							
Staff, Title I Staff:	All Staff							
Materials and Resources:	Curriculum, TEKS, Edugence							
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 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
Teams will identify a specific instructional strategy as a team (e.g., the use of gifted and talented strategies) and determine how you would use student performance data to monitor the use of this technique in your classrooms.	Weekly during team planning meetings	PLC presentations Team Leader focused discussions on MAP/PES data following each testing administration	Each team has a focus such as alphabetic principal, number fluency, differentiation, etc. plus each teacher has a SLO developed for their T Tess annual summary in May. 5/25/17-Admin completed EOY goal conferences with every staff member which resulted in at least 25 hours of rich conversations regarding student progress and student needs.
Campus will develop a format to allow teachers to share classroom applications following any professional development activity or PLC meeting.	Monthly staff meetings August	PLC presentations Google applications (Docs, Classroom, Sheets, etc.)	2 full faculty shares by DEC 2016. Jan 2, 2017 kick off with Edugence/guided reading share and new collaborative options in the district. January staff meeting focused on ELPs toolkit which is English proficiency level specific. 5/25/17-The BOY professional development in August 2017 includes a ½ day session of sharing goal results that resulting in significant change in student performance.
Teachers will conduct learning walks amongst grade levels in order to observe teaching strategies and curriculum development. <ul style="list-style-type: none"> At least one learning walk through will be conducted by a member of each team in the grade level below them. 	Ongoing throughout school year	Collaborative summary documentation Teachers will submit a collaborative summary to administration	Focused to complete January through March 2017. 5/25/17-Completed February-March 2017

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	Captain: Brenda Thompson 5/25/17-Fitness Gram assessment was successfully completed on all students. Coach Thompson noted a trend in poor core strength and declining upper body strength in the majority of students measured.
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	Parents: Amber Lee and Kathryn Nero
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	5/25/17-The Fitness classroom is the location of all coordinated health curriculum instruction
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. (Required)	P.E. Teacher/ Staff	Coordinated School Health Curriculum	5/25/17-Coach Thompson and her team provide school wide updates through PTA publications and displays are maintained in the Specials hallway
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	5/25/17-Parents and community members participated in Bike Rodeo, Healthy Husky Week and Field Day
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	5/25/17-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	P.E. Teacher	Fitnessgram Student Report	Ongoing pretest and post test data is input.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	grade) and sent to parents or linked through 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	5/25/17-Harrington students receive an extra 50 minutes of PE each week.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	5/25/17-Coach Steve O'Kelley and Coach Thompson partner in the use of pedometers and heart rate monitors.
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	5/25/17-Completed There are activity rotations in both fitness and PE that support the maximum time for movement
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	5/25/17-Each grade level has 30 minutes of unstructured play, weather permitting.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	Practiced throughout the campus and supported by digital resources. Grade levels have calm down areas and the daily broadcasts supports ox breathing techniques.
K-8	Monitor attendance of students and follow up on prominent and chronic absences. (Required)	Principal	Pinnacle, Attendance Sheet	Frequent calls and meetings with parents when students exceed 6 tardies and/or six absences in a 9 week period. Principal met with PTA Board, incoming Kindergarten parents and targeted parents regarding absenteeism. EOY annual attendance rate of 97.13%

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	5/25/17-Completed Highest risk areas are the cafeteria, recess and hallway transitions
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	5/25/17-Completed. Staff monitors hallways before, during and after school, lunch and recess monitors on duty daily. Counselor Pass available in every classroom to report interpersonal problems.
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	5/25/17-Completed Reinforced by Restorative Practices
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	Completed first 9 weeks.
	Review referral process. (Required)	Principal or designee	Campus referral plan	In place with follow up within 24 hours of referral.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	5/25/17-Restorative Practices PLC will continue in 2017-2018
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	Make it Right Referral developed NOV 2016.
	Utilize Discipline Management strategies. (Required)	Principal or Counselor	Discipline Management Plan	Restorative practices are in place throughout the building. Administrators use Restorative Techniques in investigating misbehaviors and resolving conflicts.

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	5/25/17-Posted and reinforced daily
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	Follow ups embedded into restorative practices.
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	Counselor conducts classes very month that include how to report bullying or violent behaviors to a teacher or directly to the office.
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions: (Required)	All teachers	Teaching staff completes behavioral motivation observations	5/25/17-Difficult behavior management situations often result in observation by our Behavior Management Team so that more effective plans can be put in place.
	Employ discipline interventions: (Required)	Designated staff	Collaborative investigations and conversations among staff members	5/25/17-Restorative conversations and agreements have been completed throughout the school year.
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Ongoing training	5/25/17-CPI training, Mindfulness

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	All Staff	As the need arises- August 2016 through June 2017	5/25/17-The majority of parents have accessed Parent Portal. Parents are not viewing all e-blasts and Howler publications as hoped.
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	Administrative Team All Staff CTA	As the need arises,- August 2016 through June 2017	Parents are assisted in the library to complete online registrations. 5/25/17-Completed
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	CTA	As need arises-August 2016 through June 2017	5/25/17-Ongoing
Communicate information through eNews. Funding source: state & local	All Staff Administrative Team CTA	Weekly - August 2016 to June 2017, as the need arises	HOWLER published 2x/month, e-blasts and voice messaging occurs monthly
Utilize social media to keep parents and community informed. Funding source: state & local	All staff CTA	Weekly-August 2016 through June 2017	Twitter, FACEBOOK, and PTA newsletter are the links from home>school.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	PTA Board Administrative Team	Monthly, August 2016 through June 2017	Board Meetings scheduled monthly. Principal meets frequently on the topics of budget and programs.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: state & local		August 2016 to June 2017	The campus just completed a successful science night program and completed a fun run in OCT 2016. 5/25/17-Counsleor Kellogg offered four evening programs addressing child development, transition to middle school. Kindergarten preparation and social emotional health.

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	5/25/17 Not required this year.
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	5/25/17 Not applicable at Harrington this year
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	5/25/17-Harrington hosted approximately 6 pre-service candidates on campus for observations
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	Professional Learning Communities also support professional development within the staff. Examples of 2016-17 PLCs are Digital Development, Restorative Practices, Collaborative Classroom Models that Grow Communication and Guided Reading 2.0.
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	All hires are processed through the PISD HR department and follow the state and local guidelines for certifications. Every hire includes an interview with a campus panel. New questions were developed for the interview panel for spring 2017 that will include an inbox exercise to measure real time thinking.