



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Forman Elementary

Principal: **Talle Gomez**

Mission Statement:

To empower all students by building a foundation for social, emotional, and academic growth.

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.

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 16, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Monday, January 22, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Monday, May 21, 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# 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	Recruit, support, and retain 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/](http://tea.texas.gov/About%20TEA/Welcome%20and%20Overview/TEA%20Strategic%20Plan/)

SBIC Committee

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Linea Villarreal	Faculty Member	x	x	x	x
Ramiro Ardon	Faculty Member		x	x	x
Lisa Olney	Faculty Member	x	x	x	x
Madison Davis	Faculty Member		x	x	x
Yaira Vazquez	Faculty Member	x	x	x	x
Payton Souder	Faculty Member, Special Ed		x		x
Talle Gomez	Principal		x	x	x
Melissa Blank	District Professional				
Rebekah Espinosa	Campus Professional, Non-teaching		x	x	x
Leidy Romano	Support Staff Member	x	x	x	x
Beyanir Francisco	Parent-Selected by PTA	x	x	x	
Stephanie Torresi	Parent-Selected by Principal		x	x	x
Tami Jalapa	Parent		x		
	Parent				
	Parent				
	Parent				
Geannina Trujillo	Community Member		x	x	x
Correl Seidel	Community Member				x
Tanya Roberts	Business Representative		x	x	x
	Business Representative				
	Ad Hoc Member ^{Optional}				

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

Summary of Critical Actions

The areas for school-wide and/or targeted 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
<p>1. Increase the percentage of all students performing at the Approaches grade level standard in reading to decrease the gap between the campus and district to meet the district average performance.</p>
<p>2. Increase the percentage of all students performing at the Approaches grade level standard in math to decrease the gap between the campus and district to meet the district average performance.</p>
<p>3. Increase the percentage of students meeting their typical growth targets to demonstrate performance that is comparable to district typical growth.</p>

Critical Action 1

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

Problem Statement:	Overall in Reading the percentage of students performing at the Approaches grade level standard for the campus is below the district average. The current gaps between the campus and district in Reading are: Campus 3 rd - 5 th Grade (3 rd - 59%, 4 th - 59%, 5 th - 64%) District 3 rd - 5 th Grade (3 rd - 82%, 4 th - 79%, 5 th - 83%)							
Root Cause and Strategy:	(a) We will address the need for effective planning and implementation of the curriculum by ensuring that there are adequate structures and systems are in place to implement planning and instruction with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses.							
Project Lead:	Campus Administrators, Campus Instructional Support Staff, PISD Elementary Coordinators and Specialists							
Staff, Title I Staff:	Grade Level Teachers, Title I Academic Support Teachers, ESL Teachers							
Materials and Resources:	District Curriculum, Edugence(PES Growth Roster, STAAR Roster, MAP data), Eduphoria, Gradebook							
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 • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
<p>Root Cause (a) Activities: Effective Planning</p> <p>1. District Curriculum and instruction team members will provide staff training on district planning protocols.</p> <p>2. Grade levels teams, Title I/Intervention Team will meet weekly with the C&I team to use the district curriculum for planning and instructional practices.</p> <ul style="list-style-type: none"> • Grade level teams will conduct weekly planning meetings to maintain alignment to the curriculum • C&I team will provide bi-weekly instructional support at planning meetings and by modeling in classrooms. 	<ol style="list-style-type: none"> 1. Professional Development meeting 2 times this school year with additional support as needed 2. Weekly Planning Protocol Meetings, weekly support from academic support team and biweekly support from C&I 	<ol style="list-style-type: none"> 1. MLP Training Log 2. Weekly planning protocols meeting notes, feedback to teachers from academic support team and C&I team, walk-through data, 3. Schedule and agenda for extended team planning 	<p>Expected Outcome – Increase academic performance by implementing planning and instruction protocols with fidelity.</p> <p>Short Term Status: – Lesson plans and instruction will be aligned with the district curriculum and include daily content and language objectives as modeled by administration.</p> <p>Intermediate Status: – Lesson plans will be aligned with district curriculum and include daily content and language objectives with consultation from academic support team.</p> <p>Long Term Status:</p>

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
<ul style="list-style-type: none"> Weekly walkthroughs by administration to document implementation of the plans into instructional practice. <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>	teams, administration walk throughs 3. Extended team planning 2 times a year		– Using the planning protocols, lesson plans aligned with the district curriculum, including daily language and content objectives, and will be implemented effectively by grade level teams. Results: Teachers report an overall positive effect of planning with the end in mind. They report that the district support was positive and helped them understand how to plan more effectively. Teachers were able to identify and focus on major concepts and deliver lessons that are more effective. Next Steps: Teachers reported needing more training in guided reading so they could help their students become better readers. They would like to see lessons modeled and more ideas on how to engage students in stations that are meaningful. Teachers would like to continue receiving more training with planning protocol so that they can “fine-tune” their planning.
<p>Root Cause (b) Activities: Data Analysis</p> <ol style="list-style-type: none"> Provide training for all grade level teachers, special education teachers, and all other support staff on the purpose and use of formative and summative assessments. Provide training and opportunities for all staff members to identify and analyze the appropriate assessments and data to drive differentiated instruction. <ul style="list-style-type: none"> Bi-weekly instructional support by the C&I team (ie: ensure lesson plans are reflective and include targeted interventions based upon current assessment data, provide feedback to teachers on formative and summative assessments, instructional approaches, etc...) Teachers will reflect on assessment data and use it to plan for instruction. 	<ol style="list-style-type: none"> Professional Development meeting 2 times this school year with additional support as needed Weekly grade level team planning. As the need arises (at least biweekly) in Tier I and Tier II instruction 	<ol style="list-style-type: none"> MLP training log, agendas, and materials Eduphoria, Team meeting notes, document discussions, student data edugence and gradebook Classroom observations, progress as measured in student performance data in Edugence (RTI) 	<p>Expected Outcome – Increase student achievement and academic growth by monitoring and adjusting instruction.</p> <p>Short Term Status: – Lesson plans will begin to include formative and summative assessments of student learning as modeled by the district C&I team.</p> <p>Intermediate Status: – Lesson plans will continue to include formative and summative assessment to monitor and adjust student learning with consultation from academic support team.</p> <p>Long Term Status: – Weekly instruction, aligned with district curriculum, will include formative and summative assessments so that teachers utilize the current data to develop instruction to meet student learning needs.</p>

<p>Action Step</p> <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step 	<p>Implementation Timeline per Action Step</p>	<p>Implementation Evidence per Action Step</p>	<p>Outcome, Status and Results per Action Step</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>Results: Teachers received the formative assessment training during the 2nd semester. A team of teachers is attending the online formative assessment training with Solution Tree and will share with other teachers at Forman. Teachers were able to start using formative assessment but at a very basic level. Some grade levels saw growth in students after using formative assessment data and making groups based on student needs.</p> <p>Next Steps: Teachers would like more training on how to use formative assessments and data. They report being interested in more formative assessment training, Lead4ward training, the use of MAP as a diagnostic tool and how to use the results to meet student needs training.</p>

Critical Action 2

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

Problem Statement:	Overall in Math the percentage of students performing at the Approaches grade level standard for the campus is below the district average. The current gaps between the campus and district are: Campus 3 rd - 5 th Grade (3 rd - 67%, 4 th - 56%, 5 th - 77%) District 3rd - 5th Grade (3rd- 86%, 4th- 79%, 5th- 88%)							
Root Cause and Strategy:	(a) We will address the need for effective planning and implementation of the curriculum by ensuring that there are adequate structures and systems are in place to implement planning and instruction with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses							
Project Lead:	Campus Administrators, Campus Instructional Support Staff, PISD Elementary Coordinators and Specialists							
Staff, Title I Staff:	Grade Level Teachers, Title I Academic Support Teachers, ESL Teachers							
Materials and Resources:	District Curriculum, Edugence(PES Growth Roster, STAAR Roster, MAP data), Eduphoria, Gradebook							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 2:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
Root Cause (a) Activities: Effective Planning 1. District Curriculum and instruction team members will provide staff training on district planning protocols. 2. Grade levels teams, Title I/Intervention Team will meet weekly with the C&I team to use the district curriculum for planning and instructional practices. <ul style="list-style-type: none"> • Grade level teams will conduct weekly planning meetings to maintain alignment to the curriculum • C&I team will provide bi-weekly instructional support at planning meetings and by modeling in classrooms. 	1. Professional Development meeting 2 times this school year with additional support as needed 2. Weekly Planning Protocol Meetings, weekly support from academic support team and biweekly support from C&I teams, administration walk throughs	1. MLP Training Log 2. Weekly planning protocols meeting notes, feedback to teachers from academic support team and C&I team, walk-through data, 3. Schedule and agenda for extended team planning	Expected Outcome – Increase academic performance by implementing planning and instruction protocols with fidelity. Short Term Status: – Lesson plans and instruction will be aligned with the district curriculum and include daily content and language objectives as modeled by administration. Intermediate Status: – Lesson plans will be aligned with district curriculum and include daily content and language objectives with consultation from academic support team. Long Term Status:

<p>Action Step</p> <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step 	<p>Implementation Timeline per Action Step</p>	<p>Implementation Evidence per Action Step</p>	<p>Outcome, Status and Results per Action Step</p>
<ul style="list-style-type: none"> • Weekly walkthroughs by administration to document implementation of the plans into instructional practice. <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 team planning 2 times a year</p>		<p>– Using the planning protocols, lesson plans aligned with the district curriculum, including daily language and content objectives, and will be implemented effectively by grade level teams.</p> <p>Results: Teachers report an overall positive effect of planning with the end in mind. They report that the district support was positive and helped them understand how to plan more effectively. Teachers were able to identify and focus on major concepts and deliver lessons that are more effective.</p> <p>Next Steps: Teachers reported needing more training in problem solving model so they could help their students know how to attack word problems. They would like to see lessons modeled and more ideas on how to engage students in stations that are meaningful. Teachers would like to continue receiving more training with planning protocol so that they can “fine-tune” their planning. They would also like a more systematic approach with sequential lessons.</p>
<p>Root Cause (b) Activities: Data Analysis</p> <ol style="list-style-type: none"> 1. Provide training for all grade level teachers, special education teachers, and all other support staff on the purpose and use of formative and summative assessments. 2. Provide training and opportunities for all staff members to identify and analyze the appropriate assessments and data to drive differentiated instruction. <ul style="list-style-type: none"> • Bi-weekly instructional support by the C&I team (ie: ensure lesson plans are reflective and include targeted interventions based upon current assessment data, provide feedback to teachers on formative and summative assessments, instructional approaches, etc...) 	<ol style="list-style-type: none"> 1. Professional Development meeting 2 times this school year with additional support as needed 2. Weekly grade level team planning. 3. As the need arises (at least biweekly) in Tier I and Tier II instruction 	<ol style="list-style-type: none"> 1. MLP training log, agendas, and materials 2. Eduphoria, Team meeting notes, document discussions, student data edugence and gradebook 3. Classroom observations, progress as measured in student performance data in Edugence (RTI) 	<p>Expected Outcome – Increase student achievement and academic growth by monitoring and adjusting instruction.</p> <p>Short Term Status: – Lesson plans will begin to include formative and summative assessments of student learning as modeled by the district C&I team.</p> <p>Intermediate Status: – Lesson plans will continue to include formative and summative assessment to monitor and adjust student learning with consultation from academic support team.</p> <p>Long Term Status: Weekly instruction, aligned with district curriculum, will include formative and summative</p>

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
<p>3. Teachers will reflect on assessment data and use it to plan for instruction</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>assessments so that teachers utilize the current data to develop instruction to meet student learning needs.</p> <p>Results: Teachers received the formative assessment training during the 2nd semester. A team of teachers is attending an online formative assessment training with Solution Tree and will share with other teachers at Forman. Teachers were able to start using formative assessment but at a very basic level. Some grade levels saw growth in students after using formative assessment data and making groups based on student needs.</p> <p>Next Steps: Teachers would like more training on how to use formative assessments and data. They report being interested in more formative assessment training, Lead4ward training, the use of MAP as a diagnostic tool and how to use the results to meet student needs training.</p>

Critical Action 3

Critical Action (Goal): Increase the percentage of students meeting their typical growth targets to demonstrate performance that is comparable to district typical growth.

Problem Statement:	Overall in Reading and Math there is a lack of typical growth in 2 nd – 5 th grade students below one standard deviation. The current gaps between the campus and district are: Grades 2 - Math (20%) Reading (3%) Grade 3 - Math (15%) Reading (19%) Grade 4 - Math (6%) Reading (6%) Grade 5 - Math (13%) Reading (14%)							
Root Cause and Strategy:	(a) We will address the need for effective planning and implementation of the curriculum by ensuring that there are adequate structures and systems are in place to implement planning and instruction with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses.							
Project Lead:	Campus Administrators, Campus Instructional Support Staff, PISD Elementary Coordinators and Specialists							
Staff, Title I Staff:	Grade Level Teachers, Title I Academic Support Teachers, ESL Teachers							
Materials and Resources:	District Curriculum, Edugence(PES Growth Roster, STAAR Roster, MAP data), Eduphoria, Gradebook							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 3:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
Root Cause (a) Activities: Effective Planning 1. District Curriculum and instruction team members will provide staff training on district planning protocols. 2. Grade levels teams, Title I/Intervention Team will meet weekly with the C&I team to use the district curriculum for planning and instructional practices. <ul style="list-style-type: none"> • Grade level teams will conduct weekly planning meetings to maintain alignment to the curriculum • C&I team will provide bi-weekly instructional support at planning meetings. 	1. Professional Development meeting 2 times this school year with additional support as needed 2. Weekly Planning Protocol Meetings, weekly support from academic support team and biweekly support	1. MLP Training Log 2. Weekly planning protocols meeting notes, feedback to teachers from academic support team and C&I team, walk-through data,	Expected Outcome – Increase academic performance by implementing planning and instruction protocols with fidelity. Short Term Status: – Lesson plans and instruction will be aligned with the district curriculum and include daily content and language objectives as modeled by administration. Intermediate Status:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
<ul style="list-style-type: none"> Weekly walkthroughs by administration to document implementation of the plans into instructional practice. Monthly vertical team meetings to see alignment of TEKS. <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>	from C&I teams, administration walk throughs 3. Extended team planning 2 times a year	3. Schedule and agenda for extended team planning	– Lesson plans will be aligned with district curriculum and include daily content and language objectives with consultation from academic support team. Long Term Status: – Weekly instruction, aligned with district curriculum, will include formative and summative assessments so that teachers utilize the current data to develop instruction to meet student learning needs. Results: Teachers report an overall positive effect of planning with the end in mind. They report that the district support was positive and helped them understand how to plan more effectively. Teachers were able to identify and focus on major concepts and deliver lessons that are more effective. Next Steps: Teachers reported needing more training in specialized subjects so they could help their students grow in each content area. They would like to see lessons modeled and more ideas on how to engage students in stations that are meaningful. Teachers would like to continue receiving more training with planning protocol so that they can “fine-tune” their planning. They would also like a more systematic approach with sequential lessons.
<p>Root Cause (b) Activities: Data Analysis</p> <ol style="list-style-type: none"> Provide training for all grade level teachers, special education teachers, and all other support staff on the purpose and use of formative and summative assessments. Provide training and opportunities for all staff members to identify and analyze the appropriate assessments and data to drive differentiated instruction. <ul style="list-style-type: none"> Bi-weekly instructional support by the C&I team (ie: ensure lesson plans are reflective and include 	<ol style="list-style-type: none"> Professional Development meeting 2 times this school year with additional support as needed Weekly grade level team planning. 	<ol style="list-style-type: none"> MLP training log, agendas, and materials Eduphoria, Team meeting notes, document discussions, student data edugence and gradebook Classroom observations, progress as measured in student 	<p>Expected Outcome – Increase student achievement and academic growth by monitoring and adjusting instruction.</p> <p>Short Term Status: – Lesson plans and instruction will be aligned with the district curriculum and include daily content and language objectives as modeled by administration.</p> <p>Intermediate Status:</p>

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
<p>targeted interventions based upon current assessment data, provide feedback to teachers on formative and summative assessments, instructional approaches, etc...)</p> <p>3. Teachers will reflect on assessment data and use it to plan for instruction.</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 (at least biweekly) in Tier I and Tier II instruction</p>	<p>performance data in Edugence (RTI)</p>	<p>– Lesson plans will continue to include formative and summative assessment to monitor and adjust student learning with consultation from academic support team.</p> <p>Long Term Status: – Weekly instruction, aligned with district curriculum, will include formative and summative assessments so that teachers utilize the current data to develop instruction to meet student learning needs.</p> <p>Results: Teachers received the formative assessment training during the 2nd semester. A team of teachers is attending an online formative assessment training with Solution Tree and will share with other teachers at Forman. Teachers were able to start using formative assessment but at a very basic level. Some grade levels saw growth in students after using formative assessment data and making groups based on student needs</p> <p>Next Steps: Teachers would like more training on how to use formative assessments and data. They report being interested in more formative assessment training, Lead4ward training, the use of MAP as a diagnostic tool and how to use the results to meet student needs training.</p>

Health, Fitness and Attendance

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

Strategies for Accomplishing Health, Fitness and Attendance Critical Action:

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
COORDINATED SCHOOL HEALTH:				
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.	Principal	Campus Wellness Plan	<p>Formative Notes: Our nurse, Belinda Stricklin, is helping Forman in this area and is meeting with the team to create different ideas and ways to engage our students and staff in this area.</p> <p>Summative Notes: We did a fruit and veggie challenge among the students, we did a “guess the fruit” each morning during the challenge on the announcements to build vocabulary and introduce healthy foods to students. We had a “biggest loser” competition. We also started a running club and students kept track of miles they ran throughout the year. The club met 2 days a week before school.</p>
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Accomplished
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	Accomplished
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	Accomplished
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	Accomplished

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Accomplished
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	Accomplished
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	Accomplished
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Accomplished
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	Accomplished
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	Accomplished
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	Accomplished
ATTENDANCE:				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Accomplished

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/Admin Intern/Asst. Principal	Staff feedback/survey	Formative Notes: Our counselors and our SEL are helping whole classes, small groups and individual students in identifying appropriate interactions, how to respond when someone treats you in a way that you don't like and how to report bullying. Summative Notes: Guidance counselors were able to do the required lessons with classes. Our SEL position was very positive in this area and did some great lessons with classes and students that needed more teaching and guidance. We helped our 5 th graders know how to use the new App and created stricter guidelines on the use of the bathroom, which was one of our high-risk areas. We had 2 students on a stay-away agreement at the end of the year to help prevent any further issues.
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	accomplished
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	accomplished
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	accomplished
	Review referral process.	Principal or designee	Campus referral plan	accomplished

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	accomplished
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	accomplished
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	accomplished

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	accomplished
	Monitor high risk areas.	All staff	Schedule (if necessary)	accomplished
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	accomplished
All Students	INTERVENTION:			
	Apply classroom interventions.	All teachers	SEL teacher model and support in classrooms	accomplished
	Employ discipline interventions.	Designated staff	CMIT, strategic plans/Counselor, Administrators, Teachers	accomplished
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	CMIT, strategic plans/Counselor, Administrators, Teachers	accomplished
	Conference with parents/students.	Teachers or other staff	Teachers, Administrators, Counselor	accomplished

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, Forman Staff, CTA, Title I Support/Technology, Mobile Lab, Phone Messenger, E-News	Completed 9/10 and as new students enroll	Formative Notes: Our orientation days help with this and our parent liaison is helping to make sure that as parents come to register that we offer help to get parents online. Summative Notes: We got almost all of our parents the support they need to create accounts online and have access
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	Forman Staff, CTA, Parent Liaison/eNews, mobile lab	All Year	accomplished
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	CTA, Administrators, Librarian/Computers	All Year	accomplished
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Administrators, Forman Staff, CTA/Smore, eNews, folders	All Year	accomplished
Utilize social media to keep parents and community informed. Funding source: State and Local	Principal, CTA/ Facebook, smore, eNews, Phone Messenger	All Year	accomplished
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	PTA, Principal	Monthly meetings	accomplished
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local	Administrator, PTA Board	All Year	accomplished

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. Title I Components: 7 Funding source: State and Local</p>	<p>Counselors/ Lessons created by district counseling department and resources from the district.</p>	<p>All Year</p>	<p>Formative Notes: Our counselors deliver their lessons. Our SEL worked with our pre-k and used the “Settle your Glitter” curriculum to help students with social emotional learning and to be ready for school during the school year.</p> <p>Summative Notes: Our students were able to grow because of the targeted support from both the counselors and the SEL. Our students grew so much in pre-k and will come to kindergarten with so many skills that they learned from pre-k.</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. Title I Components: 7 Funding source: State and Local</p>	<p>Title I Staff/Pre-k Staff/Kinder Staff RAMP Kits</p>	<p>April-May</p>	<p>accomplished</p>
<p>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</p>	<p>Pre-K Staff/Kinder Staff/Support Staff</p>	<p>All Year</p>	<p>accomplished</p>
<p>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</p>	<p>Pre-K Staff/Kinder Staff</p>	<p>All Year</p>	<p>accomplished</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.

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

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

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. Title I Component 5 Funding source: State and Local	August 2017 to May 2018	Formative Notes: We started the school year and all of our positions were filled with highly qualified teachers. There were some different events that happened during the school year that did not allow us to keep all of those teachers in place. Summative Notes: Forman lost 2 teachers during the school year due to personnel issues. Though we could not fill those positions with highly qualified candidates, we were able to put staff in the classrooms and serve the students well.
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	accomplished
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	accomplished
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	accomplished

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>Title I Component 5 Funding source: State and Local</p>	<p>July 2017 to June 2018</p>	<p>accomplished</p>