



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

## Dooley Elementary

Principal: Tramy Tran

**Mission Statement: The Mission of Dooley Elementary is to provide each student with an excellent education.**



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): **Thursday, October 06, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Monday, January 30, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Monday, June 05, 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			
<b>1 (CNA)</b>	Comprehensive Needs Assessment	<b>6 (PI)</b>	Strategies to Increase Parental Involvement
<b>2 (RS)</b>	Reform Strategies	<b>7 (Tran)</b>	Transition (Elementary schools only)
<b>3 (HQ)</b>	Instruction by State Certified Staff	<b>8 (A)</b>	Teacher Decision-Making Regarding Assessments
<b>4 (PD)</b>	High-Quality Professional Development	<b>9 (M)</b>	Effective and Timely Assistance to Students
<b>5 (R/R)</b>	Strategies to Attract State Certified Teachers	<b>10 (Coord)</b>	Coordination and Integration
Program Funding			
<b>Staffing</b>	\$60,000	Total Funding for <b>1</b> Title I Support Teacher	
<b>Parental Engagement</b>	\$2,000	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
<b>Student and Campus Capacity Building</b>	\$3,000	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
Latrice McIntyre	Faculty Member	2016	X		X
Tanji Johnson	Faculty Member	2016	X	X	X
Susan Knighton	Faculty Member	2014	X		X
Amy White	Faculty Member	2015	X	X	X
Meg Keierleber	Faculty Member	2016	X	X	X
Laura Morgan	Faculty Member, Special Education	2016	X	X	
Tramy Tran	Principal	2016	X	X	X
Fannysteen Mays	District Professional	2014		X	
Ramona Cartwright	Campus Professional, Non-teaching	2014	X	X	X
Debbie Ordoñez	Support Staff Member	2016	X	X	X
Lauren Torres	Parent-Selected by PTA	2016	X	X	X
Andrea Burke	Parent-Selected by Principal	2016	X	X	X
Hattie Fowler	Parent	2016	X	X	X
Diana Overhauser	Parent	2014	X		
Amy Helmke	Parent	2014		X	X
Casey Ward	Parent	2015			
Lauren Shaw	Community Member	2016	X		X
Dana Hanson	Community Member	2016	X	X	
Kevin Simons	Business Representative	2015			
Darin McCullough	Business Representative	2016			

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

## Improvement Plan Critical Actions

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

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

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

1. Study exactly what is to be taught and learned- and to what level of mastery-at their grades and in their subjects. PPPA CL #1
2. Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. PPPA SW #17
3. Participate in peer classroom visits in order to improve the instructional practices of the team. PPPA CL #5
- 4.
- 5.

### Critical Action 1

Action: Study exactly what is to be taught and learned- and to what level of mastery-at their grades and in their subjects. PPPA CL #1

<b>Project Lead:</b>	Leadership Design Team; Campus Administrators							
<b>Staff, Title I Staff:</b>	All Grade Level Teachers; All Special Education Teachers; All Academic Support Teachers; Title I Adult Temps							
<b>Materials and Resources:</b>	TEKS; Lead4ward Snapshots; Lead4ward Field Guides; PISD Curriculum Planner; UbD Lesson Design; Edugence; District Diagnostics							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> 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><b>Be fully aware of learning outcomes of the district curriculum:</b></p> <ul style="list-style-type: none"> <li>Ask self, "What is it that you were wanting students to know or be able to do as a result of this lesson (or homework assignment, strategy, field trip, etc.)?"</li> <li>Use the Lead4ward Snapshots and Field Guides to dissect the TEKS to develop the Evidences of Learning.</li> </ul> <p><b>Title I Components: 1, 2, 3</b> <b>Funding Sources: State/ Local Funds</b></p>	<p>Weekly Team Planning Meetings &amp; Additional Team Meetings as determined by Grade Level Team Leads</p> <p>Monthly Project Team &amp; Vertical Team meetings.</p> <p>Complete 7.5 Campus Flexible PD by March 2017</p>	<p>Lesson Plans shared on Google Drive/Shared Drive</p> <p>Vertical Team Meeting Agenda/Minutes</p> <p>Campus Flexible PD Agendas and Sign-in</p>	<p><b>Formative Notes:</b> UbD and Lead4ward training on professional development day for classroom teachers and academic support. UbD focused on the use of the Lead4ward Field Guides that helped inform lesson design and Evidences of Learning. This is reinforced through pre-observation T-TESS conferences with teachers as admin helps teachers to identify the Evidence(s) of Learning as it relates to a lesson.</p> <p><b>Summative Notes:</b> The campus began extended day planning on Wednesday afternoon to allow the inclusion of SpEd Team in the planning sessions. Based on the district initiative of incorporating retired teachers to provide instruction for an extended planning block one day (T, W or Th) to adjoin current planning/Specials Time, the campus will adjust our extended day planning on Wednesdays to during the day. Until this is finalized, the campus is considering continuing with the Extended Day planning on Wednesdays to better implement UbD and use of Lead4ward Field Guides.</p>

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p><b>Use the curriculum to diagnose learning problems:</b></p> <ul style="list-style-type: none"> <li>Determine if it is a curricular issue due to vertical alignment or an instructional issue.</li> <li>Share and compare the Evidences of Learning, at all three levels of thinking, weekly during planning to improve teaching and learning in each classroom.</li> </ul> <p><b>Title I Components: 1, 2, 3, 4, 8</b> <b>Funding Sources: State/ Local Funds</b></p>	<p>Weekly Team Planning Meetings &amp; Additional Team Meetings as determined by Grade Level Team Leads</p> <p>Monthly Project Team &amp; Vertical Team meetings.</p> <p>Complete 7.5 Campus Flexible PD by March 2017</p>	<p>Lesson Plans shared on Google Drive/Shared Drive</p> <p>Vertical Team Meeting Agenda/Minutes</p> <p>Campus Flexible PD Agendas and Sign-in</p>	<p><b>Formative Notes:</b> We are still in the beginning stages of using our Vertical Teams to diagnose learning problems. Once we become more proficient in designing Evidences of Learning, we will incorporate development of Evidences of Learning at the three levels of thinking to share during planning to improve teaching and learning in each classroom. Admin will work with the Leadership Design Team to develop expectations of development and sharing of Evidences of Learning.</p> <p><b>Summative Notes:</b> The continues to be a work in progress as we continue to improve lesson design and development of Evidences of Learning to ascertain mastery of TEKS. Vertical Teams will meet at least quarterly, and more frequently as needed to determine campus non-negotiables.</p>
<p><b>Study curricular connections within and across school levels:</b></p> <ul style="list-style-type: none"> <li>Plan for vertical team discussions within the campus and mid-year and end-of-year to compare progress within and across grade levels identifying celebrations and areas for growth.</li> <li>Build the skills of grade level teams through discussions on how transitions across grade levels affect achievement gains for each core subject area and how one might minimize any disruptions in learning.</li> </ul> <p><b>Title I Components: 1, 2, 3, 4, 8</b> <b>Funding Sources: State/ Local Funds</b></p>	<p>Weekly Team Planning Meetings &amp; Additional Team Meetings as determined by Grade Level Team Leads</p> <p>Monthly Project Team &amp; Vertical Team meetings.</p> <p>Complete 7.5 Campus Flexible PD by March 2017</p>	<p>Lesson Plans shared on Google Drive/Shared Drive</p> <p>Vertical Team Meeting Agenda/Minutes</p> <p>Campus Flexible PD Agendas and Sign-in</p>	<p><b>Formative Notes:</b> We are still in the beginning stages of developing the purpose of our Vertical Teams to be a Professional Learning Environment where data is analyzed to improve instruction. The Leadership Design Team will share with their instructional teams the middle of the year data compiled for this Campus Improvement Plan to compare progress within and across grade levels. Future Campus Professional Development will examine this data to improve discussion on how transitions across grade levels affect achievement gains for each core subject and how our focus will be to maximize learning and teaching during the instructional day.</p> <p><b>Summative Notes:</b> This Action Step is still a work in progress. Vertical Teams will meet at least quarterly, and more frequently as needed to determine campus non-negotiables. A</p>

<b>Action Step (Title I Component # and Funding Amounts per Action Step)</b>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
			consideration would be for the Campus Specialists to meet separately as Academic Support at least once weekly to align areas of need/celebrations across grade levels to help inform V-Teams.



## Critical Action 2

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

<b>Project Lead:</b>	Leadership Design Team; Campus Administrators							
<b>Staff, Title I Staff:</b>	All Grade Level Teachers; All Special Education Teachers; All Academic Support Teachers; Title I Adult Temps							
<b>Materials and Resources:</b>	TEKS; Lead4ward Snapshots; Lead4ward Field Guides; PISD Curriculum Planner; UbD Lesson Design; Edugence; District Diagnostics							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> 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
<p><b>Proactively develop intervention plans for students performing below grade level.</b></p> <ul style="list-style-type: none"> <li>Design Team to review and refine our “Pyramid of Interventions of Tier I, II, and III” and share with faculty.                             <ul style="list-style-type: none"> <li>Determine what constitutes Tier III and what interventions should be delivered at Tier II and III.</li> </ul> </li> <li>Campus Administrators and Academic Support Teachers to work with classroom teachers to ensure that effective Tier II and III intervention is occurring for those students identified to receive intervention.</li> <li>Employ Part-time Adult Temps to provide intervention for 3rd-5th graders who have previously failed STAAR or are designed as Tier III intervention in Math or Reading</li> </ul> <p><b>Title I Components: 1, 2, 3, 4, 8, 9</b>  <b>Funding Sources: State/Local Funds , Title I Staffing &amp; Student/Campus Capacity Building)</b></p>	<p>Present “Pyramid of Interventions” at by end of October 2016</p> <p>Weekly Team Planning Meetings &amp; Additional Team Meetings as determined by Grade Level Team Leads</p> <p>Employ Adult Temp for period of instruction that equals \$3000 at a rate of \$27/hour.</p>	<p>Refined Pyramid of Intervention poster/handout</p> <p>Tier II and III Documentation</p> <p>Time Sheets/Tier II and III Documentation</p>	<p><b>Formative Notes:</b>                      Administrators and Academic Support/Intervention team met with grade levels to explain differences and expectations of different Tiers and documentation. The “Pyramid of Interventions of Tier I, II and III” is still being developed and refined for the campus. District has redefined expectations for Tier II and III, so campus has responded to that change with proper documentation in KidTalk, CMIT/504.                      We have not, yet, employed Part-time Adult Temps to provide intervention for 3<sup>rd</sup>-5<sup>th</sup> Grade.</p> <p><b>Summative Notes:</b>                      The “Pyramid of Interventions of Tier I, II and III” has been refined for the campus to be references for 17-18 school year. With the possible re-alignment of Specialists assigned to particular grade levels (K-2, 3, 4, 5), the specialists will attend the KidTalk/CMIT sessions of the assigned grades and provide Tier II, III as recommended in KidTalk/CMIT.</p> <p>A parti-time Adult Temp was hired to support 5<sup>th</sup> grade intervention for Reading/Math re-takes during the month of May.</p>

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p><b>Provide proactive support for students performing below grade level.</b></p> <ul style="list-style-type: none"> <li>All teachers to KNOW each student and recognize gaps between student experience/knowledge and curricular demands so that sufficient background knowledge or pre-loading is provided as intervention or through tutorials.</li> </ul> <p><b>Title I Components: 1, 2, 3, 4, 8, 9</b>  <b>Funding Sources: State/Local Funds , Title I Staffing &amp; Student/Campus Capacity Building)</b></p>	<p>Weekly Team Planning Meetings &amp; Additional Team Meetings as determined by Grade Level Team Leads</p> <p>Employ Adult Temp for period of instruction that equals \$3000 at a rate of \$27/hour.</p>	<p>Tier II &amp; III Intervention Schedule and Documentation and Lesson Plans</p> <p>Time Sheets/Tier II and III Documentation</p>	<p><b>Formative Notes:</b>                      Through improved understanding of the TEKS with the use of our Lead4ward Field Guides, teachers will be able to better design lessons using UbD. Teachers are learning that the Evidences of Learning are formative assessments that help teachers identify mastery or non-mastery of TEKS. Admin has provided teachers with Grade Level Data Sheets to examine achievement data alongside other protocols such as TPRI, AMC, etc. and authentic student work as realized through the Evidences of Learning.</p> <p><b>Summative Notes:</b>                      This continues to be a work in progress for the 17-18 school year. With better designed Evidences of Learning, teachers will gain a better understanding of which students have yet to master a TEK and not have to wait until MOY MAP testing to determine growth/mastery. An improvement in our KidTalk/CMIT process will help to achieve this action step. The campus needs to incorporate social-emotional learning as part of the design of KNOWing a student as well as examining many different fountains of data collected for each student.</p>
<p><b>Proactively develop intervention plans for students demonstrating early mastery of the curriculum.</b></p> <ul style="list-style-type: none"> <li>Campus Administrators and Academic Support Teachers to work individually with teachers to assist teachers in designing lessons that go deeper in level of thinking.                             <ul style="list-style-type: none"> <li>For example, take a summarization of conflicting opinions to choose an opinion to orally debate using sentence frames to build language, if needed. Develop a Project Team (to include our PACE</li> </ul> </li> </ul>	<p>Weekly Team Planning Meetings &amp; Additional Team Meetings as determined by Grade Level Team Leads</p>	<p>Lesson Plans shared on Google Drive/Shared Drive</p>	<p><b>Formative Notes:</b>                      This action step has been approached at a very small scale through the Pre-Observation Conference Meetings with teachers. We have yet to bring this to the forefront of our discussions as we are still focusing on better lesson design through UbD. This Action Step would benefit from having our Academic Support Teachers on campus develop Instructional Coaching skills and be</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>teacher) to brainstorm what school-level support to provide for teachers whose students demonstrate early mastery of any given unit of study.</p> <ul style="list-style-type: none"> <li>Possible considerations to include may be regrouping these students across teachers, providing specialized computer software to extend learning, etc.</li> </ul> <p><b>Title I Components: 1, 2, 3, 4, , 9</b> <b>Funding Sources: State/Local Funds , Title I Staffing &amp; Student/Campus Capacity Building)</b></p>	<p>Monthly Project Team &amp; Vertical Team meetings.</p> <p>Complete 7.5 Campus Flexible PD by March 2017</p>	<p>Vertical Team Meeting Agenda/Minutes</p> <p>Campus Flexible PD Agendas and Sign-in</p>	<p>present during grade level planning to support lesson design.</p> <p><b>Summative Notes:</b> This continues to be a work in progress for the 17-18 school year. With better designed Evidences of Learning, teachers will gain a better understanding of which students have yet to master a TEK and not have to wait until MOY MAP testing to determine growth/mastery. An improvement in our KidTalk/CMIT process will help to achieve this action step. Lastly, with the support of Specialists during grade level planning to employ UbD, plans for extension of activities will also be examined. Employing AVID inquiry instructional strategies will also help our campus achieve this action step.</p>
<p><b>Provide enhanced learning opportunities for students demonstrating early mastery of the curriculum.</b></p> <ul style="list-style-type: none"> <li>Work with campus PACE teacher to design enrichment learning opportunities and activities (Logic Matrices) for these students who demonstrate early mastery of curriculum as possible evidence for referral to the PACE program.</li> <li>All teachers to complete the annual PACE update requirement for professional development.</li> </ul> <p><b>Title I Components: 1, 2, 3, 4, , 9</b> <b>Funding Sources: State/Local Funds</b></p>	<p>Weekly Team Planning Meetings &amp; Additional Team Meetings as determined by Grade Level Team Leads</p> <p>Campus PACE Teacher to provide each classroom teacher with a Logic Binder.</p> <p>Campus PACE Teacher to share annual PACE update</p>	<p>Lesson Plans shared on Google Drive/Shared Drive</p> <p>Logic Binders by end of 2<sup>nd</sup> Nine Weeks (December 2016)</p> <p>Campus MLP Sign-in Sheets</p>	<p><b>Formative Notes:</b> Our Campus PACE Specialist has been integral in providing Gifted &amp; Talented Updates such as the Planned Experiences in the Fall and an Online Workshop in the Spring. Logic Binders will be replaced with critical thinking activities such as Mindbenders provided by the PACE Specialist. PACE Specialist is also trying to find time within schedule to provide enrichment groups for each grade. Currently, schedule only allows for an enrichment group in 1<sup>st</sup> grade. Grade Levels should communicate enrichment needs to PACE specialist and Admin during KidTalk/CMIT/504 meetings.</p> <p><b>Summative Notes:</b> This continues to be a work in progress for 17-18 school year. With a full-time PACE specialist on campus, the PACE specialist will be better able to work with grade level teams to provide enrichment opportunities to all grade levels.</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
	requirement with teachers		
<p><b>Evaluate the effectiveness of academic support and student interventions.</b></p> <ul style="list-style-type: none"> <li>Examine any school level intervention to make certain that they are tightly aligned (targeted) with academic objective of TEKS as assessed through various forms of diagnostics (MAP, TPRI/Tejas Lee, Plano Lit, AMC, STAAR Item Analysis, TELPAS, IPT, Evidences of Learning, etc.).</li> <li>Systematically review Evidences of Learning, Tier II and III documentation along with the district Benchmark of MAP/TPRI/Tejas Lee/AMC/Plano Lit Diagnostics during Weekly Team Planning, KidTalk and CMIT to determine effectiveness of academic support and interventions.</li> </ul> <p><b>Title I Components: 1, 2, 4, 9</b> <b>Funding Sources: State/Local Funds</b></p>	<p>Weekly Team Planning Meetings &amp; Additional Team Meetings as determined by Grade Level Team Leads</p> <p>Monthly Leadership Design Team Mtgs</p> <p>Monthly Project Team &amp; Vertical Team meetings.</p> <p>Complete 7.5 Campus Flexible PD by March 2017</p>	<p>Lesson Plans shared on Google Drive/Shared Drive</p> <p>Leadership Design Team Agendas and Google Classroom Assignments</p> <p>Vertical Team Meeting Agenda/Minutes</p> <p>Campus Flexible PD Agendas and Sign-in</p>	<p><b>Formative Notes:</b> This Action Step is still a work in progress as we refine our KidTalk/CMIT/504 process.</p> <p><b>Summative Notes:</b> This Action Step is still a work in progress as we refine our KidTalk/CMIT/504 process and the re-organization of our Academic Support Specialists and the grade levels they support.</p>

### Critical Action 3

**Critical Action:** Participate in peer classroom visits in order to improve the instructional practices of the team. PPPA CL#5

<b>Project Lead:</b>	Leadership Design Team; Campus Administrators							
<b>Staff, Title I Staff:</b>	All Grade Level Teachers; All Special Education Teachers; All Academic Support Teachers; Title I Adult Temps							
<b>Materials and Resources:</b>	Authorized School Business Codes; SWIVL; Observation Protocol; Master Schedule							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> 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><b>Participate in focused learning team walks</b></p> <ul style="list-style-type: none"> <li>Develop a structure for learning team walks in your school. Typically, a learning team walk is conducted by a group of three to five educators—often including teachers as well as school and district leaders. The team identifies a particular focus for the walk and investigates the use of a particular practice or strategy through short observations in classrooms throughout the school. For example, suppose that your school or district asks all teachers to use gifted teaching strategies in every classroom. The team may conduct a walk across many classrooms in a particular school to identify uses of this strategy.</li> <li>Have team members develop and use rubrics or observation documents to record their observations. The team may stay in a classroom from five to 15 minutes or so. At the end of the walk (often a half-day schedule), team members use a brief period of time to review their observations and to make salient observations. Then the team meets with school leaders and teachers whose classrooms were visited to discuss their observations.</li> </ul> <p><b>Title I Components: 1, 2, 3, 4</b> <b>Funding Sources: State/Local Funds</b></p>	<p>By end of 3<sup>rd</sup> Nine Weeks</p> <p>By end of 3<sup>rd</sup> Nine Weeks</p>	<p>Schedule for Instructional Rounds to include at least half of the instructional staff for Year 1 Implementation.</p> <p>Dooley Action Walk Forms to be collected and shared with observed teachers after team debrief.</p>	<p><b>Formative Notes:</b> This Action Step is in the beginning stages. An individualized Walkthrough Google Form was created for each teacher and made into a QR code to encourage feedback from anyone in the building. The Walkthrough Google Form is still being adapted as Admin receives feedback from teachers as to what information they value on the form. Learning Team Walks will most likely not occur until the next school year. Care is taken to plan this implementation well so that it will be positively received by all teachers.</p> <p><b>Summative Notes:</b> Summative notes are the same as the formative notes as this Action Step will take more precedence during the 17-18 school year, as it is still being developed. The committee suggested tying this initiative in with Vertical Teams and the use of the SWIVL for recording instruction for feedback and reflection.</p>
<p><b>Fully discuss instructional strategies following observations</b></p> <ul style="list-style-type: none"> <li>Provide structured time for teachers to meet following any peer observation to discuss the instructional strategies that were used and observed.</li> </ul>	<p>By end of 3<sup>rd</sup> Nine Weeks</p>	<p>Agenda for Instructional Rounds Rotation</p>	<p><b>Formative Notes:</b> Admin is still in the process of designing this Action Step and building it into the Learning Team Walks. Consideration for using a School Reform Initiative</p>

<b>Action Step</b> <b>(Title I Component # and Funding Amounts per Action Step)</b>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
<ul style="list-style-type: none"> <li>• Model the type of sharing that you would like to see (e.g., an analytical discussion of what did and did not work in the lesson). Initially, many teachers may be somewhat uncomfortable with this new form of collaboration. However, their comfort levels will typically increase as they become more skilled at focusing on an objective analysis of what was and was not working in a lesson.</li> <li>• Initiate discussions about what may not have worked by asking questions (e.g., "What did you intend for students to do when they broke into small groups?"). Be an investigator, not an evaluator. These questions can be excellent lead-ins to more objective analysis of the lesson.</li> </ul> <p><b>Title I Components: 1, 2, 3, 4</b>  <b>Funding Sources: State/Local Funds</b></p>	<p>By end of 3<sup>rd</sup> Nine Weeks</p> <p>By end of 3<sup>rd</sup> Nine Weeks</p>	<p>Agenda for Instructional Rounds Rotation</p> <p>Agenda for Instructional Rounds Rotation</p>	<p>Protocol to structure this dialogue. However, this dialogue is occurring during the Post-Observation T-TESS Conference with teachers. The intent is that with time and through modeling by Admin, teacher will adopt similar questioning with one another to support teaching and learning on campus.</p> <p><b>Summative Notes:</b> Summative notes are the same as the formative notes as this Action Step will take more precedence during the 17-18 school year, as it is still being developed.</p>

## Health, Fitness and Attendance

### Critical Action:

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

### Strategies for Accomplishing Health, Fitness and Attendance Critical Action:

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	<b>COORDINATED SCHOOL HEALTH:</b>			
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. <b>(Required - Form Provided)</b>	Principal	Campus Wellness Plan	<p><b>Formative Notes:</b> Courtney Craven is the Campus Wellness Captain. Two Health meetings have been planned for in the Fall Semester and two for the Spring Semester. This Campus Wellness Team has been incorporated as part of the Campus Safe and Orderly Committee that meets once a month.</p> <p><b>Summative Notes:</b> This Action Step has been met as described.</p>
K-8	Include at least one Parent on Campus Wellness Team. <b>(Required)</b>	Campus Wellness Captain	Campus Wellness Plan	<p><b>Formative Notes:</b> Elizabeth Fenter and Lauren Torres are the designated parents on the Campus Wellness Team.</p> <p><b>Summative Notes:</b> This Action Step has been met as described.</p>
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. <b>(Required)</b>	Principal	Coordinated School Health Curriculum	<p><b>Formative Notes:</b> Campus Wellness Team members include school nurse, school counselor, PE Teacher and at least one teacher from each instructional team. They meet as designated to ensure that the Coordinated School Health curriculum is delivered in the appropriate setting.</p> <p><b>Summative Notes:</b> This Action Step has been met as described.</p>
K-8	Create a Coordinated School Health bulletin board inside the school building for students,	P.E. Teacher/ Staff	Coordinated School Health Curriculum	<p><b>Formative Notes:</b> Campus Wellness Team has designed several health bulletin</p>

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	staff and parents to view. <b>(Required)</b>			boards posted around the school (in the front of the building, in the gym, and in the cafeteria).  <b>Summative Notes:</b> This Action Step has been met as described.
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	<b>Formative Notes:</b> Action Step has been met through advertisement in our Thursday Packets, Dragon Tales, School Messenger Phone Blasts, Twitter and Facebook pages.  <b>Summative Notes:</b> This Action Step has been met as described.
<b>FITNESS:</b>				
3-8	Pre and Post Assess all eligible students using fitness test components. <b>(Required - Form Provided)</b>	P.E. Teacher	Student Exemption Form	<b>Formative Notes:</b> PE Teachers on campus will ensure that eligible students will participate in the Fitnessgram.  <b>Summative Notes:</b> This Action Step has been met as described.
4 <sup>th</sup> & 7 <sup>th</sup>	<b>(NEW ACTION STEP)</b> Ensure all data for 3 <sup>rd</sup> -8 <sup>th</sup> grade students is entered on timely basis, fitness report cards are printed (4th and 7th grade) and sent to parents or linked through myPISD. <b>(Required)</b>	P.E. Teacher	Fitnessgram Student Report	<b>Formative Notes:</b> PE Teachers on campus will ensure that these Fitness Report Cards are printed and sent home in the Spring for the designated grade level.  <b>Summative Notes:</b> This Action Step has been met as described.
<b>PHYSICAL ACTIVITY REQUIREMENTS:</b>				
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. <b>(Required - Form Provided)</b>	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	<b>Formative Notes:</b> Students receive at least 150 minutes of physical education class each week.  <b>Summative Notes:</b> This Action Step has been met as described.



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. <b>(Required)</b>	P.E. Teacher	Pedometers; heart rate monitors	<p><b>Formative Notes:</b> PE Teachers are using pedometers and heart rate monitors with 3<sup>rd</sup>-5<sup>th</sup> grade students.</p> <p><b>Summative Notes:</b> This Action Step has been met as described.</p>
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. <b>(Required - Form Provided)</b>	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	<p><b>Formative Notes:</b> PE Teachers have developed lessons that are sequentially and developmentally appropriate engaging students to be active at least 70%-90% of PE period.</p> <p><b>Summative Notes:</b> This Action Step has been met as described.</p>
K-5	Ensure students are receiving daily unstructured play during recess. <b>(Required)</b>	Principal	Master Schedule, Staff Supervising Schedule	<p><b>Formative Notes:</b> Classroom teachers follow district weather policy regarding outdoor play. When outdoor play is not feasible, alternative indoor unstructured play is provided.</p> <p><b>Summative Notes:</b> This Action Step has been met as described.</p>
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. <b>(Required)</b>	Principal	Resources available upon request	<p><b>Formative Notes:</b> All classroom teachers have included some form of brain break into their instructional day.</p> <p><b>Summative Notes:</b> This Action Step has been met as described.</p>
<b>ATTENDANCE:</b> Forms are available on inside.pisd				
K-8	Monitor attendance of students and follow up on prominent and chronic absences. <b>(Required)</b>	Principal	Pinnacle, Attendance Sheet	<p><b>Formative Notes:</b> A campus plan to monitor attendance has been shared with staff to include a process of when teachers contact parents, when admin contacts parents and when truancy warning letters are sent home to parents. Campus Assistant Principal works closely with Secretary to monitor student attendance in collaboration with teachers.</p>

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				<b>Summative Notes:</b> This Action Step continues to be a work in progress for this campus to ensure consistency and timely communication with parents.

## Violence Prevention and Bullying

### Critical Action:

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

### Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	<b>PREVENTION:</b>			
	Identify high risk areas. <b>(Required)</b>	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	<p><b>Formative Notes:</b> Teachers are stationed in identified high-risk areas during arrival, dismissal, and recess to monitor and supervise student interaction and conduct.</p> <p><b>Summative Notes:</b> This Action Step has been met as described; however, examination for continuous improvement is always occurring.</p>
	Monitor high risk areas. <b>(Required)</b>	Principal Designee	Staff assignments/schedule	<p><b>Formative Notes:</b> Teachers are stationed in identified high-risk areas during arrival, dismissal, and recess to monitor and supervise student interaction and conduct.</p> <p><b>Summative Notes:</b> This Action Step has been met as described; however, examination for continuous improvement is always occurring.</p>
	Follow Campus Rules/Expectations. <b>(Required)</b>	Principal	Code of Conduct, District Handbook Campus Handbook	<p><b>Formative Notes:</b> Student code of conduct posted in the front office; parents sign document acknowledging receipt of code of conduct, each grade level has a behavior management plan that supports the student code of conduct. Teachers are to report major violations of the student code of conduct to Admin via an Office Referral whenever Bullying or harassment is suspected.</p> <p><b>Summative Notes:</b> This Action Step has been met as described; however, examination for continuous improvement is always occurring.</p>

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	<b>EDUCATION:</b>			
	Participate in annual staff training on bullying/sexual harassment. <b>(Required)</b>	Principal or designee	Handouts/PowerPoint	<p><b>Formative Notes:</b> Training was held in September at a whole staff training meeting. There was also a mandated Safe Schools Online Training on Sexual Harassment (Student on Student; Staff on Student) required of all staff to complete by end of first semester.</p> <p><b>Summative Notes:</b> This Action Step has been met as described.</p>
	Review referral process. <b>(Required)</b>	Principal or designee	Campus referral plan	<p><b>Formative Notes:</b> The referral process is being reviewed as well as reviewing the need of a campus wide discipline plan. Admin will bring this up for discussion with the Leadership Design Team. Currently, teachers are contacting Admin and using an Office Referral Form when there is a violation of student code that involves bullying or harassment.</p> <p><b>Summative Notes:</b> This Action Step has been met as described; however, examination for continuous improvement is always occurring.</p>
Staff	<b>INTERVENTION:</b>			
	Establish recommended intervention strategies for classroom/campus. <b>(Required)</b>	Principal or designee (campus discipline staff)	Discipline Management Plan	<p><b>Formative Notes:</b> Staffing or KidTalk/CMIT/504 is conducted to allow staff to collaborate and design behavioral intervention strategies.</p> <p><b>Summative Notes:</b> This Action Step has been met as described; however, examination for continuous improvement is always occurring.</p>
	Implement campus referral plan. <b>(Required)</b>	Principal or designee	Campus Referral Plan	<p><b>Formative Notes:</b> The referral process is being reviewed as well as reviewing the need of a campus wide discipline plan. Admin will bring this up for discussion with the Leadership Design Team. Currently, teachers are contacting Admin and using an Office Referral Form when there is a violation of student code that involves bullying or harassment. Once this campus referral plan is</p>

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				<p>refined, we will fully implement.</p> <p><b>Summative Notes:</b> This Action Step continues to be a focus for 17-18 school year as campus examines current plan for continuous improvement.</p>
	Utilize Discipline Management strategies. <b>(Required)</b>	Principal or designee	Discipline Management Plan	<p><b>Formative Notes:</b> Positive Behavior Support training modules, Behavior Management Visual Supports such as Mind Jars, Cool Down, Success Charts are utilized when appropriate to support the social-emotional needs of students.</p> <p><b>Summative Notes:</b> This Action Step has been met as described; however, examination for continuous improvement is always occurring.</p>

**Strategies for Accomplishing Violence Prevention and Bullying Critical Action:**

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
<b>All Students</b>	<b>PREVENTION:</b>			
	Clearly state student expectations/campus rules/citizenship. <b>(Required)</b>	Principal or designee	Code of Conduct/ Student-Parent Handbook	<p><b>Formative Notes:</b> Campus rules are posted in the hallways and students are daily reminded of expectations with Dooley Pledge recitation.</p> <p><b>Summative Notes:</b> This Action Step has been met as described; however, examination for continuous improvement is always occurring.</p>
	Monitor high risk areas. <b>(Required)</b>	All staff	Schedule (if necessary)	<p><b>Formative Notes:</b> Teachers are stationed in identified high-risk areas during arrival, dismissal, and recess to monitor and supervise student interaction and conduct.</p> <p><b>Summative Notes:</b> This Action Step has been met as described; however, examination for continuous improvement is always occurring.</p>
<b>All Students</b>	<b>EDUCATION:</b>			
	Explain referral process/contacts. <b>(Required)</b>	All teachers	Referral Plan	<p><b>Formative Notes:</b> The referral process is being reviewed as well as reviewing the need of a campus wide discipline plan. Admin will bring this up for discussion with the Leadership Design Team. Currently, teachers are contacting Admin and using an Office Referral Form when there is a violation of student code that involves bullying or harassment. Once this campus referral plan is refined, we will fully implement.</p> <p><b>Summative Notes:</b> This Action Step has been met as described; however, examination for continuous improvement is always occurring.</p>

All Students	INTERVENTION: (Please complete cells below)			
	Apply classroom interventions: <b>(Required)</b>	All teachers	Grade Level Specific Discipline Plan	<p><b>Formative Notes:</b> Behavior Management Visual Supports such as Mind Jars, Cool Down, Success Charts are utilized when appropriate to support the social-emotional needs of students.</p> <p><b>Summative Notes:</b> This Action Step has been met as described; however, examination for continuous improvement is always occurring.</p>
	Employ discipline interventions: <b>(Required)</b>	Designated staff	KidTalk Meetings	<p><b>Formative Notes:</b> Behavior Management Visual Supports such as Mind Jars, Cool Down, Success Charts are utilized when appropriate to support the social-emotional needs of students.</p> <p><b>Summative Notes:</b> This Action Step has been met as described; however, examination for continuous improvement is always occurring.</p>
	Use other intervention strategies as necessary/appropriate. <b>(Required)</b>	Administrative staff or counselors	Bird Center Consultation	<p><b>Formative Notes:</b> Campus has used Bird Center Consultation to support behavior management of students.</p> <p><b>Summative Notes:</b> This Action Step has been met as described; however, examination for continuous improvement is always occurring.</p>
	Conference with parents/students. <b>(Required)</b>	Teachers or other staff	Campus Monitoring and Intervention Team Meetings	<p><b>Formative Notes:</b> CMIT/504/ARD meetings/ARD Staffings have occurred with parents as a means to collaborate and design a plan to improve student conduct for better academic progress.</p> <p><b>Summative Notes:</b> This Action Step has been met as described; however, examination for continuous improvement is always occurring.</p>

## Parent Involvement

### Critical Action:

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

### Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and electronic information.</p> <p><b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local Funds</b></p>	<p>Principals Office manager Secretary CTA Nurse Counselor</p>	<p>Begin monthly invitation of identified non-Parent Portal users to attend Orientation beginning in January so that advertisement for completion of beginning of the year forms for 17-18 can commence in April 2017.</p>	<p><b>Formative Notes:</b> Admin is in the process of planning sessions for parents to help them enroll in Parent Portal. Admin has already obtained a list of parents who are currently accessing Parent Portal regularly. From this list, Admin will invite parents who are not yet enrolled in Parent Portal to a session on accessing Parent Portal.</p> <p><b>Summative Notes:</b> About 90% of Dooley families have yet to access Parent Portal. There were ten different, individualized Parent Portal Training Sessions for parents to attend during the month of April and May.</p>
<p>Identify parents without computer/internet access to offer hard copies of school information.</p> <p><b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local Funds</b></p>	<p>Campus Monitoring and Intervention Team</p>	<p>Quarterly KidTalk/CMIT Meetings</p>	<p><b>Formative Notes:</b> Each Thursday, campus sends home hard copies of school information. There needs to be an effort in providing the information in Spanish. Currently, campus does not have the designated resource to translate pertinent information.</p> <p><b>Summative Notes:</b> This Action Step has been met as described; however, examination for continuous improvement is always occurring.</p>



Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>Upgrade and maintain the campus website for easy access and increased communication with the community.  <b>Funding source: state &amp; local</b></p>	Principals CTA	Reviewed for updates monthly beginning in August 2016	<p><b>Formative Notes:</b>  The Campus CTA is the designated campus website designer who has kept the website up-to-date. It appears that parents access the Dooley PTA Facebook Page most often for information.</p> <p><b>Summative Notes:</b>  This Action Step has been met as described; however, examination for continuous improvement is always occurring.</p>
<p>Communicate information through eNews.  <b>Funding source: state &amp; local</b></p>	Principals	Weekly SMORE newsletters through Dragon Tales E-news	<p><b>Formative Notes:</b>  Admin has been working in conjunction with Dooley PTA to create weekly Dragon Tales that is disseminated through e-news. Campus has one SMORE newsletter account where campus and grade level e-newsletters are generated and sent to parents electronically through a link. We might consider adding this link to Bloomz as well as other social media collaborative sites. The Campus PD/Tech Committee have been providing PD for staff on topics such as Bloomz, Google and SMORE to encourage more proficient use of these technology to communicate with school community.</p> <p><b>Summative Notes:</b>  This Action Step has been met as described; however, examination for continuous improvement is always occurring.</p>
<p>Utilize social media to keep parents and community informed.  <b>Funding source: state &amp; local</b></p>	All Teachers Principals Dooley PTA	Facebook and Twitter Tweets shared through Storify and embedded in weekly SMORE newsletter.	<p><b>Formative Notes:</b>  PD/Tech committee has set a goal for three tweets per team per week. Admin has been pulling these tweets into a Storify link and embedding into the Dragon Tales newsletter. We would like to know if the Storify link has</p>

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
			<p>been popular enough to continue tweeting.</p> <p><b>Summative Notes:</b> This Action Step has been met as described; however, examination for continuous improvement is always occurring.</p>
<p>PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. <b>Funding source: state and local</b></p>	<p>PTA Board Principal</p>	<p>Monthly Dooley PTA Board Meetings</p>	<p><b>Formative Notes:</b> Principal has been attending monthly PTA meetings and has open, positive communication with members of Dooley PTA Board.</p> <p><b>Summative Notes:</b> This Action Step has been met as described; however, examination for continuous improvement is always occurring.</p>
<p>Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). <b>Funding source: state &amp; local</b></p>	<p>PTA Board Principal PTA Events Calendar for 16-17</p>	<p>Monthly updates through Dooley PTA Board Meetings to refine PTA Events Calendar for 16-17</p>	<p><b>Formative Notes:</b> All Pro Dads meets monthly, thanks to a team of fathers intent on keeping this a tradition at Dooley. School Counselor has provided two parental programs thus far, with little attendance by parents.</p> <p><b>Summative Notes:</b> This Action Step has been met as described; however, examination for continuous improvement is always occurring.</p>

## State Certified Teachers and Highly Qualified Paraprofessionals

### Critical Action:

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

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

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

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	August 2016 to May 2017	<b>Formative Notes:</b> Human resources department has provided campus administrators with a list of interested certified candidates to interview when there is a vacancy on campus. <b>Summative Notes:</b> This Action Step has been met as described; however, examination for continuous improvement is always occurring.
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	Monthly Bilingual Stipends, July 2016 to June 2017	<b>Formative Notes:</b> Dooley does not provide the bilingual program, so we do not need to attract and retain bilingual teachers with a salary stipend. <b>Summative Notes:</b> Dooley does not provide the bilingual program, so we do not need to attract and retain bilingual teachers with a salary stipend.
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	August 2016 to May 2017	<b>Formative Notes:</b> Dooley has hosted two pre-service teachers in the Fall. We will be hosting two additional pre-service teachers this Spring. <b>Summative Notes:</b> This Action Step has been met as described; however, examination for continuous improvement is always occurring.
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	July 2016 to June 2017	<b>Formative Notes:</b> PD provided by the campus and district is further enhance with PD offered by Dooley's PD/Tech team that coordinates various technology trainings (Monthly Tech Tuesdays and Google basic training).

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Department, and Campus Administrators. <b>Title I Component 4 and 5</b> <b>Funding source: State and Local</b>		<b>Summative Notes:</b> This Action Step has been met as described; however, examination for continuous improvement is always occurring.
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. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	July 2016 to June 2017	<b>Formative Notes:</b> Dooley follows district hiring procedures and checks in with the Plano ISD Certification Office as part of the hiring procedures.  <b>Summative Notes:</b> This Action Step has been met as described; however, examination for continuous improvement is always occurring.

**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.

<b>Project Lead:</b>	Principals
<b>Staff, Title I Staff:</b>	Pre-K and Kindergarten staff and Special Education Team
<b>Materials and Resources:</b>	Pre-K Open Houses, Title I Funds for RAMP-up Kits, Parent Orientation Meetings

**Strategies for Accomplishing Transition Critical Action:**

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>Pre-K staff work collaboratively with Kindergarten staff throughout the school year.  <b>Title I Components: 1, 4, 7,10</b>  <b>Funding Sources: State/Local Funds</b></p>	<p>Touch base at least once per semester at Fall and Spring Open Houses.</p>	<p><b>Formative Notes:</b>  Spring Open Houses have been planned. Our Kindergarten Staff has not been able to touch base with Pre-K staff, yet, this school year.</p> <p><b>Summative Notes:</b>  This Action Step has been met as described; however, examination for continuous improvement is always occurring.</p>
<p>Parent orientations are held to explain the kindergarten program to parents.  <b>Title I Components: 1, 6, 7, 10</b>  <b>Funding Sources: Title I (Parent Funds)</b></p>	<p>By end of May 2016</p>	<p><b>Formative Notes:</b>  We are still in the process of planning these parent orientations for May.</p> <p><b>Summative Notes:</b>  This Action Step has been met as described. The Kinder Team provided two different Ramp-Up Parent Orientation Sessions for incoming Kinder Parents. Also, the CSC has met individually with incoming parents to orient them to our CSC.</p>
<p>Transition books are used with students and families to provide pictorial support during transition.  <b>Title I Components: 5, 6, 7 and 9</b>  <b>Funding Sources: State/Local Funds</b></p>	<p>By end of May 2016</p>	<p><b>Formative Notes:</b>  These transition books are primarily used with our students identified with a disability to help them transition to Dooley.</p> <p><b>Summative Notes:</b>  This Action Step has been met as described; however, examination for continuous improvement is always occurring.</p>
<p>Have preschool teachers provide the future kindergarten teacher with children’s portfolios or a written record of their learning during preschool.</p>	<p>By August 2017</p>	<p><b>Formative Notes:</b>  We are anticipating that this practice will continue for students entering Dooley in 17-18.</p>

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p><b>Title I Components: 1, 7,10</b>  <b>Funding Sources: Title I (Parent Funds)</b></p>		<p><b>Summative Notes:</b>  This Action Step has been met as described; however, examination for continuous improvement is always occurring.</p>
<p>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.  <b>Title I Components: 1, 6, 7,10</b>  <b>Funding Sources: Title I (Parent Funds)</b></p>	<p>By end of May 2016</p>	<p><b>Formative Notes:</b>  We are still in the process of planning these parent workshops for May.</p> <p><b>Summative Notes:</b>  This Action Step has been met as described. The Kinder Team provided two different Ramp-Up Parent Orientation Sessions for incoming Kinder Parents. Also, the CSC has met individually with incoming parents to orient them to our CSC.</p>
<p><b>NEW</b> - Arrange for new preschool teachers to visit each Kindergarten classrooms.  <b>Title I Components: 1, 4, 7,10</b>  <b>Funding Sources: State/Local Funds</b></p>	<p>By end of May 2016</p>	<p><b>Formative Notes:</b>  This Action Step in still in the planning stages.</p> <p><b>Summative Notes:</b>  This Action Step in still in the planning stages.</p>