



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Rice Middle School

Principal: **Chris Glasscock**

Mission Statement:

Rice Middle School is an accepting, nurturing, safe community where students are given the freedom to learn and grow as responsible individuals.

Planning Timelines and Meeting Dates

- Needs analysis (STAAR GAP Analysis), goal setting, analysis of Critical Actions and strategic planning: **July - September 2017**
- Campus teacher data analysis day: **August - September 2017**
- SBIC Plan due for DBIC review: **October 6, 2017**
- Meeting 1: SBIC approves the improvement plan (by October 4, 2017): **Tuesday, October 03, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Monday, January 29, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Monday, June 04, 2018**

2017-2018 Campus Status Check all that apply

- Title III English Language 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
3 (HQ)	Instruction by State Certified Teachers	8 (A)	Teacher Decision-Making Regarding Assessments
4 (PD)	High-Quality Professional Development	9 (M)	Effective and Timely Assistance to Students
5 (R/R)	Strategies to Attract State Certified Teachers	10 (Coord)	Coordination and Integration
Program Funding			
Staffing	\$ Enter funding \$	Total Funding for # Title I Support Teachers	
Parental Engagement	\$ Enter funding \$	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	\$ Enter funding \$	Additional Title I Funding (i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities)	

TEA Strategic Priorities

Every child, prepared for success in college, a career or the military.			
Goal 1	<u>Recruit, support, and retain</u> Teachers and Principals	Goal 3	Connect high school to <u>career</u> and <u>college</u>
Goal 2	Build a <u>foundation</u> of <u>reading</u> and <u>mathematics</u>	Goal 4	<u>Improve</u> low-performing schools

Information regarding the TEA Strategic Plan may be accessed here: http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

SBIC Committee

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance 10/3/2017	Meeting 2 Attendance 1/29/2018	Meeting 3 Attendance 6/4/2018
Sara McCutchen (Lead)	Faculty Member	2013	x	x	x
Kendyl Zimmerman	Faculty Member	2011	x	x	x
Steve Gutierrez	Faculty Member	2014	x		x
Jan Henderson	Faculty Member	2013	x	x	
Jennifer Penny	Faculty Member	2012			
David Holliday	Faculty Member, Special Ed	2016	x	x	
Chris Glasscock	Principal	2006		x	x
Aretha Lee	District Professional	2017	x	x	
Sarena Edwards	Campus Professional, Non-teaching	2015	x	x	
Jennifer Brown	Support Staff Member	2017		x	
Becki Girouard	Parent-Selected by PTA	2015	x		
Patricia Busch-Kennedy	Parent-Selected by Principal	2015		x	
Keith Evetts	Parent	2015			
Seema Gupta	Parent	2016			
Alia Saeedy	Parent	2015	x		
Denise Foster	Parent	2017		x	x
Joi Davis	Community Member	2017	x	x	x
Bhagya Krishnan	Community Member	2015	x		
Todd Boone	Business Representative	2013	x	x	
Brandon Mosley	Business Representative	2017			
Margareta Coveney	Ad Hoc Member ^{Optional}	2013		x	x

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance 10/3/2017	Meeting 2 Attendance 1/29/2018	Meeting 3 Attendance 6/4/2018
Joirdan Cole	Ad Hoc Member <small>Optional</small>	2016	x	x	
Allison King	Ad Hoc Member <small>Optional</small>	2016	x	x	
Chrissie Boyette	Ad Hoc Member <small>Optional</small>	2016		x	x
Raji Padakal	Ad Hoc Member <small>Optional</small>	2017			
Janani Iyer	Ad Hoc Member <small>Optional</small>	2016	x		
Tabassum Mazabeen	Ad Hoc Member <small>Optional</small>	2017			
Bharti Mishra	Ad Hoc Member <small>Optional</small>	2017	x	x	
Dhivya Hariharan	Ad Hoc Member <small>Optional</small>	2017			
Kathleen Ma	Ad Hoc Member <small>Optional</small>	2016			
Lakshmi Yerragudi	Ad Hoc Member <small>Optional</small>	2015			
Korey Koop	Ad Hoc Member <small>Optional</small>	2017	x	x	x
Nidhi Mehotra	Ad Hoc Member <small>Optional</small>	2017	x	x	

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

10/3/17 Others in Attendance:

Lisa Barrett (staff)
 Jennifer Thome' (staff)
 Scott Sommer (staff)

1/29 /17 Others in Attendance:

Victor Mendiola (parent)
 Jordan Mullins (staff)
 Adam Dyer (staff)
 Jennifer Thome' (staff)

6/4/18 Others in Attendance:

Karen Lee (district)

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 Approaches Grade Level 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>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<p>Violence Prevention and Bullying</p>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<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>	<p>1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)</p>	<p>All</p>
<p>Transition: The campus will assist students in making a successful transition between: early childhood to elementary; elementary to middle school; middle school to high school; and high school/sr. high school to college, the workplace or the military.</p>	<p>1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)</p>	<p>All</p>
<p>State Certified Teachers and Highly Qualified Paraprofessional Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.</p>	<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)</p>	<p>All</p>

Summary of 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 diagnostic);
- STAAR/EOC GAP Analyses;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

School Wide and/or Targeted Core-Subject Critical Actions
1. Supplement district professional development to address school-specific needs. (SW BP 7)
2. Study the specific role that our grade/subject content plays in students' cumulative educational experience. (CR BP 2)
3. Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives. (CR BP 15)
4. Participate in peer classroom visits in order to improve the instructional practices of the team. (CR BP 5)
5. Analyze student performance data to inform team discussions and decisions. (CR BP 9)

Critical Actions to Address Missed State Safeguards:

- Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P³A Best Practice #17)
- Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P³A Best Practice #13)
- Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P³A Best Practice #14)

Critical Action 1

Critical Action: Supplement district professional development to address school-specific needs. (BP 7)

Project Lead:	Campus Administrators							
Staff, Title I Staff:	All campus-based staff members							
Materials and Resources:	Periodic campus needs assessments, Rice PD calendar, Leadership Team and GL planning meetings, off-campus instructional staff							
Targeted Area:	<input checked="" type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 1:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • 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>Plan professional development that addresses student needs and impacts student achievement, based on analysis of student assessment data and emanates from a demonstrated and documented teaching/learning need.</p> <ul style="list-style-type: none"> • Work collaboratively to identify the needs of students based on performance results from state assessments, Common Formative Assessments, or common assessments (e.g., students are having a difficult time answering questions requiring more analytical thinking). • Determine the knowledge and skills that teachers need in order to teach students the identified skill. • Determine if you have internal expertise to lead the professional development activity or if you will need to seek external consultants or expertise. 	<p>Weekly planning meetings; monthly department meetings; monthly LS team meetings</p>	<p>Meeting notes, campus PD provided (and documented on Rice PD calendar)</p>	<p>Formative Notes: Rice PD calendar can be found here: https://goo.gl/XEBfBG -- anyone at Rice can view the events and add events (once approved by campus administration)—ensuring PD ties to district or campus goals, or T-TESS goals. This year’s focus has been on instructional technology, specifically that which enhances learning and social-emotional learning. The campus is also focused on having each teacher create an individualized teacher page for the new Rice website, and teachers already trained will train their peers.</p> <p>Summative Notes: Campus PD was varied, but many sessions included social-emotional learning (PISD modules, Happy Teacher, PBIS), technology (Windows 10, HyperDocs, new teacher webpages, SWIVL, Chrome Extensions), data (Edugence, ELlevation, MAP, and SpEd tracking), and gifted education. Many of these PD sessions were held by expert teachers on campus; however, various district personnel came in to provide training as needed. Catie Inge also held monthly PLCs over topics that included essay writing, GT kids and perfectionism, Chromebooks/Extensions, mini TED Talks, and extension activities for gifted students.</p>

Critical Action 2

Critical Action: Study the specific role that our grade/subject content plays in students' cumulative educational experience. (BP 2)

Project Lead:	ELAR Department Chair, Social Studies Department Chair							
Staff, Title I Staff:	ELAR Department members, Social Studies Department members							
Materials and Resources:	Online curriculum planner, district instructional specialists							
Targeted Area:	<input type="checkbox"/> School Wide	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 2:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • 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
ELAR teachers will explore the curricula above and below their grade levels, looking for and discussing connections in learning targets.	Weekly grade level planning meetings; monthly department meetings; consultation with Inst. Coaches	Meeting notes, online curriculum database	<p>Formative Notes: Teachers regularly meet with teachers in the grade level above and below them to review the skills taught at each level. For example, thesis development is introduced in 6th and 7th grade, and then further developed through thesis writing in 8th grade. Teachers regularly explore the Language Study curriculum to ensure they are scaffolding curriculum appropriately. Having teachers with experience in multiple grade levels on our teams helps to improve our lessons based on the information students will need to know in subsequent grades.</p> <p>Summative Notes: Teachers reviewed the TEKS and conferred with teachers of other grade levels to discuss connections in the learning targets. When applicable, teachers have pulled skills from the previous grade level for language study, and we helped students build up more skills to be able to use in the next grade level's language study with sentence structures. Teachers explored the online curriculum database to look for areas of content connection. For example, teachers introduced MLA style, works cited lists, and verbal phrases, all of which are high school skills. Teachers also spent a good deal of the year building literary analysis writing skills, which will help students have a solid foundation for high school.</p>

Action Step <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • 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>ELAR teachers will learn new reading strategies that will help students in all content area courses. Share non-fiction reading strategies with other core class teachers.</p>	<p>Weekly grade level planning meetings; consultation with Inst. Coaches</p>	<p>Meeting notes, <u>Reading Nonfiction</u> (Beers & Probst) notes</p>	<p>Formative Notes: ELAR teachers have been using strategies from Talk Read Talk Write and Notice and Note to improve lessons across the curriculum. They have used the nonfiction strategies during self-selected nonfiction book study and implemented the use of non-fiction and fiction signposts in various text selections.</p> <p>Summative Notes: ELAR teachers have been using strategies from Talk Read Talk Write and Notice and Note to improve lessons across the curriculum. Teachers implemented the use of non-fiction signposts in our regular instruction. ELAR teachers also shared that information with history and science teachers to help establish a consistent vocabulary of reading strategies. In addition, students who demonstrated a need for additional help in reading comprehension received direct instruction through a small, targeted class that focused on reading strategies across subject areas.</p>
<p>ELAR teachers will communicate with students the difference between ELA and History expository writing styles, and help them be effective writers in both subjects. Help them understand the different ways to write effectively.</p>	<p>Weekly grade level planning</p>	<p>Meeting notes from cross-curricular meetings</p>	<p>Formative Notes: ELAR teachers communicate the expectations for writing expository essays as determined by our curriculum. They discuss with their students how the purpose and intended audience shape the essay. They communicate the expectations for writing an expository essay in ELA and make students aware of the differences between ELA and History expository writing by giving students resources like outlines to help them organize their writing.</p> <p>Summative Notes: ELAR teachers communicate the expectations for writing expository essays as determined by our curriculum. Teachers discuss with our students how the purpose and intended audience shape the essay, continuously communicating with students the difference between ELA and History expository writing styles. ELAR teachers have worked to discuss how good writing is good writing, regardless of the subject. For example, when introducing a literary</p>

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			analysis essay in English, teachers included instruction on similar essays in history class with the document-based question essay design.
Social Studies teachers will explore the curricula above and below their grade levels, looking for and discussing connections in learning targets and identifying areas where better vertical alignment can be made.	Weekly grade level planning meetings; monthly department meetings; consultation with Inst. Coaches	Meeting notes, online curriculum database	<p>Formative Notes: The Social Studies department has begun a series of department meetings in which we have each grade level present and describe their particular curricula (both on-level and PACE) to the other grade-level teachers. Discussion of possible areas for streamlining and alignment are included during the process. Russ Robinson (6th grade) presented at the first meeting of this series in the fall (11/30). Presentations by 7th and 8th grade will follow this semester.</p> <p>Summative Notes: The Social Studies department completed our series of department meeting presentations of each grade level curriculum, focusing on those areas where stronger alignment could be made. In general, we found that the curriculum is pretty well aligned as it stands by design; however we saw that stronger efforts toward common language and writing instruction might help students connect ideas from one grade level to the next. In addition, collaboration with new teachers to the district assisted them with how to best set up and use Google Classroom.</p>
Social Studies teachers will vertically align certain curriculum tasks to unify language and strategies (for example, essay writing), thus increasing student understanding and performance on those identified tasks through the grade levels.	Monthly department meetings; grade-level planning, consultation with Inst. Coaches; campus PD provided	Meeting notes, Lesson modifications	<p>Formative Notes: Adam Dyer provided campus PD on essay writing—“The Tootsie Roll Method” on Sept. 28, 2017. Following this, grade levels adjusted their presentation/instruction in writing lessons to incorporate the newer, unified language and visuals. Since most 7th graders were introduced to these ideas last year, many 8th graders this year were familiar with the ideas when reviewed, and have found it helpful so far.</p> <p>Summative Notes: The Social Studies department continued to work on unifying our essay writing alignment through the grade levels, structuring the pre-</p>

Action Step <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • 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
			writing lessons to reflect our “Tootsie Roll” method as laid out in a previous PD session with Adam Dyer. We found that this helped students carry over ideas from the previous year and apply them to the new writing tasks presented. 6 th grade worked on essay writing, forming a thesis, first person point of view, using different kinds of resources with third person, first person; along with primary and secondary resources. All grade levels worked on making connections (ex: space during the Cold War in Social Studies with Science).

Critical Action 3

Critical Action: Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives. (BP 15)

Project Lead:	ELAR Department Chair, Science Department Chair							
Staff, Title I Staff:	ELAR Department members, Science Department members							
Materials and Resources:	Online curriculum planner, district instructional specialists, Edugence data, campus data from Shared Drive							
Targeted Area:	<input type="checkbox"/> School Wide	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 3:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • 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
ELAR teachers will differentiate our curriculum by providing activities to promote deeper thinking and understanding.	Weekly planning meetings; consultation with Inst. Coaches	Meeting notes, online curriculum database	Formative Notes: ELAR teachers use extension activities to enrich the curriculum. They provide mini-lessons and tutorials for students that are struggling with a topic. They also provide opportunities for students to explore curriculum themes through extension texts for those who have completed the reading assignments early. Summative Notes: ELAR teachers used extension activities to enrich the curriculum, including mini-lessons and tutorials for students who are struggling with a topic. Teachers provided choices for topics and assignment presentation to allow for deeper thinking. 8 th grade teachers experimented with Hyperdocs extensively during the spring semester. These documents allow for the natural implementation of differentiated curriculum experiences, encouraging students to dig deeper into aspects of the content that pique their interest.

<p>Action Step</p> <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step 	<p>Implementation Timeline per Action Step</p>	<p>Implementation Evidence per Action Step</p>	<p>Formative & Summative Notes per Action Step</p>
<p>ELAR teachers will use extension activities that add to the curriculum for students that master objectives early.</p>	<p>Weekly planning meetings; consultation with Inst. Coaches</p>	<p>Meeting notes, online curriculum database</p>	<p>Formative Notes: ELAR teachers discuss ideas during weekly grade level meetings on providing extension activities for students that have mastered objectives. We also encourage students to read higher-level supplemental texts. This year they have also incorporated formative assessments to determine foundational knowledge before beginning instruction, allowing some students to bypass step-by-step instruction of mastered materials.</p> <p>Summative Notes: In the extension activities, ELAR teachers give opportunities to research, dig deeper on the topic, and create new products. The ELAR classroom environment allows students to make choices that will extend on their curriculum and learning experience. The use of Hyperdocs allowed teachers to incorporate extension activities for students who completed their novel reading early. Teachers also gave students who finished their writing pieces early an opportunity to participate in our anthology design committee to practice their leadership skills.</p>
<p>In addition to additional reading or writing opportunities, ELAR teachers will develop more in depth learning opportunities.</p>	<p>Weekly planning meetings; consultation with Inst. Coaches</p>	<p>Meeting notes, online curriculum database</p>	<p>Formative Notes: In the extension activities, teachers give students opportunities to research, dig deeper on the topic, and create new products. They have developed collaborative learning opportunities for students to extend on and practice their skills, and have modified some assignments in the curriculum to allow for higher-level opportunities for students to explore.</p> <p>Summative Notes: ELAR teachers discussed ideas during weekly meetings on providing extension activities for students demonstrating mastery. Teachers customize lessons to develop more in depth learning opportunities. 8th grade teachers developed an in-depth current event research project to allow</p>

Action Step <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • 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
			students an opportunity to explore conflict in the real world.
Help Science teachers distinguish between gifted students who have demonstrated early mastery of grade-level learning objectives.	Within the 1 st nine weeks	Data resources in Edugence, campus data from Shared Drive	<p>Formative Notes: The Science department uses Gizmos to provide extension activities to students who have mastered material in class. Gizmos is an on-line program (available at school or home) that students can access to simulate lab experiments and change variables along the way to see how these change the outcome of the experiment. 6th grade has links to extension activities on teachers' Google Classroom pages for students as well. 7th grade has started incorporating activities for students to choose from (ie: Quizizz, box puzzles, card sorts) so they can decide on the best method from which they will learn certain concepts.</p> <p>Summative Notes: Teachers continued to utilize Gizmos (either in school or students use it from home) to give additional opportunities for students to extend their learning. Science teachers used the information in Edugence to come up with seating charts, groups and partners throughout the year based on their incoming and continuous scoring on different tests all year.</p>
Investigate the approaches Science teachers use to extend learning during their instructional planning times and share that among their team members.	Weekly planning meetings; consultation with Inst. Coaches	Meeting notes, online curriculum database, shared resources and assignments/projects	<p>Formative Notes: Teachers use Mensa puzzles as warm-ups for all students to attempt each week. 8th grade teachers have science fair project creation and modification for individual students. During monthly department meetings, teachers have been sharing different technology opportunities to implement (and when/how) in their classes. Science teachers use a variety of questioning strategies that scaffold for student learning based on the needs of each class. Grade level teams meet on a daily or weekly basis and consistently share ideas and adjust their lessons (sometimes even between classes each day). Tutorials</p>

<p>Action Step</p> <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step 	<p>Implementation Timeline per Action Step</p>	<p>Implementation Evidence per Action Step</p>	<p>Formative & Summative Notes per Action Step</p>
			<p>are available to students who need them at each grade level.</p> <p>Summative Notes: Science teachers used the Talk Read Talk Write strategy with science text (cross-curricular application). Students read the text, then were then given the opportunity to extend their learning by discussing how those topics impacted their lives with their peers. After students discussed, some form of writing evidence was assigned to prove their understanding of the topic. Science teachers used questioning strategies to engage and challenge all students. Professional development on this topic was provided to assist teachers in becoming more natural in this process.</p>
<p>Collect samples of extended learning activities that Science teachers have used with their gifted students.</p>	<p>Weekly planning meetings; monthly department meetings; consultation with Inst. Coaches</p>	<p>Student work samples, lesson plans, planning and meeting notes</p>	<p>Formative Notes: All teachers have samples of work from previous students to share with current students, which provide examples the quality of work, not necessarily the content, they are looking for.</p> <p>Summative Notes: Teachers routinely share and collect projects and assignments from their students to share with future classes.</p>

Critical Action 4

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

Project Lead:	Science Department Chair, Social Studies Department Chair							
Staff, Title I Staff:	Science Department members, Social Studies Department members							
Materials and Resources:	Master schedule, observation template/rubric, possibly sub codes, Science Dept. meetings, Social Studies Dept. meetings							
Targeted Area:	<input type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 4:

Action Step <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • 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
Science teachers will visit other teachers' classes to observe and note instructional strategies that are being implemented throughout the building at all three grade levels. Notes will be made on observation tool created by Rice Leadership Team (as indicated in SBIC from 16-17).	Visits will occur during planning time or as scheduled between teachers	Teacher observation form and/or informal observation notes	Formative Notes: This is in progress and will be completed this semester. There are a number of options as far as rubrics for teachers to use when doing observations. Summative Notes: Teachers visited other classes to observe their peers, gain ideas for classroom management, & instructional strategies, and to assist the teacher of record with goals they had set.
Science teachers will identify individual goals that observing teachers can watch for; at departmental meetings, observing teachers will share observations and feedback surrounding observations related to meeting those goals.	Monthly department meetings	Rubrics created and notes taken during observations	Formative Notes: Prior to our observations, teachers will meet and discuss goal they would like the observers to watch for- maybe varying their levels of questioning, classroom management techniques, formative assessment strategies being used, etc. These will be noted by the observer and recorded on the rubric chosen by the participants. Summative Notes: After observations, teachers shared what they noticed and recorded with the teacher of record regarding their goals. Teachers of record were able to make adjustments to their teaching as a result of this, making the greatest impact for student success.

<p>Social Studies teachers will visit other teachers' classes to observe and note instructional strategies that are being implemented throughout the building at all three grade levels. Notes will be made on observation tool created by Rice Leadership Team (as indicated in SBIC from 16-17).</p>	<p>Visits will occur during planning time or as scheduled between teachers</p>	<p>Teacher observation form and informal observation notes</p>	<p>Formative Notes: While some department teachers were able to observe other classrooms in the fall, others were unable to do so due to scheduling and time commitments. A department email and survey were sent out in early January to collect observation notes from the fall, and to re-establish our goal for the spring. This email also included an observation tool for use and requested each department member to create an observation plan to bring to the next department meeting on February 1st. At that time, we will share our plans and plot out the timeline for completion.</p> <p>Summative Notes: Summative Notes: Continued efforts were made to conduct observations in colleague's classrooms to identify areas for growth and to take note of best practices. Observations were shared in department meetings and in grade-level meetings. Most teachers were able to meet the goals of one observation per semester. It was generally agreed that these observations are valuable and offer fresh ideas that we can implement in our classrooms.</p>
<p>Social Studies teachers will identify individual goals that observing teachers can watch for; at departmental meetings and/or through collaborative message boards, observing teachers will share observations and feedback surrounding observations related to meeting those goals.</p>	<p>Monthly department meetings</p>	<p>Rubrics created and notes taken during observations</p>	<p>Formative Notes: An observation tool was sent out in the fall and again in January to help teachers determine certain goals for observation. Other observation goals will be related to their personal TTESS goals. Plans for spring observations will be brought to the next department meeting on February 1st. At that time, we will share our plans and plot out the timeline for completion.</p> <p>Summative Notes: Department teachers shared lesson plans before observations so that observing teachers could be cognizant of strategies being implemented and could know the pedagogy behind those choices. Grade levels observed Math teachers using the new Chromebooks to consider how to best utilize the devices when our campus reaches a one-to-web student to Chromebook ratio. Grade-levels discussed how we could best use the Chromebook in Social Studies.</p>

<p>Each Social Studies teacher will schedule at least one period of observation with another teacher on campus to observe instructional strategies in which observed teacher wants to improve (perhaps related to T-TESS goals). Notes will be made on observation tool created by Rice Leadership Team (as indicated in SBIC from 16-17).</p>	<p>At least once during the 2017-2018 school year</p>	<p>Teacher observation form and/or informal observation notes</p>	<p>Formative Notes: Plans for spring observations will be brought to the next department meeting on February 1st. At that time, we will share our plans and plot out the timeline for completion. An observation tool was sent out in the fall and again in January to help teachers determine certain goals for observation. Other observation goals will be related to their personal TTESS goals.</p> <p>Summative Notes: Continued efforts were made to conduct observations in colleague’s classrooms to identify areas for growth and to take note of best practices. Observations were shared in department meetings and in grade-level meetings. Most teachers were able to meet the goals of one observation per semester.</p>
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Critical Action 5

Critical Action: Analyze student performance data to inform team discussions and decisions (BP 9).

Project Lead:	Math Department Chair							
Staff, Title I Staff:	Math core teachers							
Materials and Resources:	Edugence, PISD curriculum, TEKS							
Targeted Area:	<input type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 5:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • 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
Have support staff from Assessment & Accountability (Tamara Wooten) train entire math department on how to locate and analyze appropriate student data Edugence.	October 2017	Department meeting agenda	Formative Notes: Tamara Wooten was unavailable on the day that worked for the whole math department, so Jennifer Thomé (math department chair) led an Edugence training for the math teachers on Wednesday, October 11 th from 4-5p. She gave them spreadsheets with the TEKS correlated to the percentage correct for fall semester exams from 2016, Mathematics STAAR 2016, and a step-by-step guide on how to access data in Edugence. Summative Notes: As indicated above, Tamara Wooten was unavailable on the day that worked for the whole math department, so Jennifer Thomé (math department chair) led an Edugence training for the math teachers on Wednesday, October 11 th from 4-5p. She gave them spreadsheets with the TEKS correlated to the percentage correct for fall semester exams from 2016, Mathematics STAAR 2016, and a step-by-step guide on how to access data in Edugence.
Analyze prior grade’s data (STAAR, MAP, semester exam results) to inform instructional decisions.	Ongoing 2017-2018 school year during weekly grade level meetings and monthly	Edugence data, notes from Plano ISD Extended Planning team sessions	Formative Notes: 6 th grade will analyze data during the Spring semester pullout day (TBD). 7 th grade: • Fall semester Math 7 area of weakness: percent increase and calculating final sale price

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • 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
	departmental meetings		<ul style="list-style-type: none"> • Fall semester Math 7H area of weakness: nested triangle similarity problems, probability • STAAR area of weakness: budget calculations, area of composite figures, probability • We reviewed these areas of weakness more heavily during our fall semester exam review since most of it we had already taught by the time we did the data analysis. We plan to review the STAAR area of weaknesses during our STAAR review. <p>8th grade:</p> <ul style="list-style-type: none"> • Areas of weakness: calculating rate of change from a graph, Pythagorean theorem, comparing simple and compound interest account values • Reviewed the content from the fall semester more heavily during fall semester exam review • Will review other material in the spring semester and before STAAR <p>Algebra 1 Honors will analyze data during the Spring semester pullout day (TBD).</p> <p>Summative Notes:</p> <p>6th grade analyzed data during the Spring semester pullout day on 5/2/18.</p> <ul style="list-style-type: none"> • Fall semester area of growth: multiple and divide positive rational numbers, representing constant rates of change in multiple representations, solve problems involving rates, ratios, and percents • STAAR area of growth: determining if a value makes an equation or inequality true; summarizing numeric data to describe shape, center, and spread of the data; interpret data in box plots, dot plots, histograms, and stem-and-leaf plots; representing benchmark fractions; writing equations/inequalities to represent word problems <p>7th grade had planning on 10/17/17 and 4/18/18</p> <ul style="list-style-type: none"> • Fall semester Math 7 area of growth: percent increase and calculating final sale price

<p>Action Step</p> <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step 	<p>Implementation Timeline per Action Step</p>	<p>Implementation Evidence per Action Step</p>	<p>Formative & Summative Notes per Action Step</p>
			<ul style="list-style-type: none"> • Fall semester Math 7H area of growth: nested triangle similarity problems, probability • STAAR area of growth: budget calculations, area of composite figures, probability • We reviewed these areas of growth more heavily during our fall semester exam review since most of it we had already taught by the time we did the data analysis. <p>8th grade: had planning on 10/18/17 and 5/23/18 (this date to look at data analysis for next year planning).</p> <ul style="list-style-type: none"> • Areas of growth: calculating rate of change from a graph, Pythagorean theorem, comparing simple and compound interest account values • Reviewed the content from the fall semester more heavily during fall semester exam review <p>Algebra 1 Honors analyzed data during their Spring semester pullout day (April 2018).</p> <ul style="list-style-type: none"> • Areas of growth: quadratics
<p>Math teachers discuss their grade level’s areas of concept weakness, the implications for previous/future math courses, and adjust lessons accordingly.</p>	<p>Monthly department meetings</p>	<p>Department meeting agenda</p>	<p>Formative Notes: Teachers discussed the grade levels’ area of weaknesses at the October 26, 2017, math department meeting (those that had completed it) and how that influenced vertical alignment.</p> <ul style="list-style-type: none"> • Probability and budgets are only covered in 7th grade, so it is hard to discuss how that affects 6th and 8th grade math. We discussed the area of 2-D shapes, though, and how that it starts with their exploration of those shapes in 6th grade and then it continues in the application of 3D figures and surface area in 7th and 8th grade. • We discussed calculating simple and compound interest begins in 7th grade but then does more of the comparing in 8th grade. 7th grade teachers are going to review those more throughout the year to prepare for next year.

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • 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
			Summative Notes: We discussed the grade levels' area of growth at the October 26, 2017 and April 26, 2018, math department meetings (those that had completed it) and how that influenced vertical alignment. <ul style="list-style-type: none"> • Probability and budgets are only covered in 7th grade, so it is hard to discuss how that affects 6th and 8th grade math. We discussed the area of 2-D shapes, though, and how that it starts with their exploration of those shapes in 6th grade and then it continues in the application of 3D figures and surface area in 7th and 8th grade. • We discussed calculating simple and compound interest begins in 7th grade but then does more of the comparing in 8th grade. 7th grade teachers are reviewed those more throughout the year to prepare for next year. • We discussed that percent of change is built upon the understanding of percents in 6th grade. Even though our Honors Algebra 1 students performed very well on last year's EOC test, our Algebra teachers reviewed quadratics more heavily during their EOC review as a result of seeing that was an area of growth last year.

Critical Action Addressing Missed State Safeguards

Critical Actions to Address Missed State Safeguards:

- Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P³A Best Practice #17)
- Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P³A Best Practice #13)
- Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P³A Best Practice #14)

Project Lead:	Academic Specialist, & Special Education Dept. Chair (with assistance from campus administration & Leadership Team)							
Staff, Title I Staff:	All staff serving students performing below grade level							
Materials and Resources:	Edugence data, progress reports, report cards, IEPs, 504 plans, CMIT plans							
Targeted Area:	<input checked="" type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Actions to Address Missed State Safeguards:

Action Step <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • 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>SW #17 - Proactively develop intervention plans for students performing below grade level – created in, updated, and shared via Google Drive</p> <ul style="list-style-type: none"> • Create and share a written intervention plan (pyramid of interventions—layered support at the district, school, and classroom levels to ensure all students reach high standards of achievement) that clearly identifies the school-level support used to assist students who enter a class at a below-grade achievement level. • Develop, distribute, and implement the plan to provide this remediation beyond the classroom teacher for students entering a classroom below grade level. • Use student assessment data and teacher input to identify the students at each grade level in your school who are going to require additional instructional supports from the first day of the school year. Ensure that these students receive these services. 	<p>Completed during first 9 weeks of 17-18 school year, or within 9 weeks of enrollment at Rice</p>	<p>Individual intervention plans</p>	<p>Formative Notes: A tracking system was created in Google Drive for Special Education, 504, and CMIT students performing below grade level. This was shared with applicable teachers and is monitored by the Special Education department chair and Academic Specialist. Special Education teachers meet with general education teachers consistently to review the latest results, to identify students who are struggling, and to help teachers plan instruction accordingly. They use layered interventions such as differentiated instruction, scaffolding, formative assessment, summative assessment, and response to intervention, to ensure all students reach their academic potential. They reteach subject matter with individual students and modify lessons as necessary for the reteach. They also encourage students to attend tutorials and get assistance during class time with the teacher as needed. They utilize MAP results to identify gaps and areas for growth to help facilitate the effectiveness of the reteach. Special education teachers craft goals and objectives for IEPs to support specific TEKS skills in alignment with the</p>

<p>Action Step</p> <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step 	<p>Implementation Timeline per Action Step</p>	<p>Implementation Evidence per Action Step</p>	<p>Formative & Summative Notes per Action Step</p>
			<p>academic curriculum. Some teachers provide errorless learning through Discrete Trial training.</p> <p>Summative Notes: Teachers utilized testing data and student IEP goals in data tracking sheets to implement lessons structured to fit the student needs in the classroom. IEP tracking sheets were updated daily for students daily for compliance of students receiving services. Teachers shared modified lessons in the District Shared Drive for others to access if needed. Remediation strategies were implemented in the classroom following 8th grade STAAR first administration results. Students were given study guides and reviews for the Social Studies STAAR test.</p>
<p>SW #17 - Provide proactive support for students performing below grade level</p> <ul style="list-style-type: none"> • Provide just in time support to ensure that students who are performing below grade level gain the specific prerequisite skills needed before they are introduced to new content. Students must be taught at grade level while simultaneously receiving the necessary review and reinforcement to master the grade-level prerequisites (teachers, co-teachers, paras, HOPE students, peer tutors). • Ensure that each unit of study (no longer than six weeks) in all core content areas has been carefully analyzed to determine what necessary prerequisite skills students must possess to be able to engage with the new learning content successfully. Use pre-assessments designed around these prerequisite skills so that teachers can know whether students in their classrooms have the necessary skills for the new content. 	<p>Weekly planning meetings with grade level department & support teachers</p>	<p>Lesson plans, curricular calendar, tutoring sessions, Learning Lab check-ins, individual student plan notes</p>	<p>Formative Notes: After consultation with general education teachers, Ms. Stevenson provides specialized, targeted warm-ups for her inclusion students (based on prior knowledge, prerequisite skills and IEP goals/objectives). Teachers pre-teach concepts through in-class intervention. After releasing the majority of the class to work on independent practice problems, struggling students can receive additional guidance from the teacher and/or co-teacher until they are fully prepared to complete the task independently. Specialized warm-ups provide just in time support to help students get prerequisite skills as needed in class. Special education teachers communicate with general education teachers to determine needed support for any of their caseload students. They check Pinnacle weekly to monitor grades and gaps for all students. Once determined, they discuss next steps and work proactively with each student to ensure continued success. Many students have individualized intervention plans based on their IEPs and HOPE students provide peer modeling.</p>

Action Step <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • 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
			Summative Notes: Teachers developed lessons and activities to support the needs of each student by structuring the lessons to accommodate their learning styles and needs. Many lessons included multiple ways in which a student could explore new content (i.e. manipulatives, math charts, graphic organizers, visual supports, auditory supports, prerequisite vocabulary supports, etc.). Teachers provided modifications of assignments, tests, quizzes, essays, explanations and reteach in class. Prerequisite skills were assessed before beginning new grade-level content in class.
SW #17 - Provide academic support aligned with the district curriculum <ul style="list-style-type: none"> • Examine any school-level interventions to make certain that they are tightly aligned with the academic objectives of the district's written curriculum that are being addressed in the classrooms. It is imperative that all support is tightly aligned with the specific academic objectives students need to master. (Of course, to do this, you must know exactly what it is that students need to know and be able to do and which students lack this knowledge or these skills.) • Avoid the common error of providing general support such as afterschool tutoring that is not specifically aligned to the current learning objectives being addressed. 	Weekly planning meetings with grade level department & support teachers	Lesson plans, curricular calendar, specialized tutoring sessions, Learning Lab check-ins, individual student plan notes	Formative Notes: To maximize the use of student time, teachers try to avoid unnecessary instructional overlaps, prevents gaps, and thereby minimize boredom and ensure mastery of curriculum. Special education teachers follow the PISD modified curriculum version for the classroom subject matter. General education academics are supported through goals and objectives. Summative Notes: Teachers developed and modified lessons and materials for activities that align with the district curriculum plan. They also provided interventions that met the students' learning needs, while also following the objectives measured in the TEKS, utilizing academic supports that while modified, still address key concepts and objectives stated in the curriculum and state standards.
SW #17 - Evaluate the effectiveness of student interventions <ul style="list-style-type: none"> • Determine how you will evaluate the effectiveness of any school-level learning interventions that you provide. For any support programs, strategies, or materials (for students who are performing below grade level) clearly identify the processes that you will use to determine if the support led to improved outcomes. • Attempt to tie any evaluation to demonstrated student performance (e.g., increased mastery levels for students who received the intervention that were greater than gains for students 	Monthly departmental meetings; progress reports and IEP updates every 3 weeks	Meeting notes, MAP data, local assessments, grade reports, IEP data, individual student plan notes	Formative Notes: The students using an alternative curriculum and learning goals have interventions aligned with their individualized IEP goals, which are taught during DT and generalized in small group instruction. Content mastery and growth is documented in student goal progress reporting each 3 weeks. The Special Education department will look at data from the first semester at the February departmental meeting to determine if interventions used (such as APEX and IRI) were effective and resulted in student growth. Special

<p>Action Step</p> <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step 	<p>Implementation Timeline per Action Step</p>	<p>Implementation Evidence per Action Step</p>	<p>Formative & Summative Notes per Action Step</p>
<p>who did not) by constructing the most rigorous evaluation processes possible.</p> <ul style="list-style-type: none"> • Abandon interventions that do not result in increased student performance. • Have school leaders arrange to visit classrooms where peer tutors are being used and to record their observations relative to their use. Meet as a leadership team to discuss your observations. Also share your findings with teachers of the classrooms that have been visited. 			<p>Education team leader and Academic Specialist will coordinate times to observe the use of peer tutors and bring findings to the Leadership Team at the March meeting.</p> <p>Summative Notes: Teachers consistently checked for understanding throughout lesson activities and interventions. They utilized informal assessments daily while using formal assessments a few times throughout a unit. Teachers also used evaluations and observations in the classroom environment to structure and adjust lessons for future activities and interventions. Teachers analyzed strategies used for interventions to determine effectiveness before continuing on with the intervention, and examined students test/quiz scores and make adjustments to interventions as needed, offering redos and tutorials as needed.</p>
<p>CL #13 - Provide tutorials that target specific objectives</p> <ul style="list-style-type: none"> • Structure specific instruction opportunities for the prerequisite skills in tutorial sessions that precede the new unit of study. Have students from across classrooms who need this instruction take part in the tutorials. • Avoid the common error of providing general support such as afterschool tutoring that is not specifically aligned to the current learning objectives being addressed. 	<p>Weekly and as needed when specific objectives are identified through data disaggregation</p>	<p>Weekly tutorial schedule, tutorial logs, tutorial lesson plans</p>	<p>Formative Notes: Tutorials and 1:1 classroom intervention time are individualized and provided at each particular time of need, and cover the specific topic a student is having a difficult time comprehending or understanding. Students are supported in tutorials and continue to expand their toolbox of methods to solve problems by becoming more skilled at explicitly thinking about their reasoning processes, and developing strategies that work for them. Our centralized unit classrooms provide IEP intervention and discrete trial training 1:1.</p> <p>Summative Notes: Tutoring sessions were offered for students throughout the week to address grade-level learning objectives, and opportunities were also provided for students to practice and master prerequisite skills that would be needed in upcoming lessons, activities, and units of study. Teachers made sure that any additional instruction in tutoring sessions</p>

Action Step <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • 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
			aligned with the present learning objectives and standards established in the current unit of study.
CL #13 - Train and use peer tutors to support student <ul style="list-style-type: none"> • Explore the use of peer tutors in your classrooms. Conduct a quick survey to determine which teachers are using peer tutors. Ask teachers who use peer tutors how they train and use them. • Ask teachers who are highly skilled in the knowledge and use of peer tutors to share their practices with other teachers. Structure time for this knowledge sharing to occur. Following this sharing, ask teacher teams to meet to identify the characteristics of effective peer tutoring. In addition, ask teachers to determine how they will each increase their use of peer tutors to support student learning. • Use peer tutors in class and during scheduled tutorials to assist and support students in their mastery of the content. 	Training by the end of first 9 weeks; used daily and/or weekly, depending on the class, teacher, and unit being studied; sharing & feedback to be completed at monthly departmental meetings	Staff survey on the use of peer tutors, department meeting agendas, lesson plans	Formative Notes: PWSHS Mu Alpha Theta Math Society members assist with math teachers' tutorials and utilize a SignUpGenius tool. The first semester was spent assisting teachers and learning how to work with middle school students. During the second semester, specialized math tutoring may be hosted by members. Peer tutoring in class gives teachers the capability to accommodate a classroom of diverse learners to improve academic achievement across ability levels and content areas. HOPE students are proactively used in classrooms to assist their peers in all content areas. Science teachers regularly use peer tutors during class to assist with concept mastery. Summative Notes: Teachers used HOPE students in the classroom as peer tutors to assist in student learning, encourage interaction and collaboration with their peers. Student learning was also increased by pairing students in groups where there is a student with a greater skill level to model and guide for student that has extreme deficit in that area.
CL #14 - Seek support from team members & multiple staff members to assist students performing below grade level <ul style="list-style-type: none"> • Ask teachers who are highly skilled in a variety of content areas and in differentiation to share their practices with other teachers. Structure time for this knowledge sharing to occur. Following this sharing, ask teacher teams to discuss what was learned and how they will implement these strategies in their own classrooms. 	Sharing & feedback to be completed at monthly departmental meetings	Department meeting agendas, lesson plans	Formative Notes: 6 th grade Math teachers have begun using the "highlighting mistakes" grading strategy (https://www.teachingchannel.org/videos/math-test-grading-tips). This was shared at a fall Math departmental meeting. Special education teachers met with previous year's teachers before the school year began to help establish not only a working relationship, but to gain insight into the child and his/her needs. Teachers check in consistently with the team leader for guidance and support. They ask questions, provide support, and consult daily or weekly with immediate peers and general education teachers. Several teachers have

Action Step <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • 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>observed other classrooms this school year to learn about and share best practices. Special education teachers consult Curriculum Specialists and collaborate with co-teachers to help students meet their IEP goals.</p> <p>Summative Notes: There was consistent communication and collaboration among teachers to address previous, current, and upcoming learning objectives. All teachers shared ideas and thoughts on strategies and activities that work for students performing below grade level in the classroom setting and discussed with other teachers different options on how to help students performing below grade level.</p>
<p>CL #14 - Seek support from parents</p> <ul style="list-style-type: none"> • Examine the ways in which teachers in your school identify specific support that parents can provide for students who are not mastering grade-level objectives. Study the examples provided by teachers. Share the results with all teachers and ask teacher teams to discuss these results. • Have each teacher team discuss how they could most effectively solicit needed support. Characteristics of communication such as the following can initiate their brainstorming: <ul style="list-style-type: none"> • <i>Prompt—as soon as students begin to struggle.</i> • <i>Specific—about the exact learning that needs reinforcement.</i> • <i>Informative—thorough in detailing the tools available for parents.</i> • Using the list of characteristics that they create, ask each team to craft a sample of highly effective parental communication that clarifies how parents can provide needed support. Share the samples created by each team and ask teachers to use these samples as prototypes for their own communication. 	<p>504, CMIT, and IEP annual meetings; sharing & feedback to be completed at monthly departmental meetings</p>	<p>504, CMIT, and IEP paperwork, department meeting agendas, communication templates, emails, & parent communication logs</p>	<p>Formative Notes: Teachers communicate with parents of all students on a consistent basis (some daily or weekly). They utilize Google Classroom, email, daily communication sheets, and phone calls/texts. Some teachers provide homework packets over breaks, along with strategies for them to use at home. Communication tool samples will be shared at a spring Special Education departmental meeting (date TBD). Academic Specialist coordinates weekly “Wednesday School” and 9-weeks’ “Friday Night Lights” with students, teachers, and parents to ensure student work is completed in small group sessions with scaffolded support.</p> <p>Summative Notes: There was consistent communication (emails, letters, phone calls, conferences, IEP updates) with parents concerning students performing below grade level-- regarding areas for growth with a student and providing resources to allow parents to assist the student's in the home environment.</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. (Required Action Steps per 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.	Principal	Campus Wellness Plan	<p>Formative Notes: Wellness Captain is Allison King. Wellness Team includes Allison King, Serena Yang (nurse), Kathy Moore (FANS director), and David Holliday (parent). Wellness Team teachers will meet biweekly at their planning meeting, along with principal. Full team meetings will be held once per semester throughout the 2017-2018 school year.</p> <p>Wellness Goals:</p> <ul style="list-style-type: none"> • PE teachers will work with FANS to introduce and advertise healthy foods during lunch and encourage students to try them. • Campus Nurse sends out to staff monthly “Health Bytes” from a local hospital. • PE teachers supply kids with nutritional information during lessons in PE/Health class. PE teachers will consider hosting various fitness challenges for staff throughout the school year. Coaches/PE teachers will also promote/lead workouts before and after school for the faculty. • Cafeteria manager provides USDA-approved “Smart Snacks” during lunches. She tracks all snacks sold in the fall to appeal to her director to allow approved ice cream in the spring. She also offers various samples (ie, dried apples) to students to determine if these would become part of the menu. <p>Substance Abuse talk occurred (John Meulman) with all 6th graders through PE classes on Oct. 24, 2017.</p> <p>6th grade Health Fair to all 6th graders through PE classes on January 18th.</p>

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				Summative Notes: PE teachers discussed healthy food choices during classes and observed some improvement of food choices during the lunch periods. Nurse Yang sent out monthly Health Byte emails to inform and educate students about health and wellness topics. Staff participation was low during after school workouts, so PE teachers will continue to encourage participation throughout the year. Cafeteria manager tracked all sales and was able to get certain ice creams approved based upon results. Plano West students engaged with students and increased interest in the Health program provided for student's future education.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Formative & Summative Notes: Wellness Team parent is David Holliday.
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.	Principal	Coordinated School Health Curriculum	Formative Notes: The curriculum is provided by PISD and includes a unit calendar, online lesson plans, and visuals/videos. Health lessons are provided in class. It is likely that small health units will be taught at the start of PE classes to maximize fitness and activity time. Summative Notes: PE teachers will continue to increase their Health knowledge and curriculum to prepare students for the classroom health class provided next year for high school credit.
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.	P.E. Teacher/ Staff	Coordinated School Health Curriculum	Formative Notes: Location: inside main gym, by girls' locker room. Coaches change the topic periodically, based on what sports are in season for Athletics. Dry-erase board at gym entry describes activities/sports are being taught in PE, what extracurricular activities are available, which topics are being taught in Health classes, and in coordination with FANS. Summative Notes: PE teachers will continue to update content on the bulletin board with relative content associated with PE/Athletics units and workouts.
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, Remind, social media, and/or Google Classroom.	Campus Wellness Captain/Principal	Campus Wellness Plan	Formative Notes: During the first week of each month, the school nurse provides health information ("Health Bytes") to the community (via eNews) and staff (via school email) based on current health concerns or monthly national health observances & awareness.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				<ul style="list-style-type: none"> • September 2017 – cold and flu awareness and comparison chart • October 2017 – “handwashing” and “cover your cough” videos played in class; cold and flu prevention <p>School nurse also provides health fair information periodically when available.</p> <ul style="list-style-type: none"> • September 2017 – Free immunizations provided by Care Van Program • January 2018 – Health Fair (through 6th grade PE classes) • January 2018 – Lions Club (vision and eyeglass clinic/PISD) <p>Nutrition posters are posted in the clinic, gym and cafeteria year-round to remind students of making healthy food choices at home and in school. Posters will be updated accordingly. Hand washing signs have been provided at every sink through the building.</p> <p>Summative Notes: Nurse continued to provide health information to staff and parents.</p> <ul style="list-style-type: none"> • November 2017 – 8th grade scoliosis screening - what you should know about scoliosis; cold and flu prevention • December 2017 –National Handwashing Awareness Week (12/3-12/9) promotion • January 2018 – prevention for digital eye strain (7th grade vision and hearing screening month) • February 2018 – the need for vaccines • March 2018 – 6th grade parent letter re: 7th grade immunization requirements – why the new shots are needed, what are the shots needed and where/how to get the shots • March 2018 – hand sanitizer stations were added to the front and exit doors to the front office, in front of the BSC hallway, outside of the gym doors, and in front of the clinic/counseling office

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				<ul style="list-style-type: none"> • April 2018 – Noise Awareness (April 25th is the international noise awareness day) • April 2018 – free skin cancer screenings • May 2018 – Hypertension Awareness (May 17th is dedicated to World Hypertension Day [WHD])
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	<p>Formative Notes: Fitnessgram assessments occur once per semester. Spring FitnessGram testing will take place in April 2018.</p> <p>Summative Notes: Fitnessgram assessments were completed for the 2017-2018 school year. PE teachers will continue to work towards completing Fitnessgram testing efficiently.</p>
4 th & 7 th	Ensure all data for 3 rd - 8 th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.	P.E. Teacher	Fitnessgram Student Report	<p>Formative Notes: Fitnessgram data will be entered into the online system by the end of the 9 weeks in which the assessment occurs.</p> <p>Summative Notes: Fitnessgram result data was entered into the database for the 2017-2018 school year. PE teachers will continue to incorporate Fitnessgram activities into their tabata workouts to increase endurance, strength, and flexibility.</p>
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.	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	<p>Formative Notes: PE Teachers start each class with Instant activity (walking around gym) followed by Tabata (MWF and TR rotations) warm-ups before moving into the PE lesson or game for the day. Yoga will be introduced later in the school year.</p> <p>Summative Notes: New tabata exercises were introduced every four weeks to continue to develop student's strength, endurance, and flexibility.</p>
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	<p>Formative Notes: Students are allowed/encouraged to use their device (phone) to keep track of their steps or use their watch to keep track of their steps and their heart rate. Teachers may choose to use the pedometers during testing. Students are also able to keep track of their team's record during end of unit tournament play.</p>

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
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.	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	<p>Summative Notes:</p> <p>Formative Notes: Required 4 semesters during middle school career. Counselors ensure requirements are met. Administrators create a master schedule with P.E. courses for all grade levels. All PE classes this year are mixed-grades (6th, 7th, and 8th) to help with scheduling. PE teaching staff this year will continue to incorporate daily Tabata exercises (modeled by coaches), along with structured and scaffolded learning on various sports (volleyball, badminton, basketball, soccer, pickleball, Nitroball, thus far). Sports units culminate in a “tournament” to showcase skills at the end of unit. There is a weekly focus on Fitnessgram tasks (running one mile, push-ups, sit ups, flexibility, etc.).</p> <p>Summative Notes: New tabata exercises were introduced to give students more variety to their daily workouts. New activity units were introduced with build-up games and lead to tournament play during the Spring semester (futsal, scooter handball, crab soccer, ultimate frisbee).</p>
ATTENDANCE:				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Assistant Principal; attendance clerk	Pinnacle data; Attendance tracking spreadsheet; letters home; Attendance Behavior Plans	<p>Formative Notes: Attendance clerk monitors daily attendance; assistant principal does bi-weekly attendance checks and follow-up with students and/or parents when concern arises—including creation of attendance behavior plans. Campus attendance plan has been created (including recoup time, Attendance behavior plans, conferences, tutorials, Wed/Fri school, court filing). Assistant principal includes grade level counselor and academic specialist in attendance behavior plan creation with parent(s)/student.</p> <p>Summative Notes: Rice was in the top 3 PISD secondary schools for attendance rates throughout the entire school year. Assistant principal placed 12 students on attendance behavior plans this school year, and filed truancy on only one student/parents during the current school year. District obtained a waiver to be exempt from the 90% attendance law</p>

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				(started May 2017) due to being a “District of Innovation,” so while attendance was tracked, no recoup time was required; more collaborative meetings were held with parents, students, teachers, counselors, and administrators to ensure attendance. Several students were required to sign in daily as well.

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. (Required Action Steps per 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.	Administrators	Staff feedback from survey; Plano PD and district Safety & Security officials	<p>Formative Notes: Survey results from the 15-16 school year previously identified high-risk areas. Staff are present in hallways during transition periods. Certain staff are assigned before/after school duties. Police presence requested during first week of school to assist with traffic flow and traffic patterns, though some days were not covered. Administrators assisted in their absence. Rice obtained a crossing guard for the front of the school this school year, which has helped with traffic patterns and student safety.</p> <p>Summative Notes: Rice administrators continued to send out reminders to the community about high risk areas and safety (arrival/dismissal). The crossing guard has helped decrease traffic and safety issues at Rice.</p>
	Monitor high risk areas.	All staff	Campus duty schedule (Learning Lab assistant, administrators, coaches, counselors) for mornings, lunch, and afternoons	<p>Formative Notes: Administrators—inside areas in the morning, outside areas in the afternoon; teacher duties as assigned; staff monitoring hallways during transition times. Local off-duty police officers come twice per day to campus to be visible and provide security presence. Police presence requested during first week of school to assist with traffic flow and traffic patterns, though some days were not covered. Administrators assisted in their absence.</p> <p>Summative Notes: Continuation of am/pm duties. Teachers were reminded through the weekly Monday Memo to help monitor students in the hall during transition times. During the second semester, the lead counselor noted a gap in monitoring in the morning, and various staff began covering that particular area.</p>

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Follow Campus Rules/Expectations.	Administrators	PISD Code of Conduct, District Handbook Rice MS Handbook	Formative Notes: Continual monitoring of all areas of campus and redirection/referral as necessary. Summative Notes: Administrators ask staff for extra assistance (morning/afternoon and lunch duties) when off campus for meetings.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Lead Counselor	Handouts & PowerPoint; SafeSchools online training	Formative Notes: Sarena Edwards led required bullying and suicide trainings on Aug. 16, 2017 for all staff and will revisit topics in January. All staff were required complete sexual harassment training by Dec. 20, 2017. Summative Notes: All staff completed sexual harassment training by Dec. 20, 2017. Email communications have been sent to remind and refresh staff requirements in the area of bullying/sexual harassment.
	Review referral process.	Administrators	Rice MS referral plan	Formative Notes: Reviewed campus handbook at back-to-school in-service for new teachers on Aug.7, 2017 and for all teachers on Aug. 16, 2017 for all staff. Handbook is available through Google Drive to all Rice staff. Summative Notes: When discipline issues arise, teachers are encouraged to take care of them in class and notify parents; however, as behavior increases, referrals may be written. Teachers are reminded to not give a consequence and write a referral (double penalty) and to keep referrals objective.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus.	Administrators	Discipline Management Plan as indicated in Rice MS Handbook	Formative Notes: Rules, expectations, assistance available, tutorials, and hygiene were reviewed with all sixth graders during the first week of school. All counselors provide student lessons on bullying and suicide. Reviewed campus handbook and protocol for classroom and campus interventions at back-to-school in-service on Aug. 16, 2017 for all staff. On Fridays, the counselors host groups using the Safety Net counseling program from the Child and Family Guidance Center that partners with PISD. The program covers many topics in the areas of self-concept, positive actions, getting along with

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				<p>others, personal responsibility and goal setting for continual improvement. Students, teachers, parents, counselors can refer a student. 6th grade counselor provided in-class lessons on suicide prevention and stress relief in October, and breathing techniques and staying calm in December. 7th grade counselor provided in-class lessons on suicide prevention and bullying in September, and test preparation and study habits in December. She hosts weekly lunches with her 7th grade students throughout the school year. 8th grade counselor provided in-class lessons on social-emotional health and suicide prevention in October.</p> <p>Summative Notes: PISD’s SEL modules were held during Oct., Nov., and Dec. staff meetings. Several teachers on campus embraced social-emotional learning and incorporated SEL strategies during homeroom and in the hallways through signage and challenges posted for staff and students.</p>
	Implement campus referral plan.	Administrators	Rice MS Referral Plan	<p>Formative Notes: On-going processing of referrals from August 2017-June 2018 and reporting in the TEAMS online system. Reports will be sent to the Executive Director of Student Services each 9 week grading period.</p> <p>Summative Notes: When discipline issues arise, teachers are encouraged to take care of them in class and notify parents; however, as behavior increases, referrals may be written. Teachers are reminded to not give a consequence and write a referral (double penalty) and to keep referrals objective.</p>
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	<p>Formative Notes: PBIS refresher training provided by ELAR Department Chair on August 16, 2017 and a follow-up will be provided through campus PD in the fall semester. Classroom teachers and paraprofessionals implement PBIS regularly as well. All three campus administrators have T-P ESS goals that revolve around restorative practices and social-emotional learning. Full campus PD day on Aug. 11, 2017 about social-emotional learning. SEL will be a campus initiative all year. PD was scheduled at staff meetings in Sept., Oct., and Nov., 2017. A “mindfulness room” and “Happy Teacher Revolution” group have been started at Rice as well, to support teachers’ social-</p>

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				<p>emotional health. Many teachers have begun to utilize circles—for academics and behavior/relationship rebuilding.</p> <p>Summative Notes: Tracy Walls presented behavior training to all staff on Feb. 22nd, 2018, reviewing procedures and PBIS.</p> <p>During the 2017-18 school year, Rice logged 114 campus referrals into the TEAMS system. Of those referrals, 50 resulted in detentions, 15 in parent/student conferences, 4 in suspension of technology use, 1 in campus clean up, 35 in ISS, 14 in OSS, and one citation was issued. These numbers were less than in previous years. Restorative circles were held between students-students and students-teachers to repair damaged relationships. Students who received office referrals were assigned iDefine lessons—online learning opportunities provided by PISD to help students understand their mistakes and plan for making better choices in the future. Other strategies include the Implementation of a “break card” for students who become distracted or overwhelmed easily, and the use of point sheet with students who require a visual reminder of appropriate and expected behaviors—signed by all teachers and parent, monitored by campus administrators.</p> <p>All staff members regularly give out RAVE tickets to students as they exhibit appropriate behavior. RAVE tickets can be used to purchase items in the RAVE store on Fridays. The “Remarkable Raven” program continued, in partnership with the Rice PTA. Students are nominated each grading period and recognized for going above and beyond at school. More teachers at Rice began implementing an individualized version of PBIS in their classrooms, decreasing the number of office referrals.</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)
All Students	PREVENTION:			

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Rules, expectations, assistance available, tutorials, and hygiene were reviewed with all sixth graders during the first week of school. Continual monitoring of all areas of campus and redirection/referral as necessary. "Bystander Code of Conduct" (regarding social media usage and bullying) posters displayed around campus. Substance Abuse talk will be given (John Meulman) to all 6 th graders through PE classes on Oct. 24, 2017. Cyberbullying assemblies were held on Oct. 27, 2017. All counselors provide student lessons on bullying and suicide in classes.
	Monitor high risk areas.	All staff	Schedule (if necessary)	Administrators—inside areas in the morning, outside areas in the afternoon; teacher duties as assigned; staff monitoring hallways during transition times. Plano PD officers come twice per day to campus to be visible and provide security presence.
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	Teachers were provided an overview of classroom management and the referral process at in-service on August 16, 2017. There is an on-going processing of referrals from August 2017-June 2018 and reporting in the TEAMS online system. Counselors will provide a variety of guidance lessons in the classroom throughout the school year using various district and campus resources and curriculum.
All Students	INTERVENTION: (Please complete cells below)			
	Apply classroom interventions.	All teachers		Social-emotional learning PD was provided to all staff on August 11, 2017. Three SEL staff meetings in Sept., Oct., and Nov. 2017 followed this initial training. PBIS refresher training provided by ELAR Department Chair on August 16, 2017 and a follow-up was provided through campus PD in the fall semester. Counselors will continue to provide lessons on resiliency, cyber bullying, decision making, emotional intelligence, violence and bullying, suicide, substance abuse (Oct. 24, 2017) and managing stress. Other lessons are added as needed. Cyberbullying assemblies were held on Oct. 27, 2017. All counselors provided student lessons on bullying and suicide. 6 th grade counselor provided in-class lessons on suicide prevention and stress relief in October, and breathing techniques and staying calm in December. 7 th

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				grade counselor provided in-class lessons on suicide prevention and bullying in September, and test preparation and study habits in December. She hosts weekly lunches with her 7 th grade students throughout the school year. 8 th grade counselor provided in-class lessons on social-emotional health and suicide prevention in October. Restorative circles were held between students-students and students-teachers to repair damaged relationships.
	Employ discipline interventions.	Designated staff		On-going processing of referrals from August 2017-June 2018 and reporting in the TEAMS online system. Utilized the CIT process in accordance with district procedures.
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors		All administrators have begun to employ restorative practices, along with traditional forms of campus discipline. Individualization and use of point sheet and behavior monitoring sheet for students who need extra assistance to stay on track. Individual/small group lessons with counselors are held when necessary. Counselors partner with parents when student crisis occurs and provide referrals for student support. On Fridays, the counselors host groups using the Safety Net counseling program from the Child and Family Guidance Center that partners with PISD. The program covers many topics in the areas of self-concept, positive actions, getting along with others, personal responsibility and goal setting for continual improvement. Students, teachers, parents, counselors can refer a student. A campus SEL committee was formed in the spring, comprised of a variety of Rice staff members. Meetings were held each month to determine how to proceed going into the next school year. A theme will be chosen, and small groups will plan and coordinate SEL efforts going forward.
	Conference with parents/students.	Teachers or other staff		Parent-Teacher conference day was held on October 10, 2017; other conferences held throughout the school year as needed (by teacher, team, grade level), and may or may not involve administrators, Academic Specialist, and/or counselors. Spring Open House afforded parents the chance to schedule conferences with individual or teams of teachers. Parent-teacher-counselor-administrative conferences were held to get the entire team working towards the same goal. Often, the student was brought into these meetings as well.

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 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 other electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local			Formative & Summative Notes: Principal, Counselors, Nurse, and Registrar coordinated efforts to ensure all parents had completed requisite paperwork within the first nine weeks of school.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local			Formative Notes: Teachers inform counselors when students indicate there is no computer or internet connection at home. Counselors notify administration and complete the district request process for providing a computer to the home. Summative Notes: No student names were brought to counselors about families needing computer/internet access this school year.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local			Formative Notes: Principal and Receptionist continually updated Rice website as events, schedules, and highlights become available. Summative Notes: After receiving training, all teachers created individual teacher pages for the updated Rice website.
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local			Formative Notes: Catie Inge sends out eNews each week along with special eNews requests as they arise, following guidelines set by the District. Summative Notes: Administrators also utilize School Messenger to get quick messages out to parents.
Utilize social media to keep parents and community informed. Funding source: State and Local			Formative Notes: All campus administrators and most teachers have set up Twitter accounts for communication. Principal and many teachers utilize Remind regarding academic and extracurricular

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
			<p>events at the school. Librarian updates and maintains the Rice MS Facebook page.</p> <p>Summative Notes: Administrators regularly send out School Messenger blasts with pertinent school information, as well as a monthly newsletter highlighting student accomplishments. Administrators utilize Facebook live to stream and promote various school events, both on campus and off.</p>
<p>PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local</p>			<p>Formative Notes: Meeting dates for the current school year: Aug. 21 Jan. 8 Sept. 11 Feb. 12 Oct. 2 Mar. 5 Nov. 13 Apr. 9 Dec. 11 May 14</p> <p>Summative Notes: Principal’s report given at each meeting and teacher/campus wish lists have been granted throughout the school year, totaling close to \$8300.</p>
<p>Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local</p>			<p>Formative Notes: Campus will continue to focus on involving students, staff, and parents in service to the community through “Ravens Take Flight” events, and the starting of a student-led “Ravens Take Flight” club.</p> <ul style="list-style-type: none"> • September: Annual Pep Rally/Parade, starting of the “Rice Dad’s Club,” and NTFB Peanut Butter Drive • October 27, 2017: Fall RavenFest • Cyberbullying assemblies were held on Oct. 27, 2017 – coordinated through Rice PTA, along with several other PISD campus PTA groups. • November 10, 2107—Veteran’s Day Assembly (families, communities, local assisted living center vets, parents included

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
			<p>in recognition and celebration) and First Responders Day (parents provided food all day)</p> <ul style="list-style-type: none"> • Late Nov.—MSA Winter Clothing Drive for refugees • November 29, 2017—Dad’s Club came to support 8th Grade Girls’ Basketball • Late Nov.-Early Dec.—Plano Santas Canned Food Drive <p>Summative Notes:</p> <ul style="list-style-type: none"> • February 2, 2018—Carter Bloodcare Blood Drive • Early-mid April—MSA Shoe Drive and Teach for Jamaica Drive • April 27, 2018: Spring Social • May 19, 2018: 8th Grade Celebration

Transition

Critical Action Step: The campus will assist students in making a successful transition between middle schools to high schools.

Strategies for Accomplishing Transition Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>Middle school counselors deliver guidance lessons that support and promote the learning process.</p> <p>Title I Components: 7 Funding Sources: State and Local</p>	<p>3 grade level counselors; PISD curriculum supplemented with outside sources</p>	<p>Delivered as indicated through Acad. Services, along with campus needs</p>	<p>Formative Notes: All counselors provide training on how to use Naviance for high school/college/career planning. 6th grade counselor will provide this in March. 7th grade counselor provided this in November. 8th grade counselor provided this in November for career planning and will do so again for high school transition planning in March. 8th grade academic conferences will be held in February.</p> <p>Summative Notes: All grade levels have had Naviance training and planning. 8th grade academic conferences were held in February 2018.</p>
<p>Campus implements programs dealing with teasing, criticism, bullying, and anger control help students deal with peer pressure and learn to make wise decisions.</p> <p>Title I Components: 7 Funding Sources: State and Local</p>	<p>Counselors, administrators, PTA; outside presenters</p>	<p>Delivered as indicated through Acad. Services, along with campus needs</p>	<p>Formative Notes: Cyberbullying assemblies are scheduled for Oct. 27, 2017, in conjunction with PTA. On Fridays, the counselors host groups using the Safety Net counseling program from the Child and Family Guidance Center that partners with PISD. The program covers many topics in the areas of self-concept, positive actions, getting along with others, personal responsibility and goal setting for continual improvement. Students, teachers, parents, counselors can refer a student.</p> <p>Summative Notes: With the new district Tip Line and app, various tips came in regarding incidents of bullying. Counselors and administrators collaborated to determine if tips were real and if so, investigated and intervened (mediation, discipline, parental contact) as needed.</p>
<p>Academic Conferences - Counselors meet with parents and students to discuss academic progress and assist in developing individual 4-year plans for high school.</p> <p>Title I Components: 7</p>	<p>Rice counselors, PISD conferences documents and PowerPoints</p>	<p>Spring semester, 2018</p>	<p>Formative & Summative Notes: Jasper HS counselors visited 8th graders on 1/10/18. Sarena Edwards presented on transition planning to all 8th graders the week of 1/16/18. 8th grade academic conferences</p>

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Funding Sources: State and Local			will be held in February, hosted by all three counselors.
Parent programs are held to explain high school courses and scheduling to parents. Title I Components: 7 Funding Sources: State and Local	Rice counselors, PISD conferences documents and PowerPoints	Spring semester, 2018	Formative & Summative Notes: <ul style="list-style-type: none"> • January 17, 2018: 7th to 8th Grade Parent Info. Night • January 23, 2018: 5th to 6th Grade Demo Day and Parent Info./Transition Night • January 24, 2018: 6th to 7th Parent Info. Night

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 2017 to May 2018	Formative Notes: Administrators participate in local job fairs and recruiting trips, as indicated by PISD. Summative Notes: PISD job fair held on 4/21/18 at PWSHS; administrators, one coach, and one counselor represented Rice MS; counselors and campus principal participated throughout the year on interview panels for AP and counseling pools.
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 2017 to June 2018	Formative & Summative Notes: Campus principal assigns/maintains stipends, per HR guidelines.
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 2017 to May 2018	Formative Notes: Fall semester student teachers in Band, 8 th Grade US History, 7 th Grade Science, 6 th Grade Math; Spring semester student teachers in Band, 6 th Grade ELAR, and 8 th Grade Math Summative Notes: Spring semester student teachers in 6 th Grade ELAR, 8 th Grade Math, and Speech/Theater.
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 2017 to June 2018	Formative Notes: In lieu of working two days this school year, all teachers are expected to attend 15 hours of professional development (7.5 personal, and 7.5 campus). The Rice PD calendar can be found here: https://goo.gl/XEBfBG ; anyone at Rice can view the events and add events (once approved by campus administration)—ensuring PD ties to district or campus goal, or T-TESS goals. Teachers attend PISD sessions as indicated and tracked in MyLearningPlan. Any outside professional development is uploaded into MLP as well, along with certificates of attendance.

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
		Summative Notes: Rice PD calendar utilized to help teachers participate in the local PLC, obtain their required 15 hours (7.5 being from campus, 7.5 personal), along with the required 6 GT hours. PD credit was given in MLP for attending sessions on campus. Presenters included current Rice staff members and other PISD employees.
<p>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.</p> <p>Title I Component 5 Funding source: State and Local</p>	July 2017 to June 2018	<p>Formative Notes: Administrators contact HR personnel before making recommendations for hire to ensure they meet requirements.</p> <p>Summative Notes: Administrators utilize TEAMS advanced search functions to pre-screen qualified candidates. Given the staffing allocations for the next school year, Rice will absorb the retiring 6th grade Science position and is scheduled to lose one more half-day teaching position. Shifts have been made by administration (in collaboration with department heads) for classes and grade levels next year based on school need and certifications held. Interviews were held to replace the retiring 6th grade team leader, and continue to be held to fill gaps left by teachers leaving Rice (7th ELAR, 6th Math, 7th Math, FCS).</p>