



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Hickey Elementary

Principal: Jane Oestreich

Mission Statement: Hickey Elementary will empower our community of learners by promoting collaboration, creativity, and meaningful academic, social, and emotional expectations that are essential for 21st century citizens and innovators



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 11, 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): **Tuesday, June 06, 2017**

2016-2017 Campus Status

Check all that apply

Title III English Learner Campus

Non-Title I Campus

Title I School-wide Campus

Title I Information

Title I Components			
1 (CNA)	Comprehensive Needs Assessment	6 (PI)	Strategies to Increase Parental Involvement
2 (RS)	Reform Strategies	7 (Tran)	Transition (Elementary schools only)
3 (HQ)	Instruction by State Certified Staff	8 (A)	Teacher Decision-Making Regarding Assessments
4 (PD)	High-Quality Professional Development	9 (M)	Effective and Timely Assistance to Students
5 (R/R)	Strategies to Attract State Certified Teachers	10 (Coord)	Coordination and Integration
Program Funding			
Staffing	\$60,000	Total Funding for 1 Title I Support Teacher	
Parental Engagement	\$2,000	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	\$3,500	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
Michele Allen	Faculty Member	2012-2013	Yes	Yes	
Lindsey Leathers	Faculty Member	2015-2016	Yes	Yes	Yes
Maria Flores	Faculty Member	2016-2017		Yes	Yes
Angelica Campbell	Faculty Member	2016-2017	Yes	Yes	
Haley Hellums	Faculty Member	2016-2017	Yes	Yes	Yes
Allison Kroiss	Faculty Member, Special Education	2016-2017			
Jane Oestreich	Principal	2011-2012	Yes	Yes	
Delmy Ewing	District Professional	2012-2013	Yes	Yes	
Janet Langford	Campus Professional, Non-teaching	2015-2016	Yes	Yes	Yes
Marisa Mejia	Support Staff Member	2015-2016	Yes		
Kattia Prado	Parent-Selected by PTA	2014-2015			
Kathia Rodriguez	Parent-Selected by Principal	2016-2017	Yes	Yes	
Jennifer Burggraf	Parent	2016-2017	Yes		
Melinda Marshall	Parent	2016-2017	Yes		
Martha Diaz	Parent	2016-2017			
Cindy Hawkins	Parent	2016-2017	Yes		
Allison Hicks	Community Member	2015-2016			
Loreta Hickey	Community Member	2009-2010	Yes	Yes	Yes
Jim Hall	Business Representative	2014-2015			
Robin Sherman	Business Representative	2016-2017	Yes		

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

District-Wide Goals

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

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

Improvement Plan Critical Actions

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

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

School Wide and/or Targeted Grade Level Critical Actions

1. Build support structures to enable increasing numbers of students to engage successfully in rigorous coursework. (PPPA SW BP 10)
2. Equip teachers to analyze student performance data to inform decision-making. (PPPA SW BP 13)
3. Use instructional coaches to strengthen teachers' instructional skills. (PPPA SW BP 8)
4. Monitor instructional practice using student performance data and classroom observations. (PPPA SW BP15)
5. Supplement classroom interventions with targeted support for students who perform below grade level. (PPPA SW BP 17)

Critical Action 1

Action: Build support structures to enable increasing numbers of students to engage successfully in rigorous coursework. (PPPA SW BP10)

Project Lead:	Principals, Team Leaders							
Staff, Title I Staff:	Teachers, Support Staff							
Materials and Resources:	Marzano Research Strategies, District provided resources, handouts from staff, team, and team leader meetings							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 1:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Set expectations for rigorous coursework</p> <ol style="list-style-type: none"> The educators at Hickey will encourage students to engage in the most rigorous coursework possible, including increasing levels of proficiency in writing. Teachers will be trained with the Empowering Writer’s strategies and will follow Marzano’s instructional strategies to improve performance in reading and math. Teachers in grades 1-4 will attend Jeff Anderson writing workshops. The counselor will be involved in providing both the support necessary to help students succeed in more rigorous coursework and the specific information about career and job opportunities that a more challenging academic experience will enhance. The counselor and instructional specialists will examine all available student performance data to determine which students are showing more ability than their current grades and/or courses would suggest. 	<p>Monthly staff meetings</p> <p>Weekly team planning meetings</p> <p>Weekly CMIT meetings</p> <p>Guidance classes</p> <p>Weekly Instructional Support meetings.</p>	<p>Staff meeting on Writing and ELLs by district staff – 10/5/16</p> <p>Attendance at Jeff Anderson workshop: 3rd – 12/1/16 4th – 12/2/16 1st – 3/22/17 2nd – 3/23/17</p>	<p>Marzano’s instructional strategies used throughout the day in ELA and Math and are used when planning as a checklist.</p> <p>First through fourth grade teachers attended Jeff Anderson Workshop.</p> <p>Representatives from each grade level and specialists have attended Empowering Writer’s training.</p> <p>Our first graders have a sentence of the day which promotes complete thoughts, sentence structure, written and oral communication.</p> <p>College Days throughout the year and Career Day (May 30, 2017)</p> <p>Jennifer Ruth, Assessment & Accountability presented to teachers on how to use Cogat quartiles to guide instruction</p>
<p>Provide learning supports for rigorous coursework</p> <ol style="list-style-type: none"> We will create school-level support systems to help those students who attempt to stretch academically to take advantage of more 	<p>CMIT meetings held each Monday Instructional</p>	<p>Staff meeting conducted by</p>	<p>All students participate in weekly iStation lessons. K-2 Students participate in weekly Dreambox lessons Daily enrichment time provide time for student to extend learning.</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>rigorous coursework.</p> <p>2. We will provide opportunities such as Math Masters, Word Masters, Enrichment, PACE, discovery exploration, Genius Hour, and differentiated stations to provide support for students attempting to take advantage of more rigorous coursework.</p>	<p>Specialists meetings held each Monday.</p>	<p>PACE specialist – 9/28/16</p>	<p>We use the Learning Commons and library lessons to extend and bridge learning from the classroom. We use the Makerspace for individual student exploration, innovation, and creativity.</p> <p>The Librarian supports and teaches AVID skills, digital literacy, digital citizenship, and library/research skills to have the tools for rigorous coursework.</p> <p>We use Istation and Dreambox to support our Reading and Math curriculum.</p> <p>Advanced Math class in 2nd & 4th grade provides for 25% of students in those grade levels to have more rigorous coursework in Math.</p>

Critical Action 2

Critical Action: Analyze and equip teachers to analyze student performance data to inform decision-making (PPPA SW BP 13)

Project Lead:	Principals, Team Leaders							
Staff, Title I Staff:	Teachers, Support Staff							
Materials and Resources:	MAP, STAAR, CogAT, TELPAS, Plano Literacy, AMC							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 2:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Consider standardized and performance-based student achievement measures</p> <p>1. We will study/analyze the extent to which performance data is currently used to inform leadership decisions in our school. We will use data to determine student participation in intervention time, tutoring, Math Masters, Word Masters, AMC Anywhere, and differentiated flexible groups in the classroom. We will also use the data to determine levels of support for students in the areas of reading, math, and writing.</p> <p>2. Data analysis will be used to determine the levels of targeted intervention or enrichment for students in the areas reading, math, science and writing. Targeted interventions will address our STAAR safeguards in the following areas: Economically Disadvantaged - Reading, Hispanic – Reading ELLM – Reading Economically Disadvantaged - Writing</p>	<p>Grade level planning meetings/CMIT meetings.</p> <p>Weekly Instructional Support meetings.</p> <p>Monthly data meetings: 9/26/16, 10/24/16 11/14/16 1/30/16 2/13/16 4/24/16</p>	<p>Notes from team meetings, Kidtalks, CMIT minutes, notes from instructional support meetings.</p> <p>Teacher professional goals related to increasing academic vocabulary and effective communication strategies with these populations</p>	<p>Administrators attend weekly extended team planning sessions as well as the librarian and PACE teacher.</p> <p>Learning groups are made based on assessment data (STAAR, MAP, IRI’s and classroom assessments)</p> <p>TIER II & III is determined from MAP data and also teacher observations/recommendations & Tejas Lee for bilingual students. Enrichment and interventions groups are based on data.</p> <p>Cogat training w/ Jennifer Ruth</p> <p>Kidtalks are held by each team to discuss academic/behavior concerns with students.</p> <p>Data days allow time to analyze data as a grade level and to compare on a district level.</p> <p>9/26/16: PES Growth w/ Jennifer Ruth from Assessment and Accountability Department 10/24/16: Assessment Rubrics/Writing 11/17/16: Working Memory w/ Jennifer Ruth from Assessment and Accountability Department</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>Consider current, prior, and subsequent student performance</p> <ol style="list-style-type: none"> The administrators will assess the STAAR Gap Analysis and PES scores over time to look for trends and patterns in student performance. The information gathered from the analyses described above will be shared with teachers to help inform their decisions about instruction, grouping, and further assessment. 	<p>September 26, 2016, meeting for grades 3-5 with Assessment and Accountability.</p> <p>Monthly meetings with administration</p>	<p>Weekly meetings with Instructional Support staff to review current data.</p> <p>Data shared prior to data days for teachers to review;</p>	<p>In addition to examining STAAR Gap Analysis and PES scores, iStation progress was monitored by teachers and growth was reported to administrators at team meetings. Hickey piloted the Dreambox math program for K-2.</p> <p>Groups are made based on assessment data using STAAR, MAP, IRI, TELPAS, and classroom assessments.</p> <p>Grade levels analyzed PES scores to look for trends and patterns.</p>
<p>Determine the extent of learning problems</p> <ol style="list-style-type: none"> Ensure that the appropriate school leaders are fully aware of any identified learning problem in your school. Discuss any grade-wide or subject-wide learning concern with district leaders to determine if the same learning problem exists across many or most schools in the district. 	<p>Weekly grade level planning meetings/CMIT meetings, Weekly Instructional support meetings.</p>	<p>Administrators attend weekly team meetings</p> <p>Notes from team meetings, CMIT minutes, notes from instructional support meetings.</p> <p>District curriculum specialist at staff meetings</p>	<p>Attendance by administrators and counselor at team meetings, instructional support, and CMIT/504 meetings happen weekly and/or as scheduled.</p>
<p>Identify the root cause of learning problems</p> <ol style="list-style-type: none"> We will work to ensure that all leaders in our school become proficient at determining the source or root cause of any identified learning problem through the use of Kidtalks, CMIT meetings, and information gained from parent-teacher conferences. 	<p>Weekly grade level planning meetings/CMIT meetings, Weekly Instructional support meetings.</p>	<p>Notes from team meetings, CMIT minutes, notes from instructional support meetings.</p>	<p>Teachers utilized Descartes to provide targeted instruction for each student.</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>Review student performance with teachers</p> <p>1. We will discuss school-level data or performance by student groups as a first step in developing a strong culture of data analysis. We will meet with grade levels to discuss student performance results. Following district benchmarks, common formative assessments, or more formal assessments, arrange team meetings to have teachers provide a review and interpretation of performance relative to the students they serve. Reflect on the data together and determine what specific adjustments or interventions students might need. Be frank and objective about these results.</p> <p>2. We will reinforce open analysis and sharing of student performance data as the means for continuous improvement by having a representative from Assessment and Accountability come to team meetings to discuss various assessment tools and how teachers can use them in planning for students. Further, data will be discussed and evaluated at CMIT meetings as needed</p>	<p>Weekly grade level planning meetings/CMIT meetings, Weekly Instructional support meetings.</p> <p>September 26, 2016, meeting for grades 3-5 with Assessment and Accountability; Post Cogat data disaggregation with Assessment and Accountability personnel.</p>	<p>Notes from team meetings in which data is reviewed</p> <p>Action steps determined by teachers after review of data to monitor and adjust instruction and groupings.</p>	<p>Attendance by administrators and counselor at team meetings, instructional support, and CMIT meetings are ongoing.</p> <p>Data Days are held monthly and as needed to disaggregate data, look for trends and patterns, and drive instructional decisions.</p> <p>9/26/16: PES Growth w/ Jennifer Ruth from Assessment and Accountability Department 10/24/16: Assessment Rubrics/Writing 11/17/16: Working Memory w/ Jennifer Ruth from Assessment and Accountability Department 1/30/17: TELPAS – using ELPS to guide instruction 2/8 – Disaggregated TELPAS Data 3/13 – Continued TELPAS Data 4/24 – Disaggregated grade level data to prepare for upcoming school year</p>
<p>Provide guidance for data analysis and use</p> <p>1. We will ensure that our leadership team has the necessary skills to model how teachers can use student performance data to make specific instructional adjustments in their classrooms by having discussions with Assessment and Accountability department representative.</p> <p>2. We will identify teachers on campus skilled in the gathering, analysis, and interpretation of data to share that information at team leader meetings and with grade levels.</p>	<p>September 26, 2016, meeting for grades K-5 with Assessment and Accountability.</p> <p>Weekly grade level planning meetings/CMIT meetings, Weekly</p>	<p>Minutes from meetings</p> <p>Action plans resulting from disaggregation of data</p> <p>Feedback from T-TESS observations, walkthroughs, and informal</p>	<p>Ongoing trainings with Assessment and Accountability department, District trainings from Curriculum Department, Technology, and Multilingual Department.</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>3. We will ensure that all teachers build their capacity to use the performance data in this type of meaningful way through the use of information gathered through T-TESS observations, informal observations, and at team planning meetings.</p>	<p>Instructional support meetings.</p> <p>T-TESS observations from 9/14/16 – 4/21/17.</p>	<p>observations.</p>	<p>Plano Walkthroughs, TTESS evaluations, and TTESS goal setting plans are being implemented.</p>

Critical Action 3

Critical Action: Use instructional coaches to strengthen teachers’ instructional skills. (PPPA SW BP 8)

Project Lead:	Principals, Team Leaders							
Staff, Title I Staff:	Teachers, Support Staff							
Materials and Resources:	Peer observation forms, QR codes							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 3:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Use instructional coaches to serve all teachers</p> <ol style="list-style-type: none"> We will utilize instructional coaches to work collaboratively with all teachers, assisting those who are experiencing difficulty and facilitating knowledge regarding best practices and instructional strategies across the campus in all grade levels We will have instructional coaches work with teachers to observe and coach them toward deeper understanding of best practices, leading teachers to identify their own areas for growth, and providing resources as needed through the use of video. We will conduct a survey at the end of the school year to determine the success of the video coaching program. 	<p>ESL specialists attend The Art of Coaching – 10/11/16 – 10/12/16</p> <p>Peer observations 5 times each semester by all certified staff</p>	<p>Feedback from staff regarding learning from the trainings.</p> <p>Responses/reflections on Google forms</p>	<p>Teachers communicate with district and campus curriculum specialists when questions arise about curriculum or additional resources/training are needed.</p> <p>Mentors and team leaders help new teachers.</p> <p>Instructional coaches are utilized to support teachers as needed in training and resources.</p> <p>Swivl robots were used to videos teachers and allows for self-reflection of teaching practices.</p> <p>QR codes were used to allow teachers to view colleagues and provide feedback.</p>
<p>Focus instructional coaches' support on curriculum, instruction, and assessment</p> <ol style="list-style-type: none"> We will use all available data about student performance, feedback from teachers, and observations by coaches to assist teachers in planning, modeling, and evaluating lessons and training teachers in high-yield instructional strategies. 	<p>Weekly Team meetings</p> <p>Monthly staff meetings</p>	<p>Documentation of materials/ Resources shared</p> <p>Feedback from staff regarding learning from the trainings.</p>	<p>Resources are shared from trainings and staff meetings, PLCs and PDH.</p> <p>All data is considered when planning.</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>Provide guidance for instructional coaches' knowledge sharing</p> <ol style="list-style-type: none"> 1. We will provide comprehensive support and guidance to ensure that instructional coaches share knowledge within our school during staff meetings, team meetings, and Professional Learning Communities (PLCs.) 2. We will work to make certain that the work of instructional coaches leads to tapping the very strongest teaching knowledge in our school. 	<p>Weekly Instructional Support meeting</p> <p>Monthly attendance at team leader meetings</p>	<p>Reflections from PLCs</p> <p>Agendas from meetings/notes/documentation</p>	<p>Coaches are utilized as needed for support at team meetings, facilitators at PLC s and Professional Learning, and data days</p>

Critical Action 4

Critical Action: Monitor instructional practice using student performance data and classroom observations (PPPA SW BP15)

Project Lead:	Principals, Team Leaders							
Staff, Title I Staff:	Teachers, Support Staff							
Materials and Resources:	MAP, STAAR, Cogat, TELPAS, Plano Literacy, AMC							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 4:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Conduct frequent and focused classroom walkthroughs 1. We will purposefully and consistently monitor instruction through focused walkthroughs in all classrooms. Walkthroughs will include every classroom in the school and the goal will be to have one administrator visit at least one classroom per day or two/three times per week.	Daily or weekly	Documentation of the walkthrough observation will be recorded and shared with the teacher.	Plano Walkthroughs, TTESS evaluations, and TTESS goal setting plans are being implemented. Feedback is given in the form of face to face conversations, Google forms, and other types of reflections
Use student performance to monitor instructional practices 1. The Instructional Support team will meet with administrators weekly to identify monitor struggling students and make action plans for those students based on performance data. 2. We will conduct CMIT /504 meetings to monitor student progress and identify struggling students based on student performance data. 3. We will have data days six times per year in which classroom teachers, instructional support specialists, and administrators examine data and determine next steps for individual and groups of students.	Weekly IS meetings 9/26/16, 10/24/16 11/14/16 1/30/16 2/13/16 4/24/16	Document meeting discussions. CMIT Minutes Document meeting discussions, teams will create actions steps.	CMIT meetings are held to collaborate with colleagues and parents in making decisions about students. 9/26/16: PES Growth w/ Jennifer Ruth from Assessment and Accountability Department 10/24/16: Writing Assessments/Rubrics 11/17/16: Working Memory w/ Jennifer Ruth from Assessment and Accountability Department Teachers adjust their instructional practices based on data and reflection.
Use formal follow-up activities to ensure professional development application 1. Teachers will be given the opportunity to conduct peer observations.	Five times per	Google Forms	Teachers/staff are in an ongoing process of observations in other teachers' classrooms and providing feedback via Google Forms. Teachers are purposefully monitoring

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>They will specifically be looking for ways in which the strategies found in <u>7 Steps to a Language-Rich Interactive Classroom</u> (Seidlitz, Perryman)</p> <p>2. Teachers will share their observations using a QR Code and a Google Form which will go directly to the teacher they observed, providing the opportunity for timely and useful feedback.</p>	<p>semester by all certified staff</p>		<p>and adjusting instruction based on peer and administrator feedback.</p> <p>DesCartes is used to provide targeted instruction for each student.</p> <p>IStation & Dreambox reports guide instruction and grouping.</p> <p>Tutoring is provided for students who are performing below grade level.</p> <p>A different step is targeted twice a month and all teachers are purposefully implementing strategies from the book daily, such as sentence stems, helping students learn to verbalize when they don't know what to say, speaking in complete sentences, structured conversations, visuals and vocabulary strategies.</p>

Critical Action 5

Critical Action: Supplement classroom interventions with targeted support for students who perform below grade level. (PPPA SW BP17)

Project Lead:	Principal, Assistant Principal							
Staff, Title I Staff:	Teachers, Support Staff							
Materials and Resources:	District Curriculum, Library, Makerspace Materials, Assessment, Research Based Literature							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 5:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Proactively develop intervention plans for students performing below grade level.</p> <ol style="list-style-type: none"> We will use our Kidtalk and CMIT process, as well as grade level team meetings and curriculum team meetings to identify students performing below grade level and develop plans for intervention for those students. We will use student assessment data and teacher input to identify the students at each grade level in our school who are going to require additional instructional supports from the first day of the school year by developing a TIER II and TIER III list to be passed to the next grade level at the beginning of the school year. We will specifically focus on our Hispanic, ELL, Economically Disadvantaged students 	<p>*Weekly Kidtalk/CMIT meetings *Weekly Instructional Support team meetings *Daily TIER II and III instruction</p>	<p>*Meeting Notes *MAP/STAAR/ TELPAS data *MAP/STAAR/ TELPAS data</p>	<p>Students were assigned to skills groups and tutorials based on reporting categories and/or strands that indicated areas for growth.</p> <p>Groups were formed for intensive targeted instruction for students (5th grade) who failed to meet the standard on STAAR in reading or math to prepare for the 2nd administration.</p> <p>Specials teachers communicate their Kidtalks with specialists and teachers</p>
<p>Provide proactive support for students performing below grade level</p> <ol style="list-style-type: none"> Students performing below grade level will continue to receive on grade level instruction to accelerate growth as well as intervention for areas showing need for growth. We will use our Skills/Intervention time each day to provide interventions in the areas of Math, Reading, Science, and Writing. We will specifically focus on our Hispanic, ELL, and Economically Disadvantaged students with an emphasis in the areas of Writing, Reading, and English Language Development. Title I funds will be used to send teachers to Empowering Writers Workshops and to purchase additional Spanish reading book 	<p>*Daily TIER II and III instruction *Weekly pullout instruction in ELD *Weekly Flexible grouping and push in support</p>	<p>*Google Classroom assignments and discussion on 7 Steps to a Language-Rich Interactive Classroom (Seidnitz & Perryman) by all certified staff</p>	<p>Daily interventions are used. Bilingual classes do daily English Language Development with student. Flexible grouping is used for instruction across grade levels</p> <p>Teachers model the appropriate use of complete sentence structure, grammar, and multiple opportunities for academic discourse in all grade levels to promote accurate oral and written communication.</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
sets for the bilingual literacy library. Empowering Writers is utilized by the classroom teacher and support staff, and the bilingual specialists and teachers will utilize the bilingual literacy library.		*Increased focus on purposeful English Language Development across content areas by all staff *Focus on strategies from <u>Talk Read Talk Write by (Lara & Seidlitz)</u>	

Health, Fitness and Attendance

Critical Action:

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

Strategies for Accomplishing Health, Fitness and Attendance Critical Action:

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
COORDINATED SCHOOL HEALTH:				
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. (Required - Form Provided)	Principal	Campus Wellness Plan	Paula Edwards, coach
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	Traci Brandon
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. (Required)	Principal	Coordinated School Health Curriculum	Taught in P.E. and grade level classroom curriculum.
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. (Required)	P.E. Teacher/ Staff	Coordinated School Health Curriculum	This may be found in the gymnasium.
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	Notifications via newsletters, eNews, and School Messenger.
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	Pre-tests are completed.
4 th & 7 th	(NEW ACTION STEP) Ensure all data for 3 rd -8 th grade students is entered on timely basis, fitness report cards are printed (4th and 7th grade) and sent to parents or linked through	P.E. Teacher	Fitnessgram Student Report	Fitness report cards go to all 3 – 5 th grade students.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	myPISD. (Required)			
PHYSICAL ACTIVITY REQUIREMENTS:				
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. (Required - Form Provided)	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Master schedule provides for regular PE and recess
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	No HRM 1 st semester – new equipment ordered
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. (Required - Form Provided)	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	Difficult to measure w/o HRM
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	Master schedule; grade levels
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	Coach Edwards promotes brain breaks every Wednesday morning on announcements.
ATTENDANCE: Forms are available on inside.pisd				
K-8	Monitor attendance of students and follow up on prominent and chronic absences. (Required)	Principal	Pinnacle, Attendance Sheet	

Violence Prevention and Bullying

Critical Action:

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

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	PREVENTION:			
	Identify high risk areas. (Required)	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Teachers and the counselor consistently teach about the characteristics of bullying, what to look for, see something say something and help students identify teasing vs. bullying
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	Teachers and staff are vigilant during less structured times, such as lunch and recess, and passing in the hall.
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	All staff reinforces the student code of conduct with students on an ongoing basis.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	All staff participate in Safe Schools training on Sexual Harassment, Youth Suicide, Active Shooter and General Ethics
	Review referral process. (Required)	Principal or designee	Campus referral plan	Reports of bullying, harassment, threats of doing harm to self or others, violations of ethics codes are investigated by administration immediately upon learning of the incident.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	Outside resources at the district or community level may be brought in as needed per incident.
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	Teachers refer students with concerns formally to the Campus Monitoring and Intervention Team and informally as needed.
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	Restorative Practices w/ increased focus on Social-Emotional health, including Zones of Regulation.

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	PREVENTION:			
	Clearly state student expectations/campus rules/citizenship. (Required)	Principal or designee	Code of Conduct/ Student-Parent Handbook	Lessons conducted by teachers and the counselor.
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	As needed, specifically less structured times/locations.
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	CMIT and/or informal reports
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions: (Required)	All teachers	Restorative practices	Zones of regulation lessons with fifth graders; zones of regulation color charts to increase self-awareness of emotional levels with all students.
	Employ discipline interventions: (Required)	Designated staff	Restorative practices	Restorative chats to help students process events/incidences. Consequences as appropriate.
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Restorative practices	Restorative chats to help students process events/incidences. Consequences as appropriate.
	Conference with parents/students. (Required)	Teachers or other staff	Documentation of interventions/restorative practices	CMIT/504 minutes, parent logs, discipline binder

Parent Involvement

Critical Action:

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

Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds	Front office staff; nurse	Beginning of Information Fair September Parent Academy	Information Fair held on August 17, 2016.
Identify parents without computer/internet access to offer hard copies of school information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds	Teachers; paraprofessionals, Instructional support staff	September Parent Academy Coordination with CTA	Monica Maldonado, Instructional Specialist Maria Flores, Bilingual Instructional Specialist Parent Academy: 9/22/16, 11/10/16, 4/19/17, 5/11/17
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	Office Manager	August 2016 and as needed	Connie Krell, Office Manager
Communicate information through eNews. Funding source: state & local	Principal/Assistant Principal	Monthly and as needed	Janet Langford, Assistant Principal sends out eNews items as needed School Messenger in English and Spanish
Utilize social media to keep parents and community informed. Funding source: state & local	Teachers/office staff	Monthly and as needed	Connie Krell, Office Manager updates calendar and Hickey Website.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	Administration	Monthly and as needed	Principal and/or Assistant Principal attends all PTA Board meetings.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: state & local	Administration Refer to Bird Center	Monthly and as needed	Monica Maldonado coordinated the Mobile Lab to go to one of our trailer park communities to work with parents and their students on computer skills. Maria Flores coordinated the Parent Academy meetings and has had a large turnout

State Certified Teachers and Highly Qualified Paraprofessionals

Critical Action:

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

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

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

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. Title I Component 5 Funding source: State and Local	August 2016 to May 2017	Principal and Assistant Principal, Specialists attended Job Fair on April 23, 2017.
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. Title I Component 5 Funding source: State and Local	Monthly Bilingual Stipends, July 2016 to June 2017	Stipends offered to bilingual teachers/specialists
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. Title I Component 5 Funding source: State and Local	August 2016 to May 2017	We had two student teachers this year and high school students planning on careers in education
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators. Title I Component 4 and 5 Funding source: State and Local	July 2016 to June 2017	Teachers attended Language Academy, Guided Reading, Instructional Support Meetings, PACE Meetings, Bilingual Cohort meetings, Bilingual/ESL Meeting, iLead and Principal meetings, Gifted Training, ELD, District Team Leader Meetings, District Bilingual Grade level meetings, ETSI, PLCs and Campus Professional Learning, Summer Elementary Academy, Team Leader Academy, Student Management Meetings
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards. Title I Component 5 Funding source: State and Local	July 2016 to June 2017	Human Resources Department

Transition***Title I –School-wide Elementary Campuses Only*****Critical Action Step:**

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

Project Lead:	Kindergarten Team Leader, Administrators
Staff, Title I Staff:	Pre-K and Kindergarten staff
Materials and Resources:	Portfolio reports, Edugence information, RAMP Kits, Open House handouts

Strategies for Accomplishing Transition Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Pre-K staff work collaboratively with Kindergarten staff throughout the school year.	As needed during transitions	Special Education, Bilingual/ESL, CMIT ongoing as needed
Parent orientations are held to explain the kindergarten program to parents.	Beginning of year RAMP End of year Kindergarten Roundup	RAMP, Information Night
Transition books are used with students and families to provide pictorial support during transition. Components: 5, 6, 7 and 9 Funding Sources: Title I, State and Local	Special Education as transitions occur	RAMP kits
Have preschool teachers provide the future kindergarten teacher with children’s portfolios or a written record of their learning during preschool.	End of school year and beginning as needed	Student information passed on to Kindergarten teachers from Early Childhood Schools
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.	Back to School night Kindergarten Open House	Parent Academy
NEW - Arrange for new preschool teachers to visit each Kindergarten classrooms.	Coordinate with Principal of Early Childhood School	