



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Meadows Elementary

Principal: Kathy Foster

Mission Statement:

Meadows Elementary commits to building and supporting a strong foundation for each student.

Vision Statement:

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

Approved by Plano ISD Board on October 3, 2017

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): **Monday, October 02, 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, April 30, 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	\$ 346,625	Total Funding for 5 Title I Support Teachers	
Parental Engagement	\$ 500	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	\$ 4,500	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</u> , <u>support</u> , and <u>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 October 2, 2017	Meeting 2 Attendance January 29, 2018	Meeting 3 Attendance May 30, 2018
Molly Rice	Faculty Member	2017-2018	X	X	
Ebonie Walls	Faculty Member	2017-2018	X	X	X
Alyssa Hannah	Faculty Member	2017-2018	X	X	X
Monica McCaffery	Faculty Member	2017-2018	X	X	X
Jennifer Meadows	Faculty Member	2017-2018	X	X	X
Ali Jones	Faculty Member, Special Ed	2017-2018	X	X	X
Kathy Foster	Principal	2017-2018	X	X	X
Jeanette Aguirre	District Professional	2017-2018	X		
Jennifer Wells	Campus Professional, Non-teaching	2016-2017	X	X	X
Sally Windle	Support Staff Member	2016-2017	X		
Leticia Mitchell	Parent-Selected by PTA	2016-2017	X		
Shalisa Lawson	Parent-Selected by Principal	2016-2017			
Donna Meza	Parent	2016-2017	X		
Michelle Rhea	Parent	2016-2017	X		
Dode Worsham	Community Member	2016-2017	X		
Kelly Reed	Community Member	2016-2017			
Bonnie Clark	Business Representative	2017-2018		X	
<i>Committee member search still in progress</i>	Business Representative				

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

District-Wide Goals

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

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

Summary of Critical Actions

The areas for school-wide and/or targeted grade level 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 Grade Level Critical Actions
1. Increase percentage of All and Economically Disadvantaged students meeting approaches grade level standard.
2. Increase the percentage of Bilingual students meeting the approaches grade level standard.

Critical Action 1

Critical Action (Goal): Increase the percentage of all students performing at the Approaches grade level standard to decrease the gap between the campus and district.

Problem Statement:	Overall there has been a decrease in the percentage of students performing at the Approaches and Meets grade level standard for the campus. The current gaps between the campus and district are: Campus 3 rd – 5 th grade STAAR Reading (3 rd -49%, 4 th -40%, 5 th -64%) and STAAR Math (3 rd -53%, 4 th -36%, 5 th -71%) District 3 rd – 5 th grade STAAR Reading (3 rd -82%, 4 th -79%, 5 th -83%) and STAAR Math (3 rd -86%, 4 th -79%, 5 th -88%).							
Root Cause and Strategy:	<p>(a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to ensure planning for instruction is implemented with fidelity.</p> <p>(b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses.</p> <p>(c) We will address the responsiveness to student needs by ensuring that there are structures in place to support Social and Emotional Learning.</p>							
Project Lead:	Campus Administrators, PISD Elementary Content Coordinators and Specialists							
Staff, Title I Staff:	Grade Level Team Teachers, Title I/Intervention Team, ESL Teachers, Counselors							
Materials and Resources:	District Curriculum, Edugence (PES Growth Roster, STAAR Roster, MAP data)							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 1:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
Root Cause (a) Activities: Effective Planning <ol style="list-style-type: none"> District curriculum and instruction team members will provide staff training on district planning protocols. Grade level teams, Title I/Intervention Team will meet weekly with the C&I team to use the district curriculum for instructional planning. <ul style="list-style-type: none"> Weekly planning meetings to maintain alignment to the curriculum 	<ol style="list-style-type: none"> Professional Development meeting (held 3 times a year) Weekly Planning Protocol meetings, weekly monitoring by C&I teams, weekly Walk-throughs, 	<ol style="list-style-type: none"> Training completed for all grade level teacher, special education staff, and interventionists (agendas, sign-in sheets, etc.) Weekly planning protocols meeting notes, feedback provided from 	<p>Expected Outcome – Increase academic performance by implementing planning and instruction protocols with fidelity.</p> <p>Short Term Status: Some Progress – Lesson plans will be aligned with the TEKS, district curriculum and include daily learning and language targets as <u>modeled</u> by the district C&I team.</p> <p>Intermediate Status: Some Progress</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
<ul style="list-style-type: none"> Weekly instructional monitoring by C&I team and administration providing feedback to teachers Weekly Walk Throughs by Administration and C&I team to document implementation of the plans into instructional practice. <p>3. Extended time will be provided for teams to implement the planning protocols for unit instructional planning.</p> <p>TEA Strategic Priority: Goals 1, 2 and 4 Title I Component: 1, 2, 3, 4, and 8 Funding: State, Local, Title I Funds</p>	<p>3. Extended planning occurring 2-3 times a year</p>	<p>teachers, Walk through Data, documents/notes</p> <p>3. Schedule of extended plan meetings</p>	<p>– Lesson plans will be aligned with the TEKS, district curriculum and include daily learning and language targets <u>with consultation</u> from the district C&I team.</p> <p>Long Term Status: Significant Progress – Using the planning protocols, lesson plans aligned with the TEKS, district curriculum, will include daily learning and language targets, and will be implemented effectively by grade level teams.</p> <p>NOTE: teachers made significant progress in regards to unpacking and understanding the TEKS as well as aligning instruction and assessment to the TEKS. This learning was our primary focus through the planning protocols. Learning and Language Targets will be addressed at a later time.</p> <p>Updates: January SBIC Update:</p> <p>Planning Protocols: Initial August training provided by the C&I team was aimed at developing team norms. Teams developed norms for how they would collaborate and plan together.</p> <p>The first planning protocol training was designed to help teachers use and understand the TEKS as the base for planning. Initially we stated that teachers would develop learning targets and language targets. Teachers did create learning targets, but it was evident that they were more of a general statement of learning as opposed to a result of unpacking the standards to break down daily learning targets.</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
			<p>Phase II of the planning protocols was held November 29 and December 6. This training targeted the understanding and use of assessment, both formative and summative as they related to the TEKS. .</p> <p>Weekly Team Planning: Both the C&I team and administrators participated in weekly planning to provide support and feedback on making sure lessons aligned with the TEKS as opposed to simply teaching the textbook or another resource.</p> <p>It was determined that the C&I team would not complete weekly walk-throughs in order to continue to build trust between staff and the grade level teams. C& I team members met weekly with staff during team planning and were an ongoing resource via email, phone conversations and additional meeting times.</p> <p>Administrative walk-throughs were not completed as planned due to student behavior needs, meeting schedules and additional campus needs: ARDS, CMIT, 504. As a result, campus administration requested additional administrator support. Beginning the end of January –April, a retired principal provided assistance, on average, 1 day per week. This support was helpful, but not enough to assist with ongoing walk-throughs and feedback to teachers that extended beyond weekly team planning support and T-TESS.</p> <p>Extended Planning: Extended Planning times were provided November 8, 14, 16 and December 7 for all grade levels. Teachers met with C&I team members and campus admin to walk through the planning protocols of</p>

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			<p>unpacking the standards (TEKS) and identifying end goals for student learning/assessment. Teachers were positive, engaged and excited about what they learned when the TEKS were unpacked. Teachers utilized Lead4ward as a resource for understanding the TEKS and how best to assess student learning.</p> <p>A second round of Extended planning took place January 16, 19, 26, 29, February 6, and 8. Teachers were provided a full day to apply new learning from the second Planning Protocols training regarding developing formative and summative assessments that align with the TEKS.</p> <p>May SBIC Update Planning Protocols: based on success of the first two protocol trainings, staff selected a summer date for the third training. Focus money has been allotted to pay teachers to attend the training before the start of the 2018-2019 school year. Teachers may also opt to receive professional learning hours for the training.</p> <p>Weekly Team Planning: The C&I team continued to meet with teachers through the end of the school year. In addition to weekly planning, grades 3-5 targeted data analysis of interim and released test results to develop targeted intervention lessons and resources for specific TEKS.</p> <p>Extended Planning: The administrative team intended to schedule a third round of extended planning for the final nine-weeks of the school year. Based on the testing calendar, the decision was made not to schedule the final extended planning.</p> <p>Results: Teams met consistently on Tuesdays for team planning. Teams remained focused on the TEKS as the</p>

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			<p>guide to developing aligned instruction and assessment. Teams learned that relying on textbook resources does not result in all TEKS being taught or assessed.</p> <p>Learning and language targets will come later not that teachers have become more familiar with the foundation of using the TEKS develop a base for developing instruction and assessment.</p> <p>Next Steps: Planning Protocol:</p> <ol style="list-style-type: none"> 1. Administration, in collaboration with the C&I team, scheduled the first round of extended planning on July 23, 2018. Planning will follow Phase III of the planning Protocols to ensure application of new learning. 2. Schedule monthly meetings with Campus Instructional Coaches and C&I team to ensure deep understanding of planning protocols and support for campus implementation. NOTE: Campus administration redesigned three campus intervention positions include an element of coaching. The purpose is for the identified coaches to provide assistance to staff on targeted areas of improvement. <p>Weekly Team Planning:</p> <ol style="list-style-type: none"> 1. Establish team-planning agendas to outline planning expectations. 2. Teams will need to meet two times per week to ensure all components of team planning are completed 3. Establish a common structure for lesson plans that aligns with the protocols trainings presented by the C&I team – including the purpose of a learning target.

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			<ol style="list-style-type: none"> Campus coaches will provide assistance to teams on targeted areas of improvement. Continue campus administration participation in weekly team planning. With the addition of a second assistant principal, the administrators will develop a walk-through and coaching schedule to provide feedback to teachers regarding implementation of plans. <p>Extended Planning:</p> <ol style="list-style-type: none"> Administration in collaboration with the C&I team scheduled the first round of extended Planning Protocol Phase III training on July 24, 2018. Schedule Extended Planning dates ahead of time to ensure all four extended planning opportunities take place. Continue to differentiate the targeted subjects for extended planning based on grade level and campus data/focus areas.
<p>Root Cause (b) Activities: Data Analysis</p> <ol style="list-style-type: none"> Provide training for all grade level teachers, ESL teachers, special education staff, and interventionists on the purpose and use of formative and summative assessments. Teachers will establish proficiency criteria for student learning outcomes (SLO) in order to create and administer formative and summative assessments. <ul style="list-style-type: none"> Each grade level teacher includes SLO proficiency criteria in lesson plans, creates and/or utilizes associated assessments to measure learning. 	<ol style="list-style-type: none"> Professional Development meeting (held 3 times a year) Weekly grade level team planning As the need arises in Tier I and Tier II instruction 	<ol style="list-style-type: none"> MLP training log, agendas, and materials Team meeting notes, document discussions. Classroom observations, progress as measured in student performance data and RtI. 	<p>Expected Outcome – Increase student achievement and academic growth by monitoring and adjusting instruction.</p> <p>Short Term Status: Some Progress – Lesson plans will begin to include formal and informal assessments of student learning as <u>modeled</u> by the district C&I and Multilingual team.</p> <p>Intermediate Status: Some Progress – Lesson plans will continue to include formal and informal assessments of student learning <u>with consultation</u> from the district C&I team and the team discussions will impact future instructional decisions.</p> <p>Long Term Status: Significant Progress</p>

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<ul style="list-style-type: none"> Weekly monitoring by the Principal and C & I team to ensure lesson plans are reflective and include targeted interventions based upon current assessment data. <p>3. Teachers will reflect on assessment data and use it to plan for instruction.</p>			<p>– Weekly instruction, aligned with the district curriculum, will include formal and informal assessments so that teachers utilize the current data to develop instruction to meet student learning needs.</p> <p>January SBIC Update:</p> <p>Assessment Training: On November 29, 2017 and December 6, 2017 teachers participated in Planning Protocol Phase II training focused on formative and summative assessment as it aligns with the TEKS. Teachers walked away with an understanding of the purpose of the two types of assessment.</p> <p>Formative and summative assessment development and reflection: During the second round of extended planning on January 16, 19, 26, 29, February 6, and 8, teachers used the new learning regarding developing aligned summative and formative assessments to begin developing new assessments for upcoming units.</p> <p>Teachers were able to develop common assessments to better measure student learning along the way instead of relying only on textbook resources not aligned to the standards. Teachers utilized Lead4ward as a resource for understand the TEKS and how best to assess student learning.</p> <p>NOTE: Student learning outcomes became a component of extended planning. TEKS were unpacked and student-learning outcomes determined to develop formative and summative assessments. These outcomes remained a focus of assessment development and did not become a focus in weekly team planning.</p> <p>Administration realized that the current student performance data was insufficient in measuring our progress towards student improvement by standard and</p>

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			<p>in an efficient manner. As a result, teachers developed interim assessments as a means of using a common summative assessment aligned with instruction over two or more units. The district curriculum team supported teachers in K-5 as they developed these assessments. All campus staff participated in data analysis training on January 3, 2018.</p> <p>MAP data provided additional results regarding student-projected performance on STAAR in grades 2-5. Teachers developed intervention plans to target student improvement. Beginning in January, grades K-5 began tutoring students before and after school. Grades 4 and 5 offered nine Saturday Schools from 9:00-12:00 to target small groups of students in need of additional support. Attendance at Saturday School was a huge success. Teachers were excited to have an opportunity to work for an extended time with smaller groups of students and the students like Saturday School so much they asked if they could come back to work on Sundays.</p> <p>Teacher reflection on assessment data: <i>Teacher developed assessment results were:</i></p> <ol style="list-style-type: none"> 1. Analyzed in a common format to identify instructional strengths and weaknesses by teacher and grade level (training provided in January 2018) 2. Shared campus-wide 3. Posted with grade level results and goals for improvement on the office walls. 4. Teachers followed up and developed assessments to re-assess low TEKS and measure growth. 5. Teachers posted re-assessment results next to their goals on office walls to monitor progress.

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			<p>Administration ensured teachers updated data, recorded progress and shared results as a means to monitor growth, celebrate successes, and provide support as needed.</p> <p>May SBIC Update</p> <p>Formative and summative assessment development and reflection: Teachers continued to develop formative, summative and interim assessments that aligned with the TEKS and monitored student progress along the way. In addition, grades 3-5 administered released STAAR assessments as a way to measure student-projected outcomes on STAAR.</p> <p>Teams continued to post interim and summative assessment results in the office, along with goals and re-assessment results.</p> <p>The Assessment and Accountability Department piloted a way for teachers to scan assessment data through Edugence and it became a game changer for how teachers were able to analyze summative data and adjust instruction accordingly.</p> <p>Using the new online scanning resource, 4th teachers identified students to target for the remaining Saturday School rotations. The focus of student groups was on student growth based on a comparison of third grade STAAR results and fourth grade released STAAR results.</p> <p>Both third and fourth grade teams used the data to adjust push in intervention support as well as before and after school tutoring intervention plans.</p> <p>Teacher development and reflection of formative and summative assessments</p> <p>Results:</p>

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			<p>Teachers became more proficient in using the TEKS as a guide for assessment and measuring student learning. Teachers used data as a means of measuring student learning on an ongoing basis instead of waiting for mid and end of year results.</p> <p>Teachers established goals for student learning improvement and end of year growth measures indicate improvement. 5th grade STAAR results demonstrate significant growth from student's performance from fourth to fifth grade and even over last year's fourth grade scores.</p> <p>Next Steps: Assessment Development and Reflection:</p> <ol style="list-style-type: none"> 1. Continue to use the TEKS as a foundation for understanding what students need to know and be able to do and to develop formative and summative assessments to measure student learning. 2. Provide professional development on how to create daily learning targets and checks for understanding. 3. Continue to implement the use of interim assessments in order to check for mastery over TEKS covering multiple units. 4. Determine an intervention plan to support student gaps beginning in the fall semester and continuing through spring. 5. Use feedback from teams to develop a consistent form of push in support during the day. 6. Utilize Edugence to scan summative assessments to expedite the data analysis process and opportunity to adjust instruction as appropriate.
Root Cause (c) Activities: Social & Emotional Learning			Expected Outcome – Increase student learning time, engagement and academic performance by decreasing classroom disruptions.

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
<p>1. Provide training to increase staff awareness of Social and Emotional Learning standards.</p> <p>5 Core Competencies</p> <ul style="list-style-type: none"> • Self-Awareness • Self-Management • Social Awareness • Relationship Skills • Responsible Decision Making <p>2. Establish and implement a school-wide system to promote the social and emotional health of students.</p> <ul style="list-style-type: none"> • Campus committee (Staff, Counselors and SEL teacher) will determine best practices and create resources and visuals to promote social emotional health. • Campus committee and leadership team will be monitoring implementation of Social and Emotional practices. <p>TEA Strategic Priority: Goals 1, 2 and 4 Title I Component: 1, 2, 3, 4, 8 and 9 Funding: State, Local, Title I Funds</p>	<p>1. Initial staff training November 2017, and supplemental training at monthly staff meetings</p> <p>2. Weekly incorporation of Social and Emotional strategies through daily announcements, classroom community circle and guidance lessons</p>	<p>1. MLP training log, agendas, and materials</p> <p>2. Observed and documented Social and Emotional lesson plans and Student visuals</p>	<p>Short Term Status: Some Progress – <u>Provide</u> training and staff will develop common set of school-wide practices to respond to the social and emotional learning needs of students.</p> <p>Intermediate Status: Some Progress – <u>Integrate</u> school-wide practices throughout the school environment (i.e. community circle, specials, etc.)</p> <p>Long Term Status: Some Progress – Deliberate instruction will be provided to support social and emotional best practices in all school settings.</p> <p>January SBIC Update: Training: The Counselors and SEL teacher provided staff support at the beginning of the year regarding the implementation of community circle. Community circle questions were included in the morning announcements so that teachers could transition smoothly into community circle. Almost all classes consistently implemented community circle based on weekly visits by the SEL teacher.</p> <p>The Counselor and SEL teacher met with individual teachers to develop positive behavior supports with more significant behavior needs.</p> <p>School-wide systems: Teachers redesigned first week of school plans to develop meaningful activities aimed at engaging students in creating a classroom community of learners.</p> <p>Teams worked together to develop plans A professional development was held during a staff meeting to train teachers on the competencies of SEL as well as the consistent use of the How Big is Your Problem Chart. Hand Signals were also a part of the training so</p>

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			<p>that teachers were able to use a nonverbal form of communication with students.</p> <p>A SEL committee met to better understand the SEL competencies and lead implementation with their team.</p> <p>Each classroom implemented a calm down box to assist with student regulation needs.</p> <p>May SBIC Update: On January 30, 2018 the Assistant Principal, Counselor and the SEL teacher attended Love and Logic training to identify components of the program to consider for the 2018-2019 school year.</p> <p>School-wide systems Community circle prompts from the morning announcements in order for teachers to implement a more authentic plan for community circle. Some teachers were able to create their own lessons, but many others simply asked a question per day and still needed daily support.</p> <p>Results: The daily practice for Community Circle was evident in most classrooms throughout the building. Teachers relied on the support of a question per day to assist with topics for circle discussion. Calm down boxes were a part of each classroom and expectations and resources were outlined to support students.</p> <p>Next Steps: ...</p> <ol style="list-style-type: none"> 1. Provide teachers with a common base of knowledge around restorative practice. Book study: <u><i>Better than Carrots and Sticks</i></u> –

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			<p><u><i>Restorative Practices for Positive Classroom management.</i></u></p> <ol style="list-style-type: none">2. Expand the resources for developing meaningful community Circle lessons. Such as: Tribes and R-Time.3. Research elements of Conscious Discipline techniques.4. Provide consistent classroom guidance lessons to support the development of social and emotion learning by the counselors.5. Continue teacher participation in guidance lessons.6. Survey students and staff to identify targeted needs for lessons and classroom supports.7. Survey students and staff to monitor effectiveness of lessons.8. Provide parent-learning opportunities to build awareness of social and emotional development and strategies for school and home.

Critical Action 2

Critical Action (Goal): Increase the percentage of bilingual students performing at the Approaches grade level standard to decrease the gap between the campus and district.

Problem Statement:	Overall there has been a decrease in the percentage of bilingual students performing at the Approaches and Meets grade level standard for the campus. The current performance of the campus for bilingual students is: Campus 3 rd – 5 th grade STAAR Reading (3 rd -37%, 4 th -12%, 5 th -6%) and STAAR Math (3 rd -58%, 4 th -15%, 5 th -29%).							
Root Cause and Strategy:	(a) We will address the need for consistent implementation of the bilingual program by ensuring that the program and instruction are implemented with fidelity.							
Project Lead:	Campus Administrators, PISD Elementary content, special education and multilingual coordinators							
Staff, Title I Staff:	Bilingual Grade Level Teachers, Title I/Intervention Team, ESL Teachers							
Materials and Resources:	District Curriculum, Edugence (PES Growth Roster, STAAR Roster, MAP data, TELPAS data)							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input checked="" type="checkbox"/> Other: Bilingual Staff

Strategies for Accomplishing Critical Action 2:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
Root Cause (a) Activities: Bilingual Program & Instruction <ol style="list-style-type: none"> District Multilingual team will provide staff training on district planning protocols. Bilingual Team will meet weekly with the District Multilingual team to use the district curriculum with the framework of the bilingual program. <ul style="list-style-type: none"> Weekly planning meetings with both bilingual and monolingual teachers as team to maintain alignment to the curriculum Weekly instructional monitoring by Multilingual team providing feedback to bilingual teachers Weekly Walk Throughs by Administration and Multilingual team to document implementation of the plans into instructional practice. 	<ol style="list-style-type: none"> Professional Development meeting (fall and spring) Weekly Planning Protocol meetings, weekly monitoring by Multilingual team, weekly Walk throughs, Extended planning occurring 2-3 times a year 	<ol style="list-style-type: none"> Training completed for all bilingual teachers (agendas, sign-in sheets, etc.) Weekly planning protocols meeting notes, feedback provided from teachers, Walk through Data, documents/notes Schedule of extended plan meetings 	<p>Expected Outcome – Increase academic performance by implementing planning and instruction protocols with fidelity within the framework of the bilingual program.</p> <p>Short Term Status: Some Progress – Lesson plans will be aligned with the district curriculum and include daily learning and language targets as <u>modeled</u> by the district C & I and Multilingual team.</p> <p>Intermediate Status: Some Progress – Lesson plans will be aligned with the district curriculum and include daily learning and language targets <u>with consultation</u> from the district C & I and Multilingual team.</p> <p>Long Term Status: Significant Progress – Using the planning protocols, lesson plans aligned with the district curriculum, will include daily learning and</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
<p>3. Extended time will be provided for bilingual teams to implement and support the planning protocols for unit instructional planning with monolingual teams.</p> <p>TEA Strategic Priority: Goals 1, 2 and 4 Title I Component: 1, 2, 3, 4, and 8 Funding: State, Local, Title I Funds</p>			<p>language targets, and will be implemented effectively by grade level teams.</p> <p>NOTE: Refer to updates included under Critical Action 1 regarding Effective Planning for progress on Bilingual Instruction. The Planning Protocols, team planning and extended planning for the same for all teaching staff.</p> <p>January SBIC Update: All bilingual staff attended a district meeting that outlined the design of our current bilingual program. Teachers attended by grade level and met with all other bilingual teachers in the district.</p> <p>A Bilingual Team met to begin vertical conversations around the purpose of our bilingual program as was explained at the district meeting. Teachers agreed that data would be used to determine if students were ready to transition to English instruction based on reading development in the student's native language. It was also noted that more students may need Spanish instruction longer to ensure the first language is fully developed before switching reading instruction to the second language. The purpose of the bilingual program is additive and not subtractive.</p> <p>A multilingual curriculum specialist was part of team planning every other week and accessible to teams at all times. She provided resources, assisted with student assessment and helped with planning at all grade levels.</p> <p>May SBIC Update: Bilingual teachers attended a second district meeting by grade level to learn about the dual language program. Two campuses are piloting the program in 2018-2019</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
			<p>and is expected to be phased into other campuses following the pilot year.</p> <p>A multilingual curriculum specialist continued to meet with teams during weekly planning every other week. She also provided support by assisting with teaching Saturday School and making sure the necessary resources were provided for students. .</p> <p>Results: Our campus recognized the value of bilingual teachers by creating a Bilingual Team. Progress was made in bilingual student performance by monitoring the data and checking progress along the way. High expectations are a continued focus and need to remain the same for all students.</p> <p>Next Steps:</p> <ol style="list-style-type: none"> 1. Include additional bilingual staff on the Instructional Leadership team. 2. Continue bilingual team meetings. 3. Monitor acquisition of first language before students' transition to second language. 4. Ensure same level of expectation is evident in all bilingual classrooms. 5. Continue to monitor data by looking at all students and the bilingual student group to ensure student success.
<p>Root Cause (b) Activities: Data Analysis</p> <ol style="list-style-type: none"> 1. Provide training for all bilingual teachers on the purpose and use of formative and summative assessments. 2. Teachers will establish proficiency criteria for student learning outcomes (SLO) in order to 	<ol style="list-style-type: none"> 1. Professional Development meeting (fall and spring) 2. Weekly grade level team planning 	<ol style="list-style-type: none"> 1. MLP training log, agendas, and materials 2. Team meeting notes, document discussions, lesson plans, 	<p>Expected Outcome – Increase student achievement and academic growth by monitoring and adjusting instruction.</p> <p>Short Term Status: Some Progress – Lesson plans will begin to include formative and summative assessments of student learning and ensure progression of language acquisition as <u>modeled</u> by the district C&I and Multilingual team.</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
<p>create and administer formative and summative assessments.</p> <ul style="list-style-type: none"> Each bilingual grade level teacher includes SLO proficiency criteria in lesson plans, creates and/or utilizes associated assessments to measure learning. Weekly monitoring by the Principal and Multilingual team to ensure lesson plans are reflective and include targeted interventions based upon current assessment data. Progress monitoring (as part of the district RtI process) is documented by teachers. <p>3. Bilingual teachers will reflect on assessment data and use it to inform instruction when planning and ensure progression of language acquisition.</p> <p>TEA Strategic Priority: Goals 1, 2 and 4 Title I Component: 1, 2, 3, 4, 8 and 9 Funding: State, Local, Title I Funds</p>	<p>3. As the need arises in Tier I and Tier II instruction</p>	<p>3. Classroom observations, Progress as measured in student performance data.</p>	<p>Intermediate Status: Some Progress – Lesson plans will continue to include formative and summative assessments of student learning <u>with consultation</u> from the district C&I and Multilingual team and the team discussions will impact future instructional decisions and ensure progression of language acquisition.</p> <p>Long Term Status: Significant Progress – Weekly instruction, aligned with the district curriculum, will include formative and summative assessments so that teachers utilize the current data to develop instruction to meet student learning needs and ensure progression of language acquisition.</p> <p>NOTE: Refer to updates included under Critical Action 1 regarding Data Analysis for progress on Bilingual Data Analysis. The data analysis action steps were the same for all teaching staff.</p> <p>Results:</p> <p>Next Steps:</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	Joey Cobb, Fitness Coach, established the Campus Wellness Team and scheduled regular meetings throughout the school year.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Michelle Rhea acted as the parent representative on the Campus Wellness Team.
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	Health Curriculum was delivered in Fitness Class.
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	Bulletin board in Fitness Room and in main hallway where it is viewed daily by all students.
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	Family events were advertised through email, flyers, new marquee, and phone messenger.
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Fitnessgram testing completed for all 3rd, 4th, and 5th graders.
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	Scores entered online in Fitnessgram.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	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	PE- 50 mins x 2/week Fitness - 25 min x 2/week First 15 minutes of class - continuous movement with TABATA Run & Dynamic exercises/stretchers and activity.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Pedometers used in PE and Pulse bars in fitness.
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	PE students physically active for the entire class period except for instruction time between warm-up and activity. Developmentally appropriate lessons from district curriculum
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	All students receive recess time either before or after lunch.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	Teachers utilized brain breaks including "Go Noodle" and "Adventure to Fitness" programs.
	ATTENDANCE:			
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Attendance is monitored by campus secretary, office manager, assistant principal, and counselors. School attendance procedures/plan is used to follow up on chronic absences in collaboration with truancy court procedures.

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.	Principal/Asst. Principal/Counselors/ SEL Teacher	Staff feedback/ survey	Playground and Transition time identified as highest.
	Monitor high risk areas.	Counselors and SEL Teacher	Staff assignments/ schedule	Staff taught playground safety rules to students in a variety of ways including class discussions and Power Point presentation. Additional staff was added to monitor playground during recess. Stations were set up at recess for some grade levels to create smaller groups of students. Counselors and SEL lessons addressed transitions.
	Follow Campus Rules/Expectations.	Principal/Asst. Principal	Code of Conduct, District Handbook Campus Handbook	Campus expectations are recited daily on the morning announcements, and district procedures/policies are followed.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal/Counselor/SEL Teacher	Handouts/PowerPoint	Annual staff training with counselor was completed.
	Review referral process.	Principal/Counselor/SEL teacher	Campus referral plan	Staff members were made aware of process to report bullying concerns.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus.	Principal/ Asst. Principal	Discipline Management Plan	SEL teacher trained staff hand signals and positive ways to build relationships. New reporting form implemented. Positive Behavior Intervention Strategies implemented. Restorative Practices researched and shared for

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				implementation next year. Counselors and Asst Principal attended Love and Logic plus Restorative practices training to create a plan for next year. Morning Breathing session in gym for all students.
	Implement campus referral plan.	All Staff	Campus Referral Plan	Proactive approach, relationship building and various other prevention strategies are utilized before referral. New referral form
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Various discipline management strategies were implemented including Lunch Buddies, Community Circles, and bi-weekly guidance.

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	PREVENTION:			
	Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Campus expectations are recited daily on the morning announcements, and district procedures/policies are followed. Second Semester School wide assemblies were held each month to commend good citizenship. In collaboration with the Rotary Club good citizens were recognized several times a year. 4th and 5th grade Citizens of the Year were selected and honored at the Annual Rotary Club Citizenship Banquet at Collin County College.
	Monitor high risk areas.	All staff	Schedule (if necessary)	Students were instructed on playground safety rules in a variety of ways including class discussions and Power Point presentation. Recess is staggered and divided so multiple age levels are not outside at the same time.
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	Students were made aware of process to report- bullying concerns via guidance lessons. Anonymous forms are located in each hallway for easy access and reporting.
All Students	INTERVENTION:			
	Apply classroom interventions.	All teachers	Staff, Counselors, SEL Teacher, and Administrators	Kelso' Choice Wheel and Problem Thermometer was displayed in all classrooms and consistently implemented as a problem solving tool with the students. Momentous Institute strategies included use of calm down box/tools: Hoberman Sphere and other breathing techniques and glitter wand.
	Employ discipline interventions.	Designated staff	Staff, Counselors, SEL Teacher, and Administrators	A BASE classroom was utilized in collaboration with the district's ISS Team for children with significant behavioral challenges. Individualized student success charts were created to address specific behavioral needs.

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				All students were instructed on the parts of the brain and their various functions to promote self-management of behavior.
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Staff, Counselors, SEL Teacher, and Administrators	All students were instructed on the parts of the brain and their various functions to promote self-management of behavior.
	Conference with parents/students.	Teachers or other staff	Staff, Counselors, SEL Teacher, and Administrators	Private discussions were held with students on an as needed basis to discuss behavioral concerns. Parents were informed of student behavior through phone calls, email, CMIT/504/ARD meetings, and parent conferences.

Parent Involvement

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

Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline 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	Parent Liaison, Teachers, Paraprofessionals, Administrators	August 2017, as the need arises with new enrollees List of parents signed up for Parent Portal	Parent Portal use increased from 50% to 90% for registration. School Events, Meet the Teacher Nights, parent/teacher conferences, and other events were shared weekly via grade level newsletters.
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	Parent Liaison, classroom teachers, Registrar	August 2017, as the need arises Weekly Take Home folders	School transitioned to paperless communication via email. Classroom teachers utilized various applications like Class DoJo, which connects, to parent cell phones.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	CTA, Administrators, or designee	Monthly Review	School librarian, PACE teacher and school CTA were responsible for maintaining the website for Meadows Elementary.
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Administrators	Monthly Updates	Information was communicated to parents through eNews.
Utilize social media to keep parents and community informed. Funding source: State and Local	Monthly Updates	Monthly Meetings	Information was communicated to parents through PTA Facebook.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	PTA representatives and Administrators	Monthly Meetings	Monthly meetings were held with the school's administration and PTA board.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	PTA representatives, PTA President, Administrators, Counselors	Back to School Events, PTA Board Meetings, PTA General Meetings, and President/Principal Meetings	Parental programs included: Parent Academy, district mobile classroom, parenting classes, Family Fun Color Run, Holiday Sing-Along, and 5th grade Celebration.

Transition

Critical Action Step: The campus will assist students in making a successful transition between early childhood schools to elementary schools and the transition between elementary to middle school.

Strategies for Accomplishing Transition Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Elementary counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding source: State and Local	Back to School Events, PTA Board Meetings, PTA General Meetings, and President/Principal Meetings	August 2017-June 2018	Bi-weekly guidance lessons are held to promote a positive learning experience for all. Counselors attend all events and have open communication with PTA board.
Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in pre-kindergarten activities and are encouraged to work with their children at home. All participants go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep. Title I Components: 7 Funding source: State and Local	PreK and Kindergarten Teachers, paraprofessionals, Instructional Specialists, SpED staff RAMP Up kits, Transition Books	April-May 2018	A Kindergarten Sneak event was held to meet incoming students and inform parents of expectations and procedures. Incoming kindergarten students were provided a pack of materials to work on during the summer.
Kindergarten staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) Title I Components: 7 Funding source: State and Local	PreK and Kindergarten Teachers, paraprofessionals, Instructional Specialists	August 2017- June 2018	Counselors and kindergarten staff members visit early childhood campuses to meet incoming students.
Elementary campuses with full day Pre-K Classes – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment. Title I Components: 7 Funding source: State and Local	PreK and Kindergarten Teachers, paraprofessionals, Instructional Specialists	April-May 2018	n/a

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	Members of the staff attended two recruitment job fairs.
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	All teachers who worked with bilingual students received the bilingual salary stipend.
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. Title I Component 5 Funding source: State and Local	August 2017 to May 2018	Student teachers from Texas A&M Commerce taught in different grade levels over the course of the school year.
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	Teachers attended weekly training, utilized extended planning, and gained valuable learning through the PISD Planning Protocols.
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards. Title I Component 5 Funding source: State and Local	July 2017 to June 2018	100% of staff is highly qualified.