



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

## **Aldridge Elementary School**

Principal: **AntréShawn Buhl**

**Mission Statement:**

Provide quality meaningful educational experiences creating a foundation for every child to succeed in developing the ultimate “you.” Enter to learn, leave to succeed.

**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): [Click here to enter Meeting 1 date](#)
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): [Click here to enter Meeting 2 date](#)
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): [Click here to enter Meeting 3 date](#)

**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			
<b>1 (CNA)</b>	Comprehensive Needs Assessment	<b>6 (PI)</b>	Strategies to Increase Parental Involvement
<b>2 (RS)</b>	Reform Strategies	<b>7 (Tran)</b>	Transition
<b>3 (HQ)</b>	Instruction by State Certified Teachers	<b>8 (A)</b>	Teacher Decision-Making Regarding Assessments
<b>4 (PD)</b>	High-Quality Professional Development	<b>9 (M)</b>	Effective and Timely Assistance to Students
<b>5 (R/R)</b>	Strategies to Attract State Certified Teachers	<b>10 (Coord)</b>	Coordination and Integration
Program Funding			
<b>Staffing</b>	\$ Enter funding \$	Total Funding for # Title I Support Teachers	
<b>Parental Engagement</b>	\$ Enter funding \$	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
<b>Student and Campus Capacity Building</b>	\$ 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.			
<b>Goal 1</b>	Recruit, support, and retain Teachers and Principals	<b>Goal 3</b>	Connect high school to <b>career</b> and <b>college</b>
<b>Goal 2</b>	Build a <b>foundation</b> of <b>reading</b> and <b>mathematics</b>	<b>Goal 4</b>	<b>Improve</b> 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/](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	Meeting 2 Attendance	Meeting 3 Attendance
Rhonesha Simmons	Faculty Member	2016	X	X	X
Leslie McDowell	Faculty Member	2017	X	X	
Aaron Stark	Faculty Member	2016	X	X	X
Carl Hale	Faculty Member	2016	X	X	X
Melinda Forbes	Faculty Member	2016	X	X	
Dawn Rashcke	Faculty Member, Special Ed	2016			
AntréShawn Buhl	Principal	2016	X	X	X
Toneli Hatley	District Professional	2016	X	X	
Michelle Meeks	Campus Professional, Non-teaching	2017	X		X
Kristen Carlson	Support Staff Member	2017	X	X	X
Serena Forrest	Parent-Selected by PTA	2016			
Kevin Boardman	Parent-Selected by Principal	2016			
Amy Taylor	Parent	2014	X		
Laura Trevizo	Parent	2016			
Denise Boots	Parent	2015		X	X
Brett Moore	Parent	2017	X		
Marilyn Carruthers	Community Member	2017	X	X	X
Marie Andrews	Community Member	2017		X	X
Faheem Mohamedi	Business Representative	2015			
Susan Kassen	Business Representative	2015	X		
Mary Swinton	Ad Hoc Member <sup>Optional</sup>	2016		X	

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

## 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 (P<sup>3</sup>A 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. Participate in peer classroom visits in order to improve the instructional practices of the team. (P<sup>3</sup>A—BP5)—TEA Strategic Priority #1
2. Provide proven reading instructional strategies in small group settings to support rigorous learning.—TEA Strategic Priority #2
3. Expose students to print-rich environments with different types of writing cross-curricular. -- TEA Strategic Priority #2
4. Teachers will model and create opportunities to address the social and emotional side of learning. – TEA Strategic Priority #1

#### Critical Actions to Address Missed State Safeguards:

- Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P<sup>3</sup>A Best Practice #17)
- Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P<sup>3</sup>A Best Practice #13)
- Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P<sup>3</sup>A Best Practice #14)

## Critical Action 1

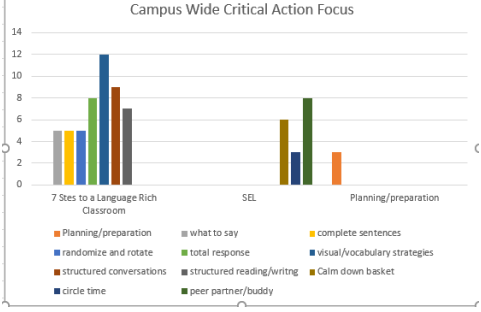
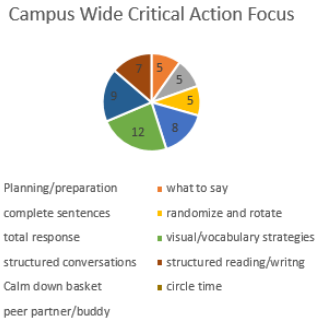
**Critical Action:** Participate in peer classroom visits in order to improve the instructional practices of the team. (P3A—BP5)—TEA Strategic Priority #1

<b>Project Lead:</b>	Principal, Assistant Principal, Team Leaders							
<b>Staff, Title I Staff:</b>	Professional Staff (Specials, Classroom Teachers, Academic Support, Special Education Teachers)							
<b>Materials and Resources:</b>	Accountability Data, Power Walk Throughs, Data Analysis							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<input type="checkbox"/> Other:



**Strategies for Accomplishing Critical Action 1:**

<b>Action Step</b> <ul style="list-style-type: none"> <li>TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>Title I Component # and Funding Amounts per Action Step</li> </ul>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
Professional staff will complete two L2L's (Look to Learn) targeting campus goals in line with campus improvement plan.	Fall (Nov.) 2017 Spring (Feb.)2018	L2L documentation	<p><b>Formative Notes:</b></p> <p>Late start on the implementation of L2L's but taking an approach of targeting two specific areas: 7 Steps Strategies and SEL. Revision of number of L2L's may be made after discussion from Team Leaders.</p> <p>Teachers will go with the intent on reflecting on their own personal practices and see what take-away they can implement within their classrooms</p> <p><b>Summative Notes:</b></p> <p>As a campus we completed one L2L that targeted the campus goals of: SEL, 7 Steps, and Planning. Although only one L2L was completed, leadership team discussed data collected on what was commonly observed and take away to plan for the upcoming school year. The goal as a campus will be 2 L2Ls that will include Fall/Spring to allow for reflection, implementation of best practices, and student growth.</p>

<p style="text-align: center;"><b>Action Step</b></p> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	<p style="text-align: center;"><b>Implementation Timeline per Action Step</b></p>	<p style="text-align: center;"><b>Implementation Evidence per Action Step</b></p>	<p style="text-align: center;"><b>Formative &amp; Summative Notes per Action Step</b></p>
			<p style="text-align: center;"><b>L 2 L @ Aldridge Spring 17-18</b></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;">Teacher Observing _____ Date _____ Teacher being observed _____</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;"><b>Campus Wide Critical Actions Focus</b></p> <p><input type="checkbox"/> 7 Steps to a Language Rich Classroom    <input type="checkbox"/> SEL    <input type="checkbox"/> planning/preparation</p> </div> <div style="border: 1px solid red; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center;"><b>7 Steps to a Language Rich Classroom Evidence</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teach students what to say when they don't know what to say</li> <li><input type="checkbox"/> Have students speak in complete sentences</li> <li><input type="checkbox"/> Randomize &amp; Rotate when calling on students</li> <li><input type="checkbox"/> Use total response signals</li> <li><input type="checkbox"/> Use visuals and vocabulary strategies that support your objective</li> <li><input type="checkbox"/> Have students participate in structured conversations</li> <li><input type="checkbox"/> Have students participate in structured reading/writing activities</li> </ul> </div> <div style="border: 1px solid blue; padding: 5px;"> <p style="text-align: center;"><b>SEL (Social-emotional learning strategies)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> calm down basket</li> <li><input type="checkbox"/> circle time</li> <li><input type="checkbox"/> peer partner/buddy</li> </ul> </div>
<p>Use student performance to monitor instructional practices.</p>	<p>Monthly data digs 9/26, 10/24, 11/28, 12/12, 1/30, 2/27, 3/27, 4/24</p>	<p>Data dig notes  MAP quintiles (PES scores)</p>	<p><b>Formative:</b> Use of data digs and review of student progress with the use of IRIs, Cog AT, MAP, and samples of student work to help determine progress made of students.</p> <p><b>Summative:</b> Monthly meetings targeted specific topics to allow for discussion of best practices, create plans of action to determine next steps, as well as monitor the progress of students in specific areas.</p>
<p>Use feedback from L2L's to create campus commonality teachers practices and their effectiveness.</p>	<p>Fall (Nov.) 2017 Spring (Feb.)2018</p>	<p>L2L documentation  Staff survey results</p>	<p><b>Summative:</b> Administration team analyzed all professional staff L2L's to determine common targeted observations based on campus goals, feedback teachers gave, as well as strategies seen within the classroom. Data was shared with team leaders (June 4<sup>th</sup>) to determine campus next steps in meeting the needs of our students.</p> <p>Reflective data:</p>

<p><b>Action Step</b></p> <ul style="list-style-type: none"> <li>TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>Title I Component # and Funding Amounts per Action Step</li> </ul>	<p><b>Implementation Timeline per Action Step</b></p>	<p><b>Implementation Evidence per Action Step</b></p>	<p><b>Formative &amp; Summative Notes per Action Step</b></p>
			<p>Campus Wide Critical Action Focus</p>  <p>Campus Wide Critical Action Focus</p> 
<p>Use feedback from L2L's to help provide professional development that meet the needs of our campus.</p>	<p>Fall (Nov.) 2017 Spring (Feb.)2018</p>	<p>L2L documentation  Staff survey results</p>	<p><b>Summative:</b> Professional staff listed reflections from L2L's as well as had the opporutnity to state what additional professional development is needed to meet the needs of our teachers and students. The top topics that we will include during professional development next year include:</p> <ul style="list-style-type: none"> <li>Planning with intent—opporutnities to dig deep into TEKS and look at the entire picture with UbD approach</li> <li>SEL—de-escalation strategies to implement within the classroom</li> <li>Technology (implementation of 1 to 1)</li> </ul>



<p><b>Action Step</b></p> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	<p><b>Implementation Timeline per Action Step</b></p>	<p><b>Implementation Evidence per Action Step</b></p>	<p><b>Formative &amp; Summative Notes per Action Step</b></p>
			<p><u>Post Observation reflection:</u></p> <ul style="list-style-type: none"> <li>• What strategy/technique was new to you or presented differently than you do in the classroom that is encouraging you to try and implement? How do you plan to go about implementing within your instruction?</li> </ul>  <ul style="list-style-type: none"> <li>• What support is needed from the campus in either PD( professional development) or resource to help improve your practice in the area of our campus improvement plan (CIP)?</li> </ul>  <p>sample of teacher form used for feedback</p>

## Critical Action 2


**Critical Action:** Provide proven reading instructional strategies in small group settings to support rigorous learning. —TEA Strategic Priority #2

<b>Project Lead:</b>	Principal, Assistant Principal, Academic Support							
<b>Staff, Title I Staff:</b>	Professional Staff (Classroom Teachers, Academic Support, Special Education Teachers)							
<b>Materials and Resources:</b>	Curriculum Planner, Curriculum Administrators, TEKS, Campus Data Digs							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<input type="checkbox"/> Other:

### Strategies for Accomplishing Critical Action 2:

Action Step <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Adjust student group membership regularly	August 2017  Monthly data digs 9/26, 10/24, 11/28, 12/12, 1/30, 2/27, 3/27, 4/24	BOY Reflection sheet Monthly data dig notes	<p><b>Formative Notes:</b> Flexible grouping—analyzing MAP strands to determine common needed areas of growth to make groups. Groups were periodically changed throughout the year.</p> <p>Discussion during data digs—ways of maximizing differentiated instruction through the use of station work, small group instruction, and student projects.</p> <p><b>Summative Notes:</b> Each grade level used data in a different manner to adjust student groupings. The upper grades implemented flexible grouping more strategically based on strands and the use of co-teaching. The lower grades did their groupings within the classroom and extended groupings based on 4-6 week increments.</p> <p>As a campus, we will continue to revamp, revise, and edit what are the best approaches in student groupings for enrichment and intervention.</p>
Ask questions that require higher order thinking	Weekly planning	Power walk throughs  Observations  Planning with intent/lesson plans	<p><b>Summative:</b> Although this was an action step, this is still a work in progress. Some teachers strategically included higher order questioning during their delivery of small group instruction. The use of higher order thinking questions were imbedded in their plans, a list of questions ready at teacher table, posting higher leveled questions around their classroom are examples of the efforts made within the grade levels/teachers. As the campus continues</p>

<b>Action Step</b> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
			to work on planning with intent, imbedding higher order questions within targets and small group instruction will be planned with the use of extended planning provided by the district as well as samples of questions that teachers can use as a tool.
Use differentiation strategies	Weekly planning  PLC meetings (9/6, 10/18,11/8, 12/6, 1/24, 2/21, 4/21)  TL meetings (9/20, 10/25, 11/15, 1/17, 2/7, 3/21, 5/2, 6/4)	Lesson plans  PLC notes  TL notes  Monthly data dig notes	SEL PLC broke out into all other PLC's to provide social and emotional support across curriculum areas.  Math PLC worked with the SEL PLC to provide after school enrichment to math students while promoting team-building skills.  Discussion during CMIT/504 meetings exploring best intervention tools to be used within the classroom setting to allow students to be successful.  Providing common reference tool strategies across campus based on student needs in lack of a mastered skill.  <b>Summative:</b> Campus focus with the use of 7 Steps played a big part in the way we met the needs of all our students. The increased use of common verbiage and supplemental visuals allowed for students to feel successful and overall growth in content areas. The leadership team has seen its value and will continue with 7 Steps in the upcoming year by trying two additional strategies within the classroom and planning.  Extended planning and "optional" campus based training sessions allowed for teachers cross grade levels to discuss, ask questions, and collaborate on best ways of differentiating based on targeted skill and activities.  A continuation of collaboration through the use of extended planning and implementation of vertical team planning with specific skills targeted based on STAAR and MAP data will be explored in the upcoming school year.
Campus wide implementation of 7 Steps to a Language-Rich Interactive Classroom (grade levels required to implement 4 within the school year)	August 2017  Monthly data digs	BOY Reflection sheet Monthly data dig notes	<b>Formative:</b> Every department is to implement 4 of the 7 strategies within the grade level and be discussed during planning, data digs, and campus based meetings.

<p><b>Action Step</b></p> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	<p><b>Implementation Timeline per Action Step</b></p>	<p><b>Implementation Evidence per Action Step</b></p>	<p><b>Formative &amp; Summative Notes per Action Step</b></p>														
	<p>9/26, 10/24, 11/28, 12/12, 1/30, 2/27, 3/27, 4/24</p>		<p>Teachers have seen a difference on their intention with these strategies as well as provided students the tools to be successful.</p> <p><b>Summative:</b> As a campus each department had to select per nine weeks which of the 7 Steps to a Language-Rich Interactive Classroom they would implement within the classroom. At monthly data digs, discussion of strategy was discussed to determine student progress, ways of intervening, as well as plan of actions. The leadership team discussed the impact it made this year with planning with intent and the use of strategies that are great for all students at some point. Improvement in student confidence, communication, and overall growth has been seen in the overall daily work of students.</p> <p style="text-align: center;">Campus Wide Critical Action Focus</p>  <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="color: red;">Grade Level</th> <th style="color: red;">7 Steps Strategies</th> </tr> </thead> <tbody> <tr> <td>Kinder</td> <td>Total Response, What to Say, Randomize and Rotate, and Complete Sentences</td> </tr> <tr> <td>1st</td> <td>Randomize and Rotate, Total response, What to Say, and Visual and Randomize and Rotate, What to Say, Visual and Vocabulary, and Total Response</td> </tr> <tr> <td>2nd</td> <td>Total Response, Complete sentences, Structured conversations, and What to Say</td> </tr> <tr> <td>3rd</td> <td>Visual and vocabulary, Structured conversations, What to Say, and</td> </tr> <tr> <td>4th</td> <td>Structured conversations, Complete sentences, What to Say, and Randomize and Rotate</td> </tr> <tr> <td>5th</td> <td>Structured conversations, Complete sentences, What to Say, and Randomize and Rotate</td> </tr> </tbody> </table>	Grade Level	7 Steps Strategies	Kinder	Total Response, What to Say, Randomize and Rotate, and Complete Sentences	1st	Randomize and Rotate, Total response, What to Say, and Visual and Randomize and Rotate, What to Say, Visual and Vocabulary, and Total Response	2nd	Total Response, Complete sentences, Structured conversations, and What to Say	3rd	Visual and vocabulary, Structured conversations, What to Say, and	4th	Structured conversations, Complete sentences, What to Say, and Randomize and Rotate	5th	Structured conversations, Complete sentences, What to Say, and Randomize and Rotate
Grade Level	7 Steps Strategies																
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4th	Structured conversations, Complete sentences, What to Say, and Randomize and Rotate																
5th	Structured conversations, Complete sentences, What to Say, and Randomize and Rotate																

### Critical Action 3

**Critical Action:** Expose students to print-rich environments with different types of writing cross-curricular. -- TEA Strategic Priority #2

<b>Project Lead:</b>	Principal, Assistant Principal, Reading/Writing PLC							
<b>Staff, Title I Staff:</b>	Professional Staff (Classroom Teachers, Academic Support, Special Education Teachers)							
<b>Materials and Resources:</b>	Curriculum Planner, Curriculum Administrators, TEKS, Campus Data Digs, STAAR, Edugence							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<input type="checkbox"/> Other:

**Strategies for Accomplishing Critical Action 3:**

Action Step <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Use cross-curricular instruction to maximize instructional time	Daily as needed  Agenda minutes of PLC  Data digs (monthly with Admin team) 9/26, 10/24, 11/28, 12/12, 1/30, 2/27, 3/27, 4/24	Lesson plans  Data dig notes	<p><b>Formative Notes:</b> Campus discussion on ways PLCs can plan with intent in offering opportunities within the day to provide cross-curricular content that would include hosted events.</p> <p>Animals Adaptation Creature: a science, writing and art project specific to Organisms &amp; Environments (5<sup>th</sup> Grade STAAR data) to be displayed throughout grade level hallways and/or common areas such as science lab and cafeteria. (Campus wide in March)</p> <p><b>Summative Notes:</b> Some teachers set grade level goals of maximizing instruction with the use of cross-curricular and found that with them utilizing the action step as a grade level goal, grade level planning was more intentional and results were seen.</p> <p>Continued reflection during data digs and extended planning allowed teachers to look at the full picture. As a campus, we are continuously seeking ways of maximizing instruction with the use of cross-curricular.</p>
Differentiate instruction to maximize learning time	Team weekly planning  Daily as needed	Lesson plans  Campus Wide Writing Activities	<p>Flexible grouping—analyzing MAP strands to determine common needed areas of growth to make groups. Groups were periodically changed throughout the year.</p> <p>Discussion during data digs—ways of maximizing differentiated instruction through the use of station work, small group instruction, and student projects.</p>

<p><b>Action Step</b></p> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	<p><b>Implementation Timeline per Action Step</b></p>	<p><b>Implementation Evidence per Action Step</b></p>	<p><b>Formative &amp; Summative Notes per Action Step</b></p>
			<p><b>Summative:</b>                      PLC groups were required to collaborate within and with a different PLC to create an afterschool enrichment program for the length of nine weeks to extend the learning of our Quintile 1 &amp; 2 students. Positive feedback was received from students and parents. PLCs discussed the possibility of extended the length of time of the program to expand the number of students in each program.</p>
<p>Collaborate with vertical teams</p>	<p>Agenda minutes of PLC</p>	<p>PLC Agenda minutes reflection notes</p>	<p>Grade level targeted focus: 1<sup>st</sup>, 3<sup>rd</sup>, and 4<sup>th</sup></p> <p><b>Summative:</b>                      Team members within the grade level utilized the opportunity to tie in their TTESS goal together to make more effort in planning with intent. During planning teachers looked at ways of incorporating writing cross-curricular and creating common strategies that would maximize thinking, planning, and writing in multiple academic settings.</p> <p>As a team, they saw improvement on students writing, discussion, and implementation due to the collaboration during planning of all content areas.</p>
<p>Discuss classroom difficulties and solutions as a team</p>	<p>Agenda minutes of PLC</p> <p>Team weekly planning</p>		<p>SEL PLC is working to encourage the use of Community Circles as a way to prevent classroom interruptions.</p> <p>Grade level use of Kid Talk                      Campus based staffing's—allows for Academic support, teachers, and administration to find commonalities in behaviors/practices and solutions</p> <p><b>Summative:</b>                      At the start of the year and throughout the campus we utilized SEL strategies and training to increase the use of circle time at the start of the day. During data digs, team planning, team leader meetings, discussions took place on identifying areas of concerns in classrooms and ways of getting results that wanted. Team leaders shared strategies that were used within a particular grade level to offer additional ideas/support to one another. The campus saw in the spring an increase in unwanted behaviors and</p>

<p><b>Action Step</b></p> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	<p><b>Implementation Timeline per Action Step</b></p>	<p><b>Implementation Evidence per Action Step</b></p>	<p><b>Formative &amp; Summative Notes per Action Step</b></p>
			<p>the importance of circle time. As a campus based on teacher feedback/reflection, we would like to offer in the upcoming Fall more SEL/restorative practice based trainings and come up with standardized approaches that can be used across the campus to minimize unwanted behaviors and maximize learning.</p>
<p>Campus wide implementation of 7 Steps to a Language-Rich Interactive Classroom (grade levels required to implement 4 within the school year)</p>	<p>New strategy each nine weeks (8/21-10/20, 10/23-12/20, 01/4-3/9, 3/19-6/1)</p> <p>Team weekly planning</p>	<p>Posters in classroom</p> <p>Data dig notes</p> <p>Team Leader Agenda Notes</p>	<p>ESL Specialist—provided visuals for the grade levels to offer consistency, common verbiage, and practice. She also had each grade level volunteer a teacher to record him or her teaching with the implementation of one of the 7 step strategies.</p> <p>4<sup>th</sup> &amp; 5<sup>th</sup> grade uses posters in the classroom showing sentence stems when responding to questions: I agree with _____ they said that _____, I would like to add _____.</p> <p>As well as language strategies to use when they don't know what to say: May I please have more time to think? May I call on a friend?</p> <p>Math PLC is working to promote "Math Talk" in classrooms by encouraging and modeling classroom discourse about strategies and solutions. Older grade levels partnered with younger to practice "Math Talk" during math buddy activities.</p> <p><b>Summative:</b></p> <p>As a campus each department had to select per nine weeks which of the 7 Steps to a Language-Rich Interactive Classroom they would implement within the classroom. At monthly data digs, discussion of strategy was discussed to determine student progress, ways of intervening, as well as plan of actions. The leadership team discussed the impact it made this year with planning with intent and the use of strategies that are great for all students at some point. Improvement in student confidence, communication, and overall growth has been seen in the overall daily work of students.</p>

<p><b>Action Step</b></p> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	<p><b>Implementation Timeline per Action Step</b></p>	<p><b>Implementation Evidence per Action Step</b></p>	<p><b>Formative &amp; Summative Notes per Action Step</b></p>
			<p><b>Grade Level</b></p> <p><b>7 Steps Strategies</b></p> <p>Kinder 1st 2nd 3rd 4th 5th</p> <p>Total Response, What to Say, Randomize and Rotate, and Complete Sentences Randomize and Rotate, Total response, What to Say, and Visual and Randomize and Rotate, What to Say, Visual and Vocabulary, and Total Response Total Response, Complete sentences, Structured conversations, and What to Say Visual and vocabulary, Structured conversations, What to Say, and Structured conversations, Complete sentences, What to Say, and Randomize and Rotate</p> <p>The support provided by our ESL specialist allow for consistency and teachers/admin to review approaches and see what is/isn't working. A great tool that other teachers were able to view and learn ways of approaching a specific strategy.</p>



## Critical Action 4

**Critical Action:** Teachers will model and create opportunities to address the social and emotional side of learning.

<b>Project Lead:</b>	Principal, Assistant Principal, SEL PLC Chair							
<b>Staff, Title I Staff:</b>	Professional Staff (Specials, Classroom Teachers, Academic Support, Special Education Teachers)							
<b>Materials and Resources:</b>	Behavior Incident Reports (BIR) , District Resources, Momentous Institute							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<input type="checkbox"/> Other:

### Strategies for Accomplishing Critical Action 3:

Action Step <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Create a “Social-emotional Learning PLC” with grade level representatives.	Monthly PLC meetings (9/6, 10/18,11/8, 12/6, 1/24, 2/21, 4/21)	*PLC meeting agendas	<p><b>Formative Notes:</b> SEL PLC have broken up to help other PLC’s with their events. SEL PLC members have met with their ‘partner PLC” twice now.</p> <p><b>Summative Notes:</b> The start of the program was ideal, it had a high interest and allowed for the support of other PLCs, however; there was not specific goals that were aligned with campus goals to improve academic goals. PLC would like to look at different approaches in how they can support other PLCs with the use of strategies and best practices during “optional” /PD campus professional development.</p>
Identify and study resources from other district campuses of strategies that have worked.	Monthly PLC meetings (9/6, 10/18,11/8, 12/6, 1/24, 2/21, 4/21)  TL meetings (9/20, 10/25, 11/15, 1/17, 2/7, 3/21, 5/2, 6/4) Grade level meetings	Student Management meeting reflections	<p><b>Formative:</b> Staff participated in the campus based StrengthsFinders to identify campus colleagues strengths as well as similar implementation has taken place within 5<sup>th</sup> grade and is utilized on a regular.</p> <p>Restorative practice resources have been provided to grade levels.</p> <p>Like Campus Meetings (Jan. 2018) to discuss strategies that they have seen help their campus.</p> <p>Discussions within team planning and monthly data digs.</p>

<p><b>Action Step</b></p> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	<p><b>Implementation Timeline per Action Step</b></p>	<p><b>Implementation Evidence per Action Step</b></p>	<p><b>Formative &amp; Summative Notes per Action Step</b></p>
			<p>Provided restorative pocket books provided to each grade level as a resource tool for desired behaviors.</p> <p><b>Summative:</b> Based on end of the year reflections from teachers, the opportunities for SEL/restorative training helped teachers see the full picture as well as implement strategies within the classroom. With the changing of student behaviors and social skills that may not all be mastered, there is a need for additional support and practice.</p>
<p>Attend and provide professional development that addresses social-emotional learning.</p>	<p>August 2017 Mid-year End of Year</p>	<p>Professional Development Log</p> <p>PLC Notes</p>	<p>SEL PLC provided a POP up training to introduce community circles.</p> <p>Campus based “optional” trainings targeting SEL provided for teachers to attend and opportunity to earn TTESS PD hours</p> <p><b>Summative:</b> Based on end of the year reflections from teachers, the opportunities for SEL/restorative training helped teachers see the full picture as well as implement strategies within the classroom. With the changing of student behaviors and social skills that may not all be mastered, there is a need for additional support and practice.</p> <p>More trainings will be utilized as a campus-based approach rather than optional, although several teachers did utilize their own time to dig deeper on social emotional learning.</p>
<p>Implemented zones of regulation within the classroom settings.</p>	<p>Daily as needed</p>	<p>Power walk throughs</p> <p>Observations</p> <p>Planning with intent/lesson plans</p>	<p><b>Formative:</b> Beginning of year was an introduction to Zones of Regulations and the impact it has made on our SpEd population. Resources and visual aids were provided to teachers to post in the classrooms. At least two teachers per grade level have utilized the visuals and verbiage in addition to each SpEd classroom.</p> <p>Incorporated into grade level think sheets.</p> <p>Provided opportunities for students to stop and think to monitor their own levels of feelings.</p>

<p style="text-align: center;"><b>Action Step</b></p> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	<p style="text-align: center;"><b>Implementation Timeline per Action Step</b></p>	<p style="text-align: center;"><b>Implementation Evidence per Action Step</b></p>	<p style="text-align: center;"><b>Formative &amp; Summative Notes per Action Step</b></p>
			<p>Campus based professional development looking at zones of regulation and teacher practice with the use of scenario based role play</p> <p><b>Summative:</b> Teachers found it useful for the SpEd team at the beginning of the year to review what the purpose of zones of regulation is and how to implement within the classroom. Visual aids were provided within classrooms and a campus as a whole to serve as a visual reminder for students to stop and think. Teachers found that the approach of zones of regulation were not only beneficial to those in the SpEd setting but all students. Continued training, practice, and role playing will be part of 18-19 teacher professional development as an additional tool to support student’s social growth.</p>
<p>Provide opportunities outside of classroom (enrichment activities) that help build relationships with students.</p>	<p>PLC meetings Campus wide events (3 per PLC)</p>	<p>PTA hosted events  PLC invitations  Site calendar/Smore</p>	<p><b>Beginning of Year:</b> hands on activities provided at Teacher PD to model what can be done in the classrooms. All teachers participated in the building of stress balls and settling your glitter.</p> <p>5<sup>th</sup> grade team utilizing StrengthsFinder and identifying students strengths and during group collaboration has that impacts overall success.</p> <p>Principal provided each grade level with Settle your Glitter cards to offer ideas/strategies to implement within the classroom as ideas for de-escalation strategies.</p> <p><b>Middle of Year:</b> Professional development targeting restorative practices were provided (Feb. 2018) As a campus came up with six activities to be used as part of circle time.</p> <p>Community circles implemented in each grade level with the use of topics given on Morning Announcements, situations occurring within the grade level, and provided resources.</p> <p><b>Summative:</b> PLC groups were required to collaborate within and with a different PLC to create an afterschool enrichment program for the length of nine weeks to extend the learning of our Quintile 1 &amp; 2 students. Positive feedback was received from students and parents. PLCs discussed the possibility of extended the</p>

<b>Action Step</b> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
			length of time of the program to expand the number of students in each program.

## 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)
	<b>COORDINATED SCHOOL HEALTH:</b>			
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.	Principal	Campus Wellness Plan	<p><b>Formative Notes:</b></p> <ul style="list-style-type: none"> <li>• Campus Fitness/Wellness Committee to designate events and programs for student/parent/community involvement</li> <li>• Wellness PLC meeting notes</li> <li>• Campus Wellness Plan</li> <li>• Books For Baskets (K-5)</li> <li>• Hoop Shoot (3-5)</li> <li>• Rock and Bowl Spring District Tournament Feb.2018</li> <li>• Wellness Dance Class 9 Week Enrichment</li> <li>• Spring Rock and Bowl Tourney at Plano Super Bowl</li> <li>• Elk's Hoop Shoot Competition</li> </ul> <p><b>Summative Notes:</b></p> <p>At the beginning of the year the Health/Wellness PLC collaborated to come up with actions steps for the year to include: utilize the coordinated school health program and analyze student fitness data to set goals and objectives to encourage health, fitness, and attendance, while providing fun activities for students to stay active. The committee came up with events that could be hosted throughout the year that also could be paired with an additional campus PLC to allow for opportunities of cross curriculum.</p> <p>The Health/Wellness PLC would like to look at more fitness diversity and practice for Fitnessgrams as well as more innovative programs that will encourage jogging/running.</p>
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	<ul style="list-style-type: none"> <li>• Jeanette Rogers</li> </ul>
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	<ul style="list-style-type: none"> <li>• Power walk throughs</li> <li>• Formal/informal observations</li> <li>• Committee meetings</li> <li>• Red Ribbon Week</li> </ul>

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				<ul style="list-style-type: none"> <li>• Fire Safety Prevention</li> <li>• Implementation of a 9 week enrichment dance program targeting movement, rhythm, counting, and understanding the importance of communication and personal space.</li> <li>• Field trips that include Health TEKS to make a real world connections to movement, healthy habits, and sports based skills (Cowboy Stadium—5<sup>th</sup> grade and Bowling—4<sup>th</sup> grade)</li> </ul>
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	<ul style="list-style-type: none"> <li>• Ocelot News Cast (morning announcements)</li> <li>• Coordinated School Health Calendar through weekly Admin Smore</li> <li>• Red Ribbon Week</li> <li>• Remind 101 (Parent Communication)</li> <li>• Grade level Smore</li> <li>• Flyers through weekly Admin Smore</li> </ul>
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	<ul style="list-style-type: none"> <li>• Ocelot News Cast (morning announcements)</li> <li>• Flyers through weekly Admin Smore</li> <li>• Red Ribbon Week</li> <li>• Remind 101 (Parent Communication)</li> <li>• Grade level Smore</li> <li>• Campus Smore</li> </ul>
<b>FITNESS:</b>				
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	<ul style="list-style-type: none"> <li>• First round of Fitnessgram completed Sept-Oct with the 2<sup>nd</sup> round completed April-May</li> <li>• Grade levels 3-5 received copies of their fitnessgram with their end of year report cards to utilize as a way of measuring student growth and planning ahead for areas of growth over the summer into the beginning of the following school year.</li> <li>• Almost all students improved on their fitnessgram when comparing growth made from the beginning of the year to the end.</li> </ul>
4 <sup>th</sup> & 7 <sup>th</sup>	Ensure all data for 3 <sup>rd</sup> - 8 <sup>th</sup> grade students is entered on timely basis, fitness report cards are printed (4 <sup>th</sup> grade and 7 <sup>th</sup> grade) and sent to parents or linked through myPISD.	P.E. Teacher	Fitnessgram Student Report	<p><b>Summative:</b> Fitnessgram—completed two rounds (Oct. 2017 and May 2018)</p> <p>Grade levels 3-5 received copies of their fitnessgram with their end of year report cards to utilize as a way of measuring student growth and</p>

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				planning ahead for areas of growth over the summer into the beginning of the following school year.
<b>PHYSICAL ACTIVITY REQUIREMENTS:</b>				
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.	Principal	Sample daily lesson plans may be provided by P.E./Fitness Teacher	<b>Summative:</b> The start of every class students began with jogging/running laps and stretches to warm up their bodies to prepare for upcoming activities. Many activities planned included vigorous physical activity which included some of the following: basketball shooting, flag football, relay races
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	<b>Summative:</b> The lack of working monitors did not allow for full implementation, however the teach piece of how monitor heart rate and estimated amount of distance recorded for movement was taught and encouraged.
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	The start of every class students began with jogging/running laps and stretches to warm up their bodies to prepare for upcoming activities. Many activities planned included vigorous physical activity which included some of the following: basketball shooting, flag football, relay races
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	<ul style="list-style-type: none"> <li>• Minimizing the amount of time a student can miss recess (10 minutes max)</li> <li>• Grade levels purchasing sports related supplies as additional resources</li> </ul>
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	<ul style="list-style-type: none"> <li>• Implementation of breaks periodically through the day with use videos, music, calming exercises (SEL)</li> </ul>
<b>ATTENDANCE:</b>				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	<ul style="list-style-type: none"> <li>• Attendance teacher monitor sheet</li> <li>• Communication via phone, parent conference, email by teacher</li> <li>• Administrator calls</li> <li>• Administrator log sheets</li> <li>• Office calls</li> <li>• Office meeting—Truancy updates</li> <li>• CMIT/504 plans as needed</li> </ul>

## 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	<b>PREVENTION:</b>												
	Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	<p><b>Formative Notes:</b></p> <ul style="list-style-type: none"> <li>• Teacher reports</li> <li>• Behavior incident reports</li> <li>• Counselor reports</li> <li>• Counselor/admin meetings</li> </ul> <p><b>Summative Notes:</b> Administration and Team Leader team reviewed overall campus data to find commonalities based on the following areas with the use of additional information that included Staff/Student Safety survey provided by the district.</p> <table border="1" data-bbox="1291 800 1837 982"> <thead> <tr> <th>Types of Offenses (BIR)</th> <th>Office Visits--w/o BIRS</th> <th>Admin Calls--not CORE</th> </tr> </thead> <tbody> <tr> <td>physical aggression towards peer stealing</td> <td>disruption of school property mixing food together</td> <td>elopement threat to self</td> </tr> <tr> <td>disrespect to staff member physical aggression towards self</td> <td>inappropriate conversations bathroom incidences recess /playing/tag cheating transitions (physical contact) not following directions</td> <td>threat to others not leaving room standing on tables throwing items in classroom destroying classroom defiance tantrums</td> </tr> </tbody> </table> <p>The use of Circle times built into schedule for the upcoming school year as well as campus based understanding of behaviors managed in class/grade level versus administration allows for teacher ownership and student accountability.</p>	Types of Offenses (BIR)	Office Visits--w/o BIRS	Admin Calls--not CORE	physical aggression towards peer stealing	disruption of school property mixing food together	elopement threat to self	disrespect to staff member physical aggression towards self	inappropriate conversations bathroom incidences recess /playing/tag cheating transitions (physical contact) not following directions	threat to others not leaving room standing on tables throwing items in classroom destroying classroom defiance tantrums
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	Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	<ul style="list-style-type: none"> <li>• Teacher reports</li> <li>• Behavior incident reports</li> <li>• Counselor reports</li> <li>• Counselor/admin meetings</li> </ul> <p><b>Summative:</b> Administration and Team Leader team reviewed overall campus data to find commonalities based on the following areas with the use of additional information that included Staff/Student Safety survey provided by the district.</p>									



Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)									
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	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	<ul style="list-style-type: none"> <li>• Beginning of year expectations</li> <li>• Grade level meetings</li> <li>• Behavior incident reports</li> <li>• TEAMS discipline reports</li> <li>• Admin grade level logs</li> <li>• Monthly data digs</li> <li>• Use of student code of conduct to determine eligible consequences</li> <li>• Implementation of Think Sheet (student reflection)</li> </ul>									
<b>Staff</b>	<b>EDUCATION:</b>												
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	<ul style="list-style-type: none"> <li>• Bullying Teacher In-service</li> <li>• Sexual harassment training (SafeSchools)</li> <li>• Classroom counseling</li> <li>• Implementation of SEL strategies</li> <li>• Implementation of campus based SEL PLC</li> </ul>									
	Review referral process.	Principal or designee	Campus referral plan	<ul style="list-style-type: none"> <li>• Beginning of year expectations</li> <li>• Grade level meetings</li> <li>• Behavior incident report</li> <li>• Admin grade level log</li> <li>• Monthly data digs</li> </ul>									
<b>Staff</b>	<b>INTERVENTION:</b>												
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	<ul style="list-style-type: none"> <li>• Classroom expectations</li> <li>• Social emotional training (Aug., Oct.)</li> <li>• Grade level expectations</li> <li>• Celebration of "Golden Tickets"—Positive Behavior Referrals</li> </ul>									

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				<ul style="list-style-type: none"> <li>• SEL/Restorative Practice Training (Aug. and Feb.)</li> </ul>
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	<ul style="list-style-type: none"> <li>• Campus operational belief statement implemented</li> <li>• Grade level classroom expectations/strategies</li> <li>• SEL campus wide strategies “zone of regulations”</li> <li>• TBSI training (new staff)</li> <li>• CPI Training (CORE members &amp; SpEd)</li> <li>• PBS Practices</li> <li>• Calming areas in classroom</li> <li>• SEL/Restorative Practice Training</li> <li>• TTESS goal setting (teacher driven)</li> </ul>
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	<ul style="list-style-type: none"> <li>• Teacher to Teacher Intervention</li> <li>• Monthly log sheet</li> <li>• Reflection sheet completion</li> <li>• Teacher completion of Behavior Incident Reports (BIRS)</li> <li>• PBS Practices</li> <li>• CPI Training (CORE Training)</li> <li>• CPI Autism Specific Training</li> <li>• CORE practice/review</li> <li>• ISS District Support</li> <li>• Calming areas in classroom</li> <li>• SEL/Restorative Practice Training</li> <li>• TTESS goal setting (teacher driven)</li> </ul>

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

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
<b>All Students</b>	<b>PREVENTION:</b>			
	Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	<ul style="list-style-type: none"> <li>• Weekly Ocelot Golden Tickets—Positive Behavior Referrals</li> <li>• Classroom expectations</li> <li>• Grade level Friday meetings</li> <li>• Student handbook</li> <li>• Student Agenda</li> <li>• Daily words of wisdom (use of Project Wisdom)</li> <li>• Teacher/student conferences</li> <li>• Parent conferences</li> <li>• Parent/Admin Conferences</li> </ul>
	Monitor high risk areas.	All staff	Schedule (if necessary)	<ul style="list-style-type: none"> <li>• Monthly log sheet</li> <li>• Reflection sheet completion</li> <li>• Teacher completion of Behavior Incident Reports (BIRS)</li> <li>• Grade level meetings (Kid Talk)</li> <li>• Staff support</li> <li>• Data digs</li> <li>• Parent/Admin Conferences</li> <li>• Follow up meetings with parents (based on results of allegations)</li> <li>• Full investigations with notification of procedures/timeline</li> </ul>
<b>All Students</b>	<b>EDUCATION:</b>			
	Explain referral process/contacts.	All teachers	Referral Plan	<ul style="list-style-type: none"> <li>• Teacher/teacher modeling</li> <li>• Teacher/admin modeling</li> <li>• Teacher reflection</li> <li>• Grade level reflection</li> <li>• Campus reflection of what did/didn't work and ways to improve</li> <li>• CMIT</li> <li>• Kid Talk</li> </ul>
<b>All Students</b>	<b>INTERVENTION:</b>			
	Apply classroom interventions.	All teachers	Monthly grade level data dig notes	<ul style="list-style-type: none"> <li>• Teacher/teacher modeling</li> <li>• Time-out/reflection time</li> <li>• Teacher/student conference</li> </ul>

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
			Teacher/Admin staffing (based on student and their needs)	<ul style="list-style-type: none"> <li>• Parent conference</li> <li>• Classroom counseling sessions bi-monthly</li> </ul>
	Employ discipline interventions.	Designated staff	Written feedback from ISS  Monthly data dig notes	<ul style="list-style-type: none"> <li>• PLC “needs to be addressed”</li> <li>• Teacher to teacher intervention</li> <li>• Grade level Ocelot Buck Store</li> <li>• Kid Talk</li> <li>• CMIT</li> </ul>
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	9 weeks TEAMS report notes  CMIT notes  Weekly counselor/admin meetings to discuss concerned students	<ul style="list-style-type: none"> <li>• Student reflection forms</li> <li>• Parent conferencing</li> <li>• Student/admin conferencing</li> <li>• Frequent classroom “checkups”</li> <li>• Success charts</li> <li>• Kid Talk</li> <li>• CMIT</li> </ul>
	Conference with parents/students.	Teachers or other staff	Parent/front office sign in sheets  CMIT/504 follow up notes	<ul style="list-style-type: none"> <li>• Student reflection forms</li> <li>• Parent conferencing</li> <li>• Student/admin conferencing</li> </ul>

## 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)
<p>Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information.  <b>Title I Components: 1, 6, 10</b>  <b>Funding Sources: SCE, Title I and Local</b></p>	<p>Teachers Office Staff</p>	<p>Beginning of year information packet Grade level communication Parent Information night (Aug. 2016)</p>	<p><b>Formative Notes:</b></p> <ul style="list-style-type: none"> <li>• Grade level information nights, highlight the importance of staying connected</li> <li>• Weekly eNews, fb post, messenger sent out by Principal</li> <li>• Thursday PTA Packets</li> </ul> <p><b>Summative Notes:</b> Staff makes every effort to encourage the use of staying connected by offering campus based board of QR codes to have easy/readily available access to all grade levels, in addition to Remind 101 and weekly smores sent to parents. Although the increase in efforts have been made to ensure consistency, frequency, and updated information, lack of high participation continues to be a targeted goal for the campus.</p>
<p>Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access.  <b>Title I Components: 1, 6, 10</b>  <b>Funding Sources: SCE, Title I and Local</b></p>	<p>Teachers Admin</p>	<p>Weekly follow up via email to staff</p>	<p>As a campus we have not done the best on identifying students who are in need of technology access. Administration would like to look at opportunities to offer the district mobile lab to attend the campus for those parents in need at least two times within the year (fall/spring).</p>
<p>Upgrade and maintain the campus website for easy access and increased communication with the community.  <b>Funding source: State and Local</b></p>	<p>CTA Office Manager Admin</p>	<p>Friday e-news Admin communication</p>	<p>Weekly eNews, fb post, messenger sent out by Principal</p> <p><b>Summative:</b> Staff makes every effort to encourage the use of staying connected by offering campus based board of QR codes to have easy/readily available access to all grade levels, in addition to Remind 101 and weekly smores sent to parents. Although the increase in efforts have been made to ensure consistency, frequency, and updated information, lack of high participation continues to be a targeted goal for the campus.</p>

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>Communicate information through eNews and through hard copies when internet access is not available.  <b>Funding source: State and Local</b></p>	<p>Messenger  E-news  Campus  Facebook/twitter</p>	<p>Friday e-news Admin communication</p>	<p>Weekly eNews, fb post, messenger sent out by Principal</p> <p><b>Summative:</b>  Aldridge PTA provides hard copies of flyers to be sent as a form of communication for parents on Thursdays. Our campus this year also utilized an Aldridge Student/Parent Handbook that had detailed information to allow for a smooth transition for the year and answer relevant and consistent topics/areas of concerns previously heard by the Administration team. Although copies were provided to every student at the beginning of the year at Meet the Teacher as well as given to all new enrollees throughout the year, hard copies have not been seen as an effective way of communicating with parents for follow through.</p>
<p>Utilize social media to keep parents and community informed.  <b>Funding source: State and Local</b></p>	<p>Facebook  Admin e-news</p>	<p>Weekly Thursday packets sent home  PTA membership toolkit</p>	<p>Weekly eNews, fb post, messenger sent out by Principal</p> <p><b>Summative:</b>  Staff makes every effort to encourage the use of staying connected by offering campus based board of QR codes to have easy/readily available access to all grade levels, in addition to Remind 101 and weekly smores sent to parents. Although the increase in efforts have been made to ensure consistency, frequency, and updated information, lack of high participation continues to be a targeted goal for the campus.</p>
<p>PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.  <b>Funding source: State and Local</b></p>	<p>Monthly meetings with PTA president</p>	<p>Meeting notes  Communication for updates via email</p>	<p>Campus progress that are geared toward targeted goals (writing, student character)</p> <p>Meeting dates for the year:</p> <ul style="list-style-type: none"> <li>• July 27, 2017</li> <li>• August 3, 2017</li> <li>• October 23, 2017</li> <li>• December 11, 2017</li> <li>• January 8, 2018</li> <li>• April 18, 2018</li> <li>• April 30, 2018</li> <li>• May</li> <li>• June , 2018</li> </ul>

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).</p> <p><b>Funding source: State and Local</b></p>	<p>Monthly meetings with PTA president Counselor Admin PTA President</p>	<p>Meeting notes Communication for updates via email</p>	<ul style="list-style-type: none"> <li>• New Ocelot Family Picnics (Aug. 2017)</li> <li>• Aldridge In &amp; Out Night (Sept. 2017)</li> <li>• Scholastic Book Fair (December 2017)</li> <li>• Red Ribbon Week Program</li> <li>• Walk to School Day (Oct. 2017)</li> <li>• Queen Bee &amp; Princess (Oct. 2017)</li> <li>• Susan G. Komen Race (Oct. 2017)</li> <li>• Earth/Art Night (April 2018)</li> <li>• Daddy/Daughter Dance (April 2018)</li> <li>• After school PTA Programs for Fall/Spring (Drama Kids, Hip-Hop, Chess, Legos, Spanish, Cranialogix, Taekwondo, Young Rembrandts, and Sun Lee)</li> </ul>

## 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)
<p>Elementary counselors deliver guidance lessons that support and promote the learning process.  <b>Title I Components: 7</b>  <b>Funding source: State and Local</b></p>	<p>Counselor provided curriculum                      Counselor—designated calendar per grade level</p>	<p>Monthly goal oriented Calendar in advance outlook</p>	<p><b>Formative Notes:</b>                      Implementation of A/B schedule to allow for weekly sessions in each grade level. Topics included use of Kelso’s choices, self-regulation/management of feelings, use of calm down tools, breathing strategies, mindfulness, and tools to be utilized within grade levels for campus consistency.  <b>Summative Notes:</b> Guidance lessons provided throughout the school year supported student learning in classrooms and throughout the campus. It was a means to support teachers and staff with laying the foundation of SEL/Social Emotional Learning on which we will build further in the 2018-2019 school year.</p>
<p>Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in pre-kindergarten activities and are encouraged to work with their children at home. All participants go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep.  <b>Title I Components: 7</b>  <b>Funding source: State and Local</b></p>	<p>District provided flyers                      Counseling</p>	<p>Provide on campus based Smore/enews</p>	<p><b>Summative:</b>                      Campus offered with the use of Counseling services (Parent Ed workshops) end of year sessions for incoming Kinder and outgoing 5<sup>th</sup> graders to provide support and answer questions in preparation of transitions.                      Kindergarten Team, provided “things to know” during incoming Kinder registration as well as a link to their grade level support for parents who have incoming Kinders.</p>
<p>Kindergarten staff work collaboratively with Pre-K staff throughout the school year.                      (i.e. Transition ARDs and CMIT Transitions)  <b>Title I Components: 7</b>  <b>Funding source: State and Local</b></p>	<p>SpEd Team Leaders                      Administration Team</p>	<p>Spring 2018                      **as needed for SpEd students**</p>	<p><b>Summative:</b> SpEd team leaders work collaboratively with early childhood campuses to observe and attend annual ARDs to set up the best learning environment for our incoming students.</p>
<p><b>Elementary campuses with full day Pre-K Classes –</b>                      Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment.  <b>Title I Components: 7</b>  <b>Funding source: State and Local</b></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>



## State Certified Teachers and Highly Qualified Paraprofessionals

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

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

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

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept. /Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	August 2017 to May 2018	<b>Formative Notes:</b> HR rubric  <b>Summative Notes:</b> <ul style="list-style-type: none"> <li>• Administration team attended required HR training</li> <li>• Follow through on new interview guidelines</li> <li>• Streamlined reviewing of resumes with campus rubric</li> <li>• Streamlined interview questions with campus rubric</li> <li>• Participating interviewers required to watch HR Hiring practices video and quiz (completion with certificate)</li> </ul>
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	Monthly Bilingual Stipends, July 2017 to June 2018	<ul style="list-style-type: none"> <li>• Standardized questions for all applicants</li> <li>• HR Rubric</li> </ul>
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	August 2017 to May 2018	<ul style="list-style-type: none"> <li>• Involve student teachers an opportunity to participate in all staff developments.</li> <li>• Involve student teachers an opportunity to participate in after school activities/programs.</li> <li>• Volunteer with district as a campus to host student teachers</li> <li>• Volunteer with district/community schools as a campus to host classroom observations</li> </ul>
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. <b>Title I Component 4 and 5</b> <b>Funding source: State and Local</b>	July 2017 to June 2018	<ul style="list-style-type: none"> <li>• Empowering Writers Workshop grades 2-5</li> <li>• Data Analysis of MAP</li> <li>• Data Digging of STAAR (Campus-based reflection)</li> <li>• Gap Analysis provided by district</li> <li>• Campus based optional professional development days</li> <li>• District/Admin/Curriculum trainings to incorporate technology, SEL/Restorative practice, UbD, SpEd, and Guided Reading</li> </ul>

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<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><b>Title I Component 5</b> <b>Funding source: State and Local</b></p>	<p>July 2017 to June 2018</p>	<ul style="list-style-type: none"> <li>• HR Rubric</li> <li>• HR College Job Fairs</li> </ul>