



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

## Andrews Elementary

Principal: Dr. Joy Lovell

**Mission Statement:** The Andrews community works in unity to ensure the development of responsible and successful students.

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): **Tuesday, January 31, 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                          |  |   |   |
|---|--|---|---|
| <b>1 (CNA)</b>                              | Comprehensive Needs Assessment                 | <b>6 (PI)</b>   | Strategies to Increase Parental Involvement   |
| <b>2 (RS)</b>                               | Reform Strategies                              | <b>7 (Tran)</b>   | Transition (Elementary schools only)          |
| <b>3 (HQ)</b>                               | Instruction by State Certified Staff           | <b>8 (A)</b>  | Teacher Decision-Making Regarding Assessments |
| <b>4 (PD)</b>                               | High-Quality Professional Development          | <b>9 (M)</b>  | Effective and Timely Assistance to Students   |
| <b>5 (R/R)</b>                              | Strategies to Attract State Certified Teachers | <b>10 (Coord)</b>   | Coordination and Integration                  |
| Program Funding                             |  |   |   |
| <b>Staffing</b>                             | Enter funding \$                               | i.e. Teacher  |   |
| <b>Parental Engagement</b>                  | Enter funding \$                               | i.e. Parent programs, RAMP up for Kindergarten Program  |   |
| <b>Student and Campus Capacity Building</b> | Enter funding \$                               | i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities |   |

**SBIC Committee**

| Committee Member's Name | Role                              | Year 1st Participated on SBIC | Meeting 1 Attendance          | Meeting 2 Attendance | Meeting 3 Attendance |
|-------------------------|-----------------------------------|-------------------------------|-------------------------------|----------------------|----------------------|
| Jigyasa Sethi           | Faculty Member                    | 2015                          | x                             | x                    | x                    |
| Lynn Varnau             | Faculty Member                    | 2015                          | Traci Rezaie attended instead | x                    | x                    |
| Ashlee Moore            | Faculty Member                    | 2016                          | x                             | x                    | x                    |
| Dawn Wood               | Faculty Member                    | 2016                          | x                             | x                    | x                    |
| Catie Coons             | Faculty Member                    | 2016                          | x                             | x                    | x                    |
| Leslie Goodfellow       | Faculty Member, Special Education | 2016                          | x                             |                      | x                    |
| Joy Lovell              | Principal                         | 2013                          | x                             | x                    | x                    |
| Jana Sandall            | District Professional             | 2016                          | x                             | x                    | x                    |
| Julianne Sherbert       | Campus Professional, Non-teaching | 2016                          | x                             | x                    | x                    |
| Karen Morris            | Support Staff Member              | 2016                          | x                             | x                    | x                    |
| Denise Foster           | Parent-Selected by PTA            | 2016                          |                               | x                    |                      |
| Kim Sunlin              | Parent-Selected by Principal      | 2016                          | x                             | x                    |                      |
| Raj Venkatesh           | Parent                            | 2016                          | x                             | x                    |                      |
| Bharti Mishra           | Parent                            | 2016                          | x                             | x                    |                      |
| Anthony Orchard         | Parent                            | 2016                          | x                             | x                    |                      |
| Parul Anand             | Parent                            | 2016                          | x                             | x                    |                      |
| Gail Bond               | Community Member                  | 2016                          | x                             | x                    | x                    |
| Kim Artigues            | Community Member                  | 2015                          | x                             | x                    | x                    |
| Brad Clements           | Business Representative           | 2015                          | x                             | x                    |                      |
| Dr. Howell              | 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 Sped, 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><br>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                       |
| <b>Violence Prevention and Bullying</b>  | 10 (Coordination and Integration)  | All                       |
| <b>Parental Involvement:</b><br>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)<br>6 (Strategies to Increase Parental Involvement)<br>10 (Coordination and Integration)   | All                       |
| <b>Highly Qualified Staff:</b><br>The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.   | 1 (Comprehensive Needs Assessment)<br>3 (Instruction by State Certified Staff)<br>4 (High-Quality Professional Development)<br>5 (Strategies to Attract State Certified Teachers)<br>10 (Coordination and Integration) | All                       |
| <b>Transition of Pre-KN Students:</b><br>The transition from early childhood to elementary school is supported by the campus and district. (Title I Campuses only)   | 1 (Comprehensive Needs Assessment)<br>7 (Transition)<br>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 (P<sup>3</sup>A School Wide and Classroom Level);
- STAAR/EOC Gap Analysis;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

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

1. Participate in peer classroom visits in order to improve the instructional practices of the team (BP 5 from Classroom Level PPPA).
2. Provide proven interventions to assist each student in mastering grade-level learning objectives (BP 13 from Classroom Level PPPA).
3. Increase the science level III proficiency rate of all students.

### Critical Action 1

**Critical Action:** Participate in peer classroom visits in order to improve the instructional practices of the team. (BP 5 from Classroom Level PPPA)

|                                 |  |                                 |  |  |  |  |  |                                 |
|---------------------------------|--|---------------------------------|--|--|--|--|--|---------------------------------|
| <b>Project Lead:</b>            | Administrators, Instructional Specialist & Team Leaders  |                                 |  |  |  |  |  |                                 |
| <b>Staff, Title I Staff:</b>    | All Classroom Teachers   |                                 |  |  |  |  |  |                                 |
| <b>Materials and Resources:</b> | PDH, scheduled time for observations/reflections, observation forms/templates, data (MAP, STAAR, TELPAS, TPRI, Common Assessments) |                                 |  |  |  |  |  |                                 |
| <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<br>(Title I Component # and Funding Amounts per Action Step) | Implementation Timeline<br>per Action Step       | Implementation Evidence<br>per Action Step                                   | Formative & Summative Notes<br>per Action Step  |
|--|--|--|---|
| Provide opportunities for teachers to visit other teachers' classrooms.  | Daily opportunities during planning/lunch/recess | Google forms completed during each observation and tracked for participation | <p><b>Formative Notes:</b><br/>During planning time, lunch, or recess – would it be possible to have a contest and provide incentives for the person who completes the most observations? Consider the possibility of securing PTA volunteers to help cover duties so teachers can observe longer class periods.</p> <p><b>Summative Notes:</b><br/><b>All observations were completed during teacher free time (lunch, recess, planning, etc.). Each teacher was required to do a specified number of visits each quarter. Prizes were given out for participation. This plan was very successful, and teachers felt the feedback they received from their peers was meaningful and helpful. This process opened up more communication cross-team and within teams as they shared strategies/lessons they liked.</b></p> |
| Provide structured time for teachers to debrief following their visits.  | Once each semester                               | PDH agenda   | <p><b>Formative Notes:</b><br/>Share positive AHA's at staff meetings. Include photos of AHA's in the weekly staff smore.</p> <p><b>Summative Notes:</b><br/><b>Teachers did not formally debrief following visits. Many teachers would seek out those that completed a Gold Nugget to ask reflection questions, and</b></p>  |

| Action Step<br>(Title I Component # and Funding Amounts per Action Step)  | Implementation<br>Timeline<br>per Action Step                           | Implementation<br>Evidence<br>per Action Step | Formative & Summative Notes<br>per Action Step  |
|---|---|---|---|
|   |   |   | classroom photos/shout-outs were included in the weekly staff smore.  |
| Provide full-day sub code to each new teacher for the purpose of peer observing; provide half-day sub code to experienced teachers who are new to a grade-level this year for peer observing. | Provide sub code by November 2016<br>Observation complete by March 2017 | Observation reports                           | <p><b>Formative Notes:</b><br/>Report could include: positive response with further questions, debriefing of what was observed, recommendations for teacher.</p> <p><b>Summative Notes:</b><br/><b>New teachers enjoyed the time they were allowed to spend in another teacher's classroom. This plan was specifically formulated through collaborative discussion among the new teacher, her team leader, instructional coach, and administration so that the classroom observation time was intentionally planned in a way that would yield the most practical benefit.</b></p> |

## Critical Action 2

**Critical Action:** Provide proven interventions to assist each student in mastering grade-level learning objectives. (BP 13 from Classroom Level PPPA)

|                                 |  |                                 |  |  |  |  |  |                                 |
|---------------------------------|--|---------------------------------|--|--|--|--|--|---------------------------------|
| <b>Project Lead:</b>            | Administrators, Instructional Specialist & Team Leaders  |                                 |  |  |  |  |  |                                 |
| <b>Staff, Title I Staff:</b>    | All Classroom Teachers   |                                 |  |  |  |  |  |                                 |
| <b>Materials and Resources:</b> | MAP, STAAR, TELPAS, TPRI, Common Assessments (formative/summative), Curriculum Planner, multimodal opportunities |                                 |  |  |  |  |  |                                 |
| <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<br>(Title I Component # and Funding Amounts per Action Step) | Implementation Timeline<br>per Action Step | Implementation Evidence<br>per Action Step               | Formative & Summative Notes<br>per Action Step   |
|--|--|--|--|
| Provide tutorials during I/E time that target specific objectives.       | Daily during I/E time                      | I/E calendar, tutoring plans and groups                  | <p><b>Formative Notes:</b><br/>This is being monitored through each grade-level</p> <p><b>Summative Notes:</b><br/><b>Each grade level provided targeted interventions/tutoring during I/E time. Grade-level plans were each unique, based on student needs.</b></p>   |
| Analyze data from MAP, STAAR, and PES data.                              | Monthly during grade level meetings        | Campus, grade level and specific student assessment data | <p><b>Formative Notes:</b><br/>Data was analyzed at the beginning of the year and compiled again at mid-year MAP</p> <p><b>Summative Notes:</b><br/><b>Data was often informally analyzed but happened formally as a committee for all students in SPED, 504, and CMIT. All students completed the required MAP testing as well as specific Plano testing. Data was entered into a classroom spreadsheet and shared with administration throughout the year as well as passed to the next grade level at the end of the school year.</b></p> |
| Develop target criteria for I/E groups.                                  | October 2016                               | Assessment data, tutoring plans and groups               | <p><b>Formative Notes:</b><br/>Criteria were based of all testing and the criteria given to us from the district for Tier II students.</p> <p><b>Summative Notes:</b><br/><b>Most grades felt that I/E time was very beneficial to their students. EOY the MAP scores showed lots of</b></p>   |



| Action Step<br>(Title I Component # and Funding Amounts per Action Step)             | Implementation<br>Timeline<br>per Action Step | Implementation<br>Evidence<br>per Action Step | Formative & Summative Notes<br>per Action Step  |
|--|---|---|---|
|  |   |   | progress for students.  |
| Create grade-level specific I/E plan including groups, lessons, and data collection. | Once per semester                             | Plan submitted to principal                   | <p><b>Formative Notes:</b><br/>Grade levels created a plan at the beginning of the year, but most have already had to tweak it to fit the needs of all.</p> <p><b>Summative Notes:</b><br/><b>I/E groups were changed more than once a semester. Teams tried to make the changes fluid all year so that students needing help in specific areas could come in and out of a group depending on need.</b></p> |

### Critical Action 3

**Critical Action:** Increase the science level III proficiency rate of all students.

|                                 |  |                                 |  |  |  |  |   |                                 |
|---------------------------------|--|---------------------------------|--|--|--|--|---|---------------------------------|
| <b>Project Lead:</b>            | Administrators, Instructional Specialist & Team Leaders                        |                                 |  |  |  |  |   |                                 |
| <b>Staff, Title I Staff:</b>    | All Classroom Teachers   |                                 |  |  |  |  |   |                                 |
| <b>Materials and Resources:</b> | Discovery Education, Curriculum Planner, Data (MAP, STAAR, Common Assessments) |                                 |  |  |  |  |   |                                 |
| <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 checked="" type="checkbox"/> 5 <sup>th</sup> grade | <input type="checkbox"/> Other: |

#### Strategies for Accomplishing Critical Action 3:

| Action Step<br>(Title I Component # and Funding Amounts per Action Step)           | Implementation<br>Timeline<br>per Action Step | Implementation<br>Evidence<br>per Action Step | Formative & Summative Notes<br>per Action Step  |
|--|---|---|---|
| Utilize district curriculum to integrate engineering concepts in math and science. | Weekly during grade level planning meetings   | Science plans—as provided by Curriculum       | <p><b>Formative Notes:</b><br/>Exit tickets for Makerspace lessons, Perot engineering lessons given to staff</p> <p><b>Summative Notes:</b><br/><b>This was discussed at team meetings and PLC's throughout the school year. We feel that we did a better job of integrating this year, but that it is still something we could work on. Incorporated the use of frontrowed.com to assign science-based reading articles to students.</b></p> |
| Use of I/E time to target specific students on science vocabulary/concepts.        | Weekly during I/E time                        | Assessment data, tutoring plans               | <p><b>Formative Notes:</b><br/>Use time of enrichment time to do science projects</p> <p><b>Summative Notes:</b><br/><b>This is an action step that we need to continue working on as a school. 5<sup>th</sup> grade was able to use some I/E time to devote strictly to science, but this did not happen in other grade levels.</b></p>  |
| Use of Discovery Education to promote student vocabulary.                          | As the need arises                            | Curriculum planner                            | <p><b>Formative Notes:</b><br/>Use interactive vocabulary online<br/>Create an education piece for both parents and students on how to search/use Discovery Ed.</p> <p><b>Summative Notes:</b><br/><b>Teams have done a great job of utilizing Discovery</b></p>  |

| Action Step<br>(Title I Component # and Funding Amounts per Action Step) | Implementation<br>Timeline<br>per Action Step          | Implementation<br>Evidence<br>per Action Step      | Formative & Summative Notes<br>per Action Step   |
|--|--|--|--|
|  |  |  | Education and giving students access to it outside of school. The PDH conducted at Andrews by our district personnel was extremely helpful and opened staff eyes to all of the ways that we can use Discovery Education (even outside of science). Students have been given the opportunity to further explore vocabulary through investigations on Discovery Education's techboard.   |
| Incorporate student driven interactive word walls in grades 3-5.         | Will be created by December 2016 and used weekly after | Evidence of word wall progress in these classrooms | <p><b>Formative Notes:</b><br/>3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade have begun their word walls and they are visible to all to see</p> <p><b>Summative Notes:</b><br/>Looking at asking Kinder-2<sup>nd</sup> to begin using interactive word walls next year. This is being built into the district curriculum for Kindergarten. Staff and students in grades 3-5 loved using the word walls and felt that students grew in their science vocabulary knowledge.</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<br>(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                 | Team will meet in October 2016 to make goals and plans for the 16-17 school year.  |
| K-8                               | Include at least one Parent on Campus Wellness Team. <b>(Required)</b>   | Campus Wellness Captain           | Campus Wellness Plan                 | Parent is Allison Yarbrough.   |
| 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 | Coordinated Health Curriculum is followed throughout the year with health videos used weekly in fitness.<br>Healthy in Plano corner  |
| K-8                               | Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. <b>(Required)</b>  | P.E. Teacher/ Staff               | Coordinated School Health Curriculum | Available in fitness room for class discussion   |
| 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                 | National Walk to School October 5 <sup>th</sup> , 2016<br>Family Walk Night October 20 <sup>th</sup> , 2016<br>Walk 'n Roll Wednesdays<br>Use of Remind, eNews and marquee to inform parents |
| <b>FITNESS:</b>                   |  |                                   |                                      |  |
| 3-8                               | Pre and post assess all eligible students using fitness test components. <b>(Required - Form Provided)</b>   | P.E. teachers                     | Class time, student form             | Specific testing in aiming, throwing, and catching   |
| 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,   | P.E. teachers                     | Fitness gram Student Report          | Fitness gram scores are printed and sent home in EOY report cards  |

| Applicable Students                                   | Action Step  | Project Lead | Staff/Resources  | Formative & Summative Notes<br>(Evidence of Implementation and Impact)   |
|---|--|--------------|--|--|
|   | fitness report cards are printed (4th and 7th grade) and sent to parents or linked through myPISD. <b>(Required)</b>   |              |  |  |
| <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             | All students receive 150 minutes of P.E. per week.   |
| K-8   | Measure MVPA and physical activity time using pedometers and heart rate monitors. <b>(Required)</b>  | P.E. Teacher | Pedometers; heart rate monitors  | Pedometers and heart rate monitors were used.  |
| 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<br>Lesson Plans Visible<br>During Class Time<br>Observation | Staff follows the curriculum provided by PISD.   |
| K-5   | Ensure students are receiving daily unstructured play during recess. <b>(Required)</b>   | Principal    | Master Schedule,<br>Staff Supervising<br>Schedule                            | Each grade level receives 30 minutes of recess per day.  |
| K-5   | Encourage opportunities for brain breaks and short activity breaks throughout the day. <b>(Required)</b>   | Principal    | Resources available upon request   | Brain breaks are online for use in classroom setting.<br>Brain breaks sent out in staff weekly newsletter.         |
| <b>ATTENDANCE: Forms are available on inside.pisd</b> |  |              |  |  |
| K-8   | Monitor attendance of students and follow up on prominent and chronic absences. <b>(Required)</b>  | Principal    | Pinnacle, Attendance Sheet   | Students are required to bring a parent note to excuse absences. If more than 3 days, a doctor's note is required. |

## 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<br>(Evidence of Implementation and Impact)  |
|------------------|---|---|---|---|
| <b>Staff</b>     | <b>PREVENTION:</b>  |   |   |   |
|                  | Identify high risk areas. <b>(Required)</b>   | Principal/Asst. Principal                       | Staff feedback/survey                               | Teachers and staff will identify areas where bullying might occur. Communication about morning and afternoon duties is ongoing throughout the year.     |
|                  | Monitor high risk areas. <b>(Required)</b>  | Principal Designee                              | Staff assignments/schedule                          | Staff will actively monitor all high risk areas.  |
|                  | Follow Campus Rules/Expectations. <b>(Required)</b>                                   | Principal                                       | Code of Conduct, District Handbook, Campus Handbook | "Take a Stand, Lend a Hand" Stop Bullying posters will be posted in the common areas – hallways, bathrooms, etc.  |
| <b>Staff</b>     | <b>EDUCATION:</b>   |   |   |   |
|                  | Participate in annual staff training on bullying/sexual harassment. <b>(Required)</b> | Principal or designee                           | Handouts/PowerPoint                                 | Staff was trained on sexual harassment and bullying during the PDH at the beginning of the school year.   |
|                  | Review referral process. <b>(Required)</b>  | Principal or designee                           | Campus referral plan                                | Staff knows to refer to administration or counselor if an accusation and/or bullying has occurred.  |
| <b>Staff</b>     | <b>INTERVENTION:</b>  |   |   |   |
|                  | Establish recommended intervention strategies for classroom/campus. <b>(Required)</b> | Principal or designee (campus discipline staff) | Discipline Management Plan                          | Guidance lessons will be taught through the year on bullying, anti-victimization, along with our character traits.                                      |
|                  | Implement campus referral plan. <b>(Required)</b>                                     | Principal or designee                           | Campus Referral Plan                                | Referral to administration if bullying has occurred.  |
|                  | Utilize Discipline Management strategies. <b>(Required)</b>                           | Principal or designee                           | Discipline Management Plan                          | R-Time will be presented weekly by the classroom teacher. R-Time will help establish respect, manners, and build positive relationships among students. |

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

| Applicable Group    | Action Step  | Project Lead                       | Staff/Resources                             | Formative & Summative Notes<br>(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/<br>Student-Parent Handbook | Weekly R-Time lessons<br>Super character traits introduced each month and reinforced in the classroom   |
|                     | Monitor high risk areas. <b>(Required)</b>                                     | All staff                          | Schedule (if necessary)                     | Arrival and dismissal schedule was created and is actively monitored for effectiveness and changed when needed.   |
| <b>All Students</b> | <b>EDUCATION:</b>  |                                    |   |   |
|                     | Explain referral process/contacts. <b>(Required)</b>                           | All teachers                       | Referral Plan                               | Counselor must teach at least 3 Bullying and Prevention lessons to students.  |
| <b>All Students</b> | <b>INTERVENTION:</b>   |                                    |   |   |
|                     | Apply classroom interventions: <b>(Required)</b>                               | All teachers                       | Classroom teachers                          | Use of conflict wheel to help with students to resolve conflict.<br>R-Time lessons used weekly to build positive relationships.<br>Teach and use "I" statements when working through conflicts.<br>"I" statements will be posted in the classrooms. |
|                     | Employ discipline interventions: <b>(Required)</b>                             | Designated staff                   | Think It Over Sheets<br>Andrews Pledge      | Interventions such as success charts are used when needed.  |
|                     | Use other intervention strategies as necessary/appropriate. <b>(Required)</b>  | Administrative staff or counselors | Peer Discipline Partners, Parent resources  | Parent phone calls, conference with parents, documentation of a plan, student success charts  |
|                     | Conference with parents/students. <b>(Required)</b>                            | Teachers or other staff            | Teachers, counselors, administrators        | Kid Talk notes, CMIT meetings, parent conferences   |

## 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.<br><b>Title I Components: 1, 6, 10</b><br><b>Funding Sources: SCE, Title I and Local Funds</b> | All Staff<br>SMORE<br>Weekly newsletters<br>Hardcopies of information | Administrative Team,<br>Summer of 2016-<br>Beginning of 2016 school year, as the need arises | Encouraged parents to sign up for school and district e-news at Parent Information Nights and throughout the year   |
| Identify parents without computer/internet access to offer hard copies of school information.<br><b>Title I Components: 1, 6, 10</b><br><b>Funding Sources: SCE, Title I and Local Funds</b>  | All Staff<br>Teams reports  | August 2016, as the need arises - Campus Portal Reports                                      | Hard copies of newsletters sent home with students as needed  |
| Upgrade and maintain the campus website for easy access and increased communication with the community.<br><b>Funding source: state &amp; local</b>   | Teacher Liaison<br>CTA<br>Administrators                              | As needed  | CTA maintained website when needed. Website has completely been renovated for next school year and the team worked hard to adjust it at the end of 16-17. |
| Communicate information through eNews.<br><b>Funding source: state &amp; local</b>  | eNews<br>SMORE  | Weekly   | Weekly community SMORE will be sent out through eNews.  |
| Utilize social media to keep parents and community informed.<br><b>Funding source: state &amp; local</b>  | SMORE<br>TWITTER<br>Facebook<br>CTA/Administrators<br>All Staff       | Weekly throughout school year  | Weekly community SMORE will be sent out through eNews.<br>Use of Twitter, Remind, and Class Dojo to showcase pictures and events at school.               |
| PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.<br><b>Funding source: state and local</b>   | Principal<br>PTA staff representative                                 | Minimum of once per month  | Monthly PTA board meetings held at school   |
| Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...)<br><b>Funding source: state &amp; local</b>   | PTA chair<br>Counselor  | Parenting Classes offered throughout the 2016-2017 school year                               | 4 parenting classes will be held throughout the school year.  |



## 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.<br><b>Title I Component 5</b><br><b>Funding source: State and Local</b>  | August 2016 to May 2017                            | Lists of highly qualified candidates are sent to schools when asked for certain positions. |
| To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend.<br><b>Title I Component 5</b><br><b>Funding source: State and Local</b>   | Monthly Bilingual Stipends, July 2016 to June 2017 | Andrews is not a bilingual campus.   |
| To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses.<br><b>Title I Component 5</b><br><b>Funding source: State and Local</b>  | August 2016 to May 2017                            | Andrews hosts several student teachers in the fall and spring semesters.                   |
| 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.<br><b>Title I Component 4 and 5</b><br><b>Funding source: State and Local</b> | July 2016 to June 2017                             | My Learning Plan updates teachers on on-going professional development opportunities.      |
| 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.<br><b>Title I Component 5</b><br><b>Funding source: State and Local</b>                                | July 2016 to June 2017                             | Andrews follows all hiring procedures outlined by Plano ISD.                               |

**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>            | Kindergarten Team Leader and Special Education Team Leader     |
| <b>Staff, Title I Staff:</b>    | Pre-K and Kindergarten staff                                   |
| <b>Materials and Resources:</b> | Transition Books, portfolios, Workshop flyers, Ramp It Up kits |

**Strategies for Accomplishing Transition Critical Action:**

| <b>Action Step</b>   | <b>Implementation Timeline per Action Step</b> | <b>Formative &amp; Summative Notes (Evidence of Implementation and Impact)</b>                         |
|--|--|--|
| Pre-K staff work collaboratively with Kindergarten staff throughout the school year.   | March – May 2017                               | Kindergarten and SPED team work with Pre-K throughout the year   |
| Parent orientations are held to explain the kindergarten program to parents.   | April – May 2017                               | Multiple Kindergarten programs are held before school and throughout the year to answer any questions. |
| Transition books are used with students and families to provide pictorial support during transition.<br><b>Components: 5, 6, 7 and 9</b><br><b>Funding Sources: Title I, State and Local</b>   | May 2017                                       | Andrews Elementary provides pictorial books to those that need them.                                   |
| Have preschool teachers provide the future kindergarten teacher with children’s portfolios or a written record of their learning during preschool.   | April – May 2017                               | Portfolios are shared at the end of the year.  |
| 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. | May 2017                                       | A parent workshop was held at the end of May to address all of this.                                   |
| <b>NEW</b> - Arrange for new preschool teachers to visit each Kindergarten classrooms.   | March – May 2017                               | This did not happen at Andrews Elementary.   |