



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Saigling Elementary

Principal: **Chris Dunkle**

Mission Statement:

Saigling, a heart-based school, provides a positive environment to promote individual potential, encourage academic growth, and develop respectful, responsible citizens who are lifelong learners.

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): **Wednesday, October 11, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Wednesday, January 31, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Wednesday, May 30, 2018**

2017-2018 Campus Status Check all that apply

- Title III English Language Learner Campus Non-Title I Campus Title I School-wide Campus

Title I Information

Title I Components			
1 (CNA)	Comprehensive Needs Assessment	6 (PI)	Strategies to Increase Parental Involvement
2 (RS)	Reform Strategies	7 (Tran)	Transition
3 (HQ)	Instruction by State Certified Teachers	8 (A)	Teacher Decision-Making Regarding Assessments
4 (PD)	High-Quality Professional Development	9 (M)	Effective and Timely Assistance to Students
5 (R/R)	Strategies to Attract State Certified Teachers	10 (Coord)	Coordination and Integration
Program Funding			
Staffing	\$ 0	Total Funding for # Title I Support Teachers	
Parental Engagement	\$ 0	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	\$ 0	Additional Title I Funding (i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities)	

TEA Strategic Priorities

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

Information regarding the TEA Strategic Plan may be accessed here: [http://tea.texas.gov/About TEA/Welcome and Overview/TEA Strategic Plan/](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
Jill Verges	Faculty Member	2017-2018	✓	✓	✓
Jennifer Perkins	Faculty Member	2017-2018	✓	✓	✓
Jennifer Howe	Faculty Member	2009-2010	✓	✓	✓
Melissa Rizvan	Faculty Member	2017-2018	✓	✓	✓
Catherine Conner	Faculty Member	2017-2018		✓	✓
Cheryl Gradney	Faculty Member, Special Ed	2015-2016			✓
Chris Dunkle	Principal	2014-2015	✓		✓
Jessica Malloy	District Professional	2017-2018	✓		
Regina Anderson	Campus Professional, Non-teaching	2014-2015	✓	✓	✓
Jen Haugh	Support Staff Member	2016-2017	✓	✓	✓
Kristin Michael	Parent-Selected by PTA	2017-2018		✓	
Shannon Beckmann	Parent-Selected by Principal	2014-2015			✓
Laura Hughes	Parent	2013-2014	✓		✓
John Reich	Parent	2017-2018		✓	✓
Chris Wallace	Parent	2017-2018	✓	✓	
Elizabeth Catalani	Parent	2017-2018	✓	✓	✓
Barbara Reynolds	Community Member	2014-2015	✓		
Jackie Estes	Community Member	2014-2015		✓	✓
Sharon Goldblatt	Business Representative	2004-2005	✓	✓	
Doug Haugh	Business Representative	2017-2018			

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

1. Participate in peer classroom visits in order to improve the instructional practices of the team. (PPPA CL BP #5)

2. Model and promote substantive collaboration to foster a learning community. (PPPA SW BP #9)

Critical Actions to Address Missed State Safeguards:

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

Critical Action 1

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

Project Lead:		Campus Principal						
Staff, Title I Staff:		Principals, Campus Team Leaders, Grade Level Team Members, Specialists						
Materials and Resources:		Staff Meetings, Team Leader Meetings, Google Sign-Up, Walkthrough Forms						
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 <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step 	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Visit other classrooms as a part of collaborative process.</p> <p>1. Provide opportunities for teachers to visit other classrooms. Make observation of peer instruction a regular part of the collaborative planning process for each grade-level or subject-area team.</p> <ol style="list-style-type: none"> Create observation and reflective questions form. Assist with schedules in order for teachers to visit other classrooms. <p>TEA Strategic Priorities Goal #1</p>	September 2017	Teacher Walkthrough Forms, Reflection Forms	<p>Formative Notes:</p> <p>Sept. 2017- Observation Forms with reflective questions were created for teachers to complete. Forms were shared with staff through a staff meeting and through a weekly staff email.</p> <p>Fall 2017- Schedules were adapted so all teachers were able to complete observations during their planning times.</p> <p>Summative Notes:</p> <p>May 2018- All staff members completed two peer observations and reflection forms. Forms were turned into administrators.</p>
<p>2. Ask each teacher to schedule a single period of observation time with another team member. If necessary, provide a substitute to allow time for the observations.</p> <ol style="list-style-type: none"> Teachers will complete observations in two other classrooms. Once in the fall and one in the spring. Teachers will utilize their planning time to visit classrooms above and below the grade level they teach 	September 2017 to May 2018	Teacher Reflection Forms	<p>Formative Notes:</p> <p>Fall 2017- Each teacher completed at least 1 observation in the fall semester. Teachers chose either to visit the grade above or below them. Arrangements were made for 5th grade teachers to visit Haggard Middle School to see classrooms in grades above 5th.</p>

<p>or will observe a teacher who teaches the same content area.</p> <ul style="list-style-type: none"> c. Specials teachers may partner with teachers from other campuses to complete observations in their area of specialty. d. Teachers will turn forms into principal to document when observation occurred. <p>TEA Strategic Priorities Goal #1</p>			<p>Specialist teachers were provided subs so that they were able to visit teachers at other campuses who taught same specials.</p> <p>Summative Notes: May 2018- All staff completed two observations. Walkthrough Reflection forms were turned into the administrators to document the observation.</p>
<p>3. Ultimately, work to develop an observation schedule that provides three to six opportunities per school year for this type of collaboration. Set specific goals for observations, and provide the structure to make them effective by determining what would best serve each team's needs.</p> <ul style="list-style-type: none"> a. An observation schedule spreadsheet with be created using Google spreadsheet for teachers to sign-up. b. Teachers will video their own instruction twice, once in the fall and once in the spring, and complete a reflection form to be submitted to the principals. c. Teachers will complete a total of 4 observations of self and others. <p>TEA Strategic Priorities Goal #1</p>	<p>September 2017 to May 2018</p>	<p>Observation Timeline, Google Spreadsheet, Observation Goal Form</p>	<p>Formative Notes: September 2017- Google Docs were created for teachers to sign up for the Swivl. Reflection forms were created for self-observation. Forms were shared with teachers at a staff meeting and through the staff newsletter.</p> <p>December 2017- Staff is on track for completing their own video of instruction and completing the self-evaluation sheet.</p> <p>Summative Notes: May 2018- Self-reflection sheets have been turned into administrators. All staff members completed two peer observations and reflection forms and two self-reflective observations with reflection forms.</p>
<p>Fully discuss instructional strategies following observations.</p> <ul style="list-style-type: none"> 1. Provide structured time for teachers to meet following any peer observation to discuss the instructional strategies that were used and observed. <ul style="list-style-type: none"> a. Teacher observers will share reflection forms with observed teacher and with principals. b. Reflections will include positive things the teacher observed and ideas for how the lesson they observed impacted their thinking and/or future classroom practices. <p>TEA Strategic Priorities Goal #1</p>	<p>September 2017 to May 2018</p>	<p>Staff Meeting Agenda, EOY Survey</p>	<p>Formative Notes: December 2017 - Fall semester reflection forms were completed by staff members and sent to the principal.</p> <p>Summative Note: May 2018- Spring reflection forms were completed by staff members and provided to administration. Teachers debriefed after observations and discussions and feedback were discussed at monthly team leader meetings and at grade-level team meetings.</p>
<ul style="list-style-type: none"> 2. Model the type of sharing that you would like to see. <ul style="list-style-type: none"> a. Principal will model at August Professional Development. <p>TEA Strategic Priorities Goal #1</p>	<p>August 2017</p>	<p>August PDH Agenda</p>	<p>Formative Notes: August 2017 Teachers participated in in-services where TEA Goals and strategies were discussed. Mr. Dunkle modeled use of the Swivl at a teacher in-service in</p>

			August 2017. Videos and instructions on how to use the Swivl were included in the staff weekly memo. Mrs. Roberts, Librarian, also assisted teachers in demonstrating how to use the Swivl.
<p>3. Initiate discussion about what may not have worked by asking questions.</p> <ul style="list-style-type: none"> a. Principals will discuss forms and methods at September staff meeting. b. Ongoing discussion will occur through staff meetings. <p>TEA Strategic Priorities Goal #1</p>	September 2017 to May 2018	Staff Meeting Agendas	Fall 2017- Forms and instructions were provided to all staff at the staff meeting on 9/20/17. All teams were provided time to discuss, plan, and reflect on lessons. Additionally, discussion has taken place during team leader meetings on a monthly basis.
<p>Reflect on lessons as a team.</p> <p>1. Determine the extent to which teachers use team meeting time to review specific lessons they have taught.</p> <ul style="list-style-type: none"> a. Discuss with team leaders at monthly team leader meetings. b. Ensure time is allocated at team planning meetings for reflection and evaluation. <p>TEA Strategic Priorities Goal #1</p>	Monthly from September 2017 to May 2018	Team Leader Agendas, Grade Level Planning Documents	<p>Fall 2017- All teams were provided planning time to discuss, plan, and reflect on lessons.</p> <p>Summative Notes: Discussion has taken place monthly at team leader meetings and are documented in team leader minutes. Team leaders were tasked with allocating time during planning to reflect on lessons. Training was provided to staff by district curriculum department on Effective Planning Protocols on 11/15/17 and training by the assessment department on using data for reflective evaluation was provided to staff on 1/24/18.</p>
<p>2. Have one teacher observe another’s lesson so that he/she can offer additional insight during the review process. You might consider videotaping the lesson so that the presenting teacher can observe the lesson even more objectively.</p> <ul style="list-style-type: none"> a. We will introduce this step this year and have teachers video two of their own lessons for reflection using the Swivel with an intention to familiarize teachers with the technology and become comfortable with the process of being recorded. This will occur with the intent to broaden our approach next year to have teachers observe other teachers’ videos for greater insight and collaboration. <p>TEA Strategic Priorities Goal #1</p>	September 2017 to May 2018	Swivel Videos, Personal Reflection Forms	<p>Formative Notes: December 2017- Staff is on track for competing videos of their lessons and completing the self-reflection form.</p> <p>Summative Notes: May 2018- All staff completed two videos and self-reflection forms. Team leaders discussed at the team leader retreat and provided feedback to administration in regards to benefits and learning takeaways from this action step.</p>

Critical Action 2

Critical Action: Model and promote substantive collaboration to foster a learning community.

Project Lead:		Campus Principal						
Staff, Title I Staff:		Principals, Campus Team Leaders, Grade Level Team Members, Specialists						
Materials and Resources:		Staff Meetings, Team Leader Meetings, Google Sign-Up, Walkthrough Forms						
Targeted Area:	<input 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 <ul style="list-style-type: none"> ● TEA Strategic Priorities Goal # per Action Step (If Applicable) ● Title I Component # and Funding Amounts per Action Step 	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Participate actively in teacher team meetings. 1. Administrators and specialist will attend weekly team meetings. <ol style="list-style-type: none"> Either during the school day or extended team planning on Wednesdays. Support, resources, and instruction will be discussed to refine lesson development and monitor student progress. TEA Strategic Priorities Goal #1	September 2017 to May 2018	Team meeting notes	Formative Notes: Fall 2017 Weekly team meetings were held for teachers to discuss planning. Specialists provided support when needed. Summative Notes: May 2018 Weekly meetings were held with teachers all year to discuss planning. Specialists provided support. Administrators attended meetings and provided support as needed throughout the year.
2. The administrators will develop their capacity to contribute actively and in meaningful ways to the discussions. <ol style="list-style-type: none"> Develop skills in using assessment to inform instruction by attending training offered through our assessment and accountability department. Cultivate knowledge base on social emotional learning by attending Changing the Odds and district training to support the school/district initiative and enhance classroom culture TEA Strategic Priorities Goal #1	October 2017 to January 2018	Conference Certificate, MLP Certificate	Formative Notes: Oct. 28th-29th- Principal and counselor attended Changing the Odds conference on Social Emotional Learning. January 2018 - Assessment & Accountability Dept provided whole staff training on utilizing data to inform instruction. Jan. 16th- Principal attended Social Emotional Training. Assistant Principal attends monthly Student Management Meetings with additional training on SEL. Summative Notes:

			May 2018- Teachers all year held daily SEL meetings with students.
<p>3. Grade level teams will attend monthly Kid Talk meeting with specialists.</p> <ul style="list-style-type: none"> a. Discuss strategies to support student learning b. Share successes at closing the achievement gap c. Seek additional support through CMIT or 504 when necessary. <p>TEA Strategic Priorities Goal #1</p>	September 2017 to May 2018	Kid Talk notes	<p>Formative Notes: Monthly meetings were held to discuss At Risk Students and review RTI progress monitoring plans.</p> <p>Summative Notes: May 2018- Monthly meetings were held all year to discuss AT Risk students. At Risk students were taken to CMIT, 504, or ARD meetings as needed. Support staff was in attendance at monthly meetings and offered support and additional ideas for RTI for teachers.</p>
<p>Build teachers' capacity for collaboration.</p> <p>1. Ensure that time is allocated for teachers to meet collaboratively.</p> <ul style="list-style-type: none"> a. Grade level planning times b. Extended team planning on Wednesdays after school c. District extended planning time <p>TEA Strategic Priorities Goal #1</p>	September 2017 to May 2018	Master schedule, Teacher Exit Ticket	<p>Formative Notes: January 2018 - Extra planning time was utilized on Wednesdays until 4:30pm and 3rd and 5th grades have participated in all day extended planning time. Additional grade levels will begin utilizing their full day planning in the second semester.</p> <p>Summative Notes: May 2018- Extended planning was utilized all year by all grade level teams. Each team selected a day and subs were provided for teams to collaborate and plan together.</p>
<p>2. Establish norms for each team to foster collaboration and a shared expectation.</p> <p>TEA Strategic Priorities Goal #1</p>	August 2017	Team norms	<p>Kinder - We did norms in August. Kindergarten does a good job working together. We continue to collaborate with success.</p> <p>1st grade - Norms before school began and continue to put them into practice when planning and meeting. First Grade - on going</p> <p>2nd grade-teams norms and goals were completed and established prior to the beginning of the school year 2nd grade: on going</p> <p>3rd grade - we established the norms completed them at BOY</p>

			<p>4th grade - completed 8/17</p> <p>5th grade - August Professional Development this was completed</p> <p>Special Education - Norms were completed in August.</p> <p>Summative Notes: May 2018- Team norms were established and followed all year. Next year we will continue this process with Principals/Administration joining in each grade level team norming meeting.</p>
<p>3. Identify if assistance is needed in any of the following areas and determine what methods will best build each identified skills</p> <ul style="list-style-type: none"> a. Instructional coaching b. Modeling c. Observations of effective teams <p>TEA Strategic Priorities Goal #1</p>	<p>September 2017 to May 2018</p>	<p>PWT data, TTESS</p>	<p>Formative Notes: Principals completed TTESS observations and instructional coaching was provided to teachers who needed support.</p> <p>Summative Notes: March 2018 - Two teachers, Jennifer Howe and Kristin Ransom, were selected to participate in a 3-day instructional coaching training.</p> <p>May 2018- Instructional coaching was provided as needed.</p>
<p>Promote collaboration through structured peer classroom visits.</p> <p>1. Provide opportunities for teachers to visit other classrooms. Make observation of peer instruction a regular part of the collaborative planning process for each grade-level or subject-area team.</p> <ul style="list-style-type: none"> a. Create observation and reflective questions form. b. Assist with schedules in order for teachers to visit other classrooms. <p>TEA Strategic Priorities Goal #1</p>	<p>September 2017 to May 2018</p>	<p>Teacher Walkthrough Forms, Reflection Forms</p>	<p>Formative Notes: Fall 2017- Teachers participated in structured peer classroom visits and completed reflection forms.</p> <p>Summative Notes: May 2018- Two classroom visits and reflection forms were completed by all staff.</p>
<p>2. Initiate discussion about what may not have worked by asking questions.</p> <ul style="list-style-type: none"> a. Principals will discuss forms and methods at September staff meeting. b. Ongoing discussion will occur through staff meetings. 	<p>September 2017 to May 2018</p>	<p>Staff Meeting Agendas</p>	<p>Formative Notes: August 2017- Principals discussed forms and methods for peer and self-reflection forms.</p>

<p>TEA Strategic Priorities Goal #1</p>			<p>Each month the Leadership Team discusses and provides feedback to administration about how planning is going. 11/15/17 - Staff participated in a training led by the district curriculum department, Mary Swinton and Belinda Kinney, on Purposeful Planning.</p> <p>Summative Notes: May 2018- Purposeful Planning was utilized all year.</p>
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Critical Action Addressing Missed State Safeguards

Critical Actions to Address Missed State Safeguards:

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

Project Lead:		Campus Principal						
Staff, Title I Staff:		Principals, Grade Level Team Leaders, Grade Level Team Members, Specialists, Special Education						
Materials and Resources:		PISD Curriculum Database, Lesson Plans, Local and State Assessments, Edugence, eStar						
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 Actions to Address Missed State Safeguards:

Action Step ● TEA Strategic Priorities Goal # per Action Step (If Applicable) ● Title I Component # and Funding Amounts per Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>SW #17 - Proactively develop intervention plans for students performing below grade level.</p> <p>1. Create and share a written intervention plan that clearly identifies the school-level support used to assist students who enter a class at a below-grade achievement level. This action ensures that you are beginning to develop what is commonly referred to as a pyramid of interventions—layered support at the district, school, and classroom levels to ensure all students reach high standards of achievement.</p> <p style="padding-left: 40px;">a. Tier 3 students will have written intervention plans targeting identified needs and goals.</p> <p>TEA Strategic Priorities Goal #2</p>	August 2017	IEPs, 504 Plans, CMIT Plans, Accommodation Trackers, Edugence RTI Data	<p>Formative Notes: Fall 2017 Teachers have documented Tier 3 students’ goals in Edugence and they update progress monitoring weekly.</p> <p>IEP’s- have student goals that are tracked and updated every nine weeks.</p> <p>Monthly Kid Talk meetings were held to discuss targeted goals and progress monitoring.</p> <p>Summative Notes: Intervention plans are in place and are reviewed throughout the year. Parents are invited to attend individual meetings for students. Plans are provided to classroom and support teachers at the time of the meeting. Teachers record data on Tier 3 students and input it into Edugence on a weekly basis. RTI data is reviewed by the Instructional Support Specialist.</p>
2. Develop, distribute, and implement the plan to provide this remediation beyond the classroom teacher for students entering a classroom below grade level.	August 2017 to June 2018	Edugence RTI Data, IEPs,	<p>Formative Notes: Training and expectations for campus remediation of Tier 3 students was relayed at beginning of the year professional</p>

<p>a. Tier 3 intervention minutes will be provided through pullout and/or and inclusion support as stated in the written plan utilizing school specialists.</p> <p>b. Written plans will be shared with teachers, administrators, parents, and staff members.</p> <p>TEA Strategic Priorities Goal #2</p>		<p>Grade Level Meetings with Specialists, Signature Logs</p>	<p>learning/training. A plan was created at that time to address learning needs of at-risk students.</p> <p>Summative Notes: Tier 3 minutes are documented in Edugence weekly.</p> <p>Weekly Trackers are used to monitor progress for students who have IEPs. Trackers are turned in for review at the end of each 9 week period.</p>
<p>3. Use student assessment data and teacher input to identify the students at each grade level in your school who are going to require additional instructional supports from the first day of the school year. Ensure that these students receive these services.</p> <p>a. Available student data will be evaluated through comprehensive needs assessment.</p> <p>b. Specialists will meet with each team to discuss every Tier 3 student, accommodations, goals, and provide classroom teachers with instruction for tracking data.</p> <p>c. RTI, accommodations, and goal data will be reviewed on a monthly basis.</p> <p>TEA Strategic Priorities Goal #2</p>	<p>August 2017 to June 2018</p>	<p>Comprehensive Needs Assessment, GAP Analysis, STAAR Data, MAP Data, PES Scores, TPRI Data, Signature Logs, Meeting Calendar including Kid Talk, CMIT/504 Meetings, RTI Data Reviews</p>	<p>Formative Notes: Fall 2017- Monthly Kid Talk Meetings were held to discuss student goals and tracking data.</p> <p>Jan. 24th- Assessment and Curriculum Department held a teacher in-service and discussed data analysis.</p> <p>Summative Notes: May 2018- Monthly Kid Talk Meeting were held all year to discuss and track student data.</p>
<p>SW #17 - Provide proactive support for students performing below grade level.</p> <p>1. Provide just in time support to ensure that students who are performing below grade level gain the specific prerequisite skills needed before they are introduced to new content.</p> <p>a. Structured Intervention and Enrichment time will take place in each grade level so that students gain specific prerequisite skills needed.</p> <p>TEA Strategic Priorities Goal #2</p>	<p>August 2017 to June 2018</p>	<p>IE Time on Master Schedule, RTI Student Lists, Lesson Plans</p>	<p>Kinder - Kindergarten IE time takes place during our academic learning blocks. All students are exposed to Kindergarten TEKS, some students require more development in foundational skills to master TEKS.</p> <p>May 2018- Students who were identified as Tier 2, received interventions at teacher table. Because many of our students lacked the prerequisite skills, we chose a TPG that addressed this need.</p> <p>1st grade - Teacher Table as well as I & E First Grade - on going</p> <p>2nd grade - Intervention is provided during I & E 5 times a week, small group within the classroom, Literacy Links once a week, pull-out twice a week for 30 minutes by Instructional Specialist 2nd Grade-ongoing</p> <p>3rd grade - Intervention provided daily during IE and small group teaching - ongoing thru end of year and rotation of review for intense skill work -</p>

			<p>4th grade - Intervention provided at teacher tables individually and in small groups. Targeted intervention for STAAR. May 2018.</p> <p>5th grade - Each content teacher performs interventions within content time allotted May 2018- All teachers provided intervention and enrichment throughout the year.</p> <p>Special Education - We write specific targeted goals to bridge the gaps and strengthen areas of weakness. May 2018- We wrote specific targeted goals yearly.</p>
<p>2. Ensure that each unit of study (no longer than six weeks) in all core content areas has been carefully analyzed to determine what necessary prerequisite skills students must possess to be able to engage with the new learning content successfully. Use pre-assessments designed around these prerequisite skills so that teachers can know whether students in their classrooms have the necessary skills for the new content.</p> <ul style="list-style-type: none"> a. Utilize planning time with grade level teams to analyze and plan for units of study. b. Grade level teachers will utilize assessment data to determine areas of reinforcement prior to teaching new content. <p>TEA Strategic Priorities Goal #2</p>	<p>August 2017 to June 2018</p>	<p>Planning Time, Lesson Plans, Edugence, Curriculum Planner, NWEA Reports</p>	<p>Kinder - We use informal pre-assessments to determine students' level of understanding content. May 2018-Teachers completed informal and formal assessment BOY, MOY and EOY using TPRI, MAP, Plano Lit and other assessments.</p> <p>1st grade - NWEA, TPRI and informal assessments - On going</p> <p>2nd grade -Uses NWEA data and TPRI to structure lessons to meet needs of each individual student's needs on-going</p> <p>3rd grade - Uses MAP, informal assessments, and IRI to target student instruction through end of the year</p> <p>4th gr - Curriculum followed and backwards planned. Team used planning time to reinforce readiness TEKS and supporting standards. May 2018.</p> <p>5th grade - Each teacher utilizes data in determining what will be taught and to what extent. Pre-assessment has been administered at the beginning of Unit Studies May 2018- Continued through the end of year</p> <p>Special Education - We analyze data taken from Equals, VBmapp, ERSB, ELSB, Herman, MAP, and STAAR to determine prerequisite skills. May 2018- Continued assessments and data analysis through the rest of the school year.</p>
<p>3. Structure specific instruction opportunities for the prerequisite skills in tutorial sessions that precede the new unit of study. Have students from across classrooms who need this instruction take part in the tutorials.</p>	<p>August 2017 to June 2018</p>	<p>IE Lesson Plans</p>	<p>Kinder - - IE takes place during the academic block. We plan and collaborate as a team to help each teacher maximize their IE time. May 2018- Students who were identified as Tier 2 at MOY, received interventions at teacher table through May.</p>

<p>a. Teachers will utilize Intervention and Enrichment time built into the school day to target skill gaps.</p> <p>TEA Strategic Priorities Goal #2</p>			<p>1st grade - I and E time as well as teacher table/small group - First Grade - completed 5/2/18</p> <p>2nd grade - I & E is used for reteaching or pre-teaching skills for students to determine how lessons need to be aligned with student academic needs and academic levels completed 5/2018</p> <p>3rd grade – I&E is used for reteaching and front loading new skills - rotating students daily to enhances teaching on skills and TEKS in reference to STAAR</p> <p>4th grade – I&E is used for reteaching. Math tutoring in preparation for STAAR. May 2018.</p> <p>5th grade - To address 5th grades rotation schedule this is administered within our subject areas. Interventions are entered into Edugence weekly</p> <p>May 2018- We do not have and IE time, This is integrated into instructional time</p> <p>Special Education - Utilize pull out and inclusion to target skill gaps. May 2018- Continued through the rest of the school year.</p>
<p>SW #17 - Provide academic support aligned with the district curriculum.</p> <p>1. Examine any school-level interventions to make certain that they are tightly aligned with the academic objectives of the district's written curriculum that are being addressed in the classrooms.</p> <ul style="list-style-type: none"> a. Principals will meet with Curriculum Department staff to create a plan and vision for grade level planning and interventions. b. District Curriculum Department will meet with 4th and 5th grade teams to ensure alignment with district curriculum. c. Guided reading trainers will be providing training for all grade-levels through the year to ensure Language Arts alignment with curriculum. <p>TEA Strategic Priorities Goal #2</p>	<p>August 2017 to June 2018</p>	<p>Curriculum Department Staff, Team Planning Meetings, Lesson Plans, Guided Reading Trainers, Staff PDH</p>	<p>Formative Notes: Fall 2017- District Curriculum Department provided training to 4th and 5th grade in all subject areas.</p> <p>Nov 2017- Guided Reading Training was provided to all new teachers to Plano through the new mentor training meetings.</p> <p>Summative Notes: Spring 2018- District Curriculum provided training to 4th and 5th grades in all subject areas.</p>

<p>2. Avoid the common error of providing general support such as after school tutoring that is not specifically aligned to the current learning objectives being addressed.</p> <p style="padding-left: 20px;">a. Campus will provide targeted instruction through daily Intervention and Enrichment time and pullout support, as needed.</p> <p>TEA Strategic Priorities Goal #2</p>	<p>August 2017 to June 2018</p>	<p>Specialists, Classroom Teachers, IE Lesson Plans</p>	<p>Kinder - - IE takes place during the academic block. We plan and collaborate as a team to help each teacher maximize their IE time. May 2018 - Students who were identified as Tier 2, received interventions at teacher table.</p> <hr/> <p>1st grade - I & E allows us to target instruction by having students switch classes for 30 minutes and get direct instruction on their learning level. Completed 5/2/18</p> <hr/> <p>2nd grade - I & E is designed to target all skill levels for each student daily-students will switch classes as needed for target instruction based on skill levels completed 5/2/2018</p> <hr/> <p>3rd grade - We complete our IE during the school day and work as a team to constantly change groups according to the needs of the students - May 2018 added differentiated math classes</p> <hr/> <p>4th grade - 4th grade has imbedded I & E time into their content rotation schedule daily. After school tutoring in preparation for Math STAAR. May 2018.</p> <hr/> <p>5th grade - 5th grade has embedded I & E time into their content rotation schedule</p> <hr/> <p>May 2018- Same</p> <hr/> <p>Special Education - Utilize pull out and inclusion to target skill gaps. May 2018- Continued through the rest of the school year.</p>
<p>3. Make sure that every instructional minute within school-level interventions is aligned to the academic objectives of the district's written curriculum and tightly coordinated across school organizational levels (i.e., district, school, and classroom).</p> <p style="padding-left: 20px;">a. Student intervention goals and response to intervention will be documented and evaluated on an ongoing basis to ensure skills being taught align with TEKS.</p> <p>TEA Strategic Priorities Goal #2</p>	<p>August 2017 to June 2018</p>	<p>PISD Curriculum, TEKS, Lesson Plans, Individual Student Goals</p>	<p>Kinder - We do not provide academic tutoring after school in Kindergarten. It is not the best use of their time. We do provide many opportunities throughout the day to reinforce specific learning objectives. May 2018- Students who were identified as Tier 2, received interventions at teacher table.</p> <hr/> <p>1st grade - We do not provide tutoring our I and E time helps us with this. Completed 5/2/18</p> <hr/> <p>2nd grade - Data is analyzed monthly during team planning to determine if any adjustments or changes are needed for</p>

			<p>each student for more meaningful instruction and support.(I & E) completed 5/2/18</p> <p>3rd grade - We analyze data daily and weekly and adjust according to student’s needs. Utilize daily work and teacher table - May 2018</p> <p>4th grade - Reading and math interventions are documented by content teacher in Edugence weekly. May 2018.</p> <p>5th grade - Reading and math interventions are documented by content teacher in Edugence weekly.</p> <p>May 2018- Reading and math interventions are documented by content teacher in Edugence weekly.</p> <p>Special Education - We take daily data on established goals and update every 9 weeks. May 2018- Continued through the rest of the school year.</p>
<p>SW #17 - Evaluate the effectiveness of student interventions.</p> <p>1. Determine how you will evaluate the effectiveness of any school-level learning interventions that you provide. For any support programs, strategies, or materials —for students who are performing below-grade level or for students who need extended learning opportunities—clearly identify the processes that you will use to determine if the support led to improved outcomes.</p> <p style="padding-left: 40px;">a. Classroom teachers and specialists will review RTI data to determine effective responses to intervention on a monthly basis.</p> <p>TEA Strategic Priorities Goal #2</p>	<p>August 2017 to June 2018</p>	<p>Specialists, Classroom Teachers, RTI Data</p>	<p>Instructional Specialist - Fall 2017-Monthly meetings were provided to review RTI data and responses to intervention.</p> <p>Kinder - Kindergarten consults the Curriculum Planner regularly to make sure we are on track with district plans. We check TEKS, assessment calendar/expectations and resources available. May 2018-During extended, we visited Lead4ward more in depth to confirm and review the supporting and readiness standards.</p> <p>1st grade - Use of the curriculum planner as well as assessments, TEKS and collaboration with team members and specialists within the building as needed. On going...</p> <p>2nd grade - collaboration with Instructional Specialist so classroom instruction supports goals and needs for students on-going</p> <p>3rd grade: works collaboratively with Instructional specialist to review RTI and area that students might need more instructions</p>

			<p>4th grade - 4th grade works collaboratively with the specialist to review RTI at Kid Talk monthly. This was completed throughout the year until May 2018.</p> <p>5th grade - 5th grade works collaboratively with the specialist to review RTI at Kid Talk monthly</p> <p>May 2018- Same. We also utilize STAAR data</p> <p>Special Education - We review daily goal data and monitor progress with goal updates.</p> <p>May 2018- Continued through the rest of the school year.</p>
<p>2. Attempt to tie any evaluation to demonstrated student performance (e.g., increased mastery levels for students who received the intervention that were greater than gains for students who did not). While any causal relationships (between the intervention and the improved outcome) will be difficult, if not impossible, to prove, you should construct the most rigorous evaluation process possible.</p> <p>a. Classroom Teachers will evaluate student performance and progress utilizing benchmark tests, MAP data, Plano Literacy Data, STAAR results, and TPRI data.</p> <p>TEA Stratehsdfgic Priorities Goal #2</p>	<p>August 2017 to June 2018</p>	<p>Edugence, MAP data, Plano Literacy Data, STAAR results, TPI data</p>	<p>Kinder - Teachers will review assessments throughout the year to determine student development. MOY assessments provide us with student data to determine students that struggle. Tier 2 documentation in Edugence will be completed weekly.</p> <p>May 2018-ongoing</p> <p>1st grade - Using the data from formal and informal assessments. Completing Tier 2 and 3 documentation weekly. On going...</p> <p>2nd grade -- we are using Plano Literacy data, MAP, TPRI, Edugence, and district assessments as well as formal and informal data</p> <p>Ongoing</p> <p>3rd grade - We use Plano Lit, Map, anecdotal notes, informal assessments and district assessments</p> <p>4th grade - we are using Plano Literacy data, MAP, Edugence, and district assessments as well as formal and informal data. May 2018.</p> <p>5th grade - We utilize Plano Literacy, MAP, previous STAAR data, Unit Tests and formal and informal assessments regularly</p> <p>May 2018- We use same as above and current STAAR scores that have come in</p>

			Special Education - We use Plano Lit, TPRI, MAP, STAAR results, and special education curriculum results (VBmapp, ERSB, ELSB, Equals, STAR program) May 2018- Continued through the rest of the school year.
<p>3. Abandon interventions that do not result in increased student performance.</p> <p>a. Interventions are evaluated by principals each year and are added, modified, or removed based on analysis of data.</p> <p>TEA Strategic Priorities Goal #2</p>	August 2017 to June 2018	Comprehensive Needs Assessment, PES Scores, Intervention Plan	<p>Formative Notes: Fall 2017- Principals and campus supports review interventions and remove or add as needed.</p> <p>Summative Notes: May 2018- Principals and campus supports review interventions and remove or add as needed.</p>
<p>CL #13 - Provide tutorials that target specific objectives.</p> <p>1. Campus will provide targeted instruction through daily Intervention and Enrichment time and pullout support, as needed.</p> <p>TEA Strategic Priorities Goal #2</p>	August 2017 to June 2018	Specialists, Classroom Teachers, IE Lesson Plans	Kinder - Students were not qualified for Tier 2 at the beginning of the year. All students received the same instructional intervention from beginning of the year to mid-year. Based on middle of the year evaluations some students will receive Tier 2 intervention and new data will be collected to show growth of students who received this intervention and compare to students who did not.
			1st grade - Directly aligning the lessons we teach with the TEKS as well as our I & E time. Targeting instructions with our small groups in this way too. On going ...
			2nd grade - I & E daily-Lesson plans are directly aligned with TEKS-Weekly team meetings target students who require more support /intervention and students who need more differentiating so they can grow Ongoing...
			3rd grade - our IE lessons Ongoing...
			4th grade - Targeted intervention for gaps occurs daily in I & E time. May 2018.
			5th grade - 5th grade embeds I & E time into content level rotation time
			May 2018- After EOY assessments, teachers will continue to determine which students no longer need intervention as well as identify those who might need intervention

<p>CL #13 - Train and use peer tutors to support students.</p> <p>1. Explore the use of peer tutors in your classrooms. Conduct a quick survey to determine which teachers are using peer tutors. Ask teachers who use peer tutors how they train and use them.</p> <p style="padding-left: 20px;">a. Administrators will survey grade level team leaders to determine the extent peer tutors are being utilized.</p> <p>TEA Strategic Priorities Goal #2</p>	<p>August 2017 to June 2018</p>	<p>Team Leader Meeting Agenda, Discussion Notes</p>	<p>Oct 2017- Principals conducted a survey at Team Leader meeting to determine who was using peer tutors. No classroom teachers are using them at this time.</p>
<p>2. Have school leaders arrange to visit classrooms where tutors are being used and to record their observations relative to their use. Meet as a leadership team to discuss your observations. Also share your findings with teachers of the classrooms that have been visited.</p> <p style="padding-left: 20px;">a. Administrators will schedule visits to classrooms utilizing peer tutors.</p> <p style="padding-left: 20px;">b. Results and feedback from classroom visits will be shared with team leaders at a leadership meeting.</p> <p>TEA Strategic Priorities Goal #2</p>	<p>August 2017 to June 2018</p>	<p>Team Leader Meeting Agenda, Discussion Notes</p>	<p>Fall 2017- No classroom teachers are using peer tutors at this time.</p> <p>May 2018-- No classroom teachers are using peer tutors at this time.</p>
<p>3. Ask teachers who are highly skilled in the knowledge and use of peer tutors to share their practices with other teachers. Structure the time for this knowledge sharing to occur. Following this sharing, ask teacher teams to meet to identify the characteristics of effective peer tutoring. In addition, ask teachers to determine how they will each increase their use of peer tutors to support student learning.</p> <p>TEA Strategic Priorities Goal #2</p>	<p>To be implemented in the 18-19 school year.</p>		<p>Fall 2017- No classroom teachers are using peer tutors at this time.</p> <p>May 2018- No classroom teachers are using peer tutors at this time.</p>
<p>CL #14 - Seek support from team members to assist students performing below grade level</p> <p>1. Flexible groups will be utilized in grade levels when needed to assist at-risk students.</p> <p>TEA Strategic Priorities Goal #2</p>	<p>August 2017 to June 2018</p>	<p>Flexible Group Rosters</p>	<p>Kinder - This occurs during small group instruction on a daily basis in reading and math. May - ongoing</p> <hr/> <p>1st grade - I and E time as well as small group/teacher table throughout the week. I and E - completed 5/2/18 Small Group/teacher table on going...</p> <hr/> <p>2nd grade - Our I & E targets high performing students and low performing students as well as grade-level students. MAP scores and informal data are used to determine what group a student needs to be in. Ongoing....</p> <hr/> <p>3rd grade - Flexible grouping occurs during our daily lessons</p>

			<p>4th grade - 4th uses flexible grouping for peer editing in writing, reading partners, and also for Word Study. May 2018.</p> <p>5th grade - 5th grade students are split into rotation groups based on data points such as MAP, and STAAR</p> <p>May 2018- Due to 1 content teacher, flexible grouping remains in the classroom through small group instruction.</p> <p>Special Education - Pull out groups target at risk students May 2018- Continued through the rest of the school year.</p>
<p>CL #14 - Seek support from multiple staff members</p> <ol style="list-style-type: none"> 1. Grade level teachers will meet with specialists monthly through KidTalk to discuss and seeks support for at-risk students. 2. Classroom teachers consult with specialists and administrators regarding student support on an as needed basis. <p>TEA Strategic Priorities Goal #2</p>	<p>August 2017 to June 2018</p>	<p>KidTalk Meeting dates and minutes, Notes from Grade Level meetings with Specialists</p>	<p>Instructional Specialist - Fall 2017- Monthly Kid Talk, CMIT, and 504 meetings were held to support at risk students.</p> <p>Met on a as needed basis to support and consult with teachers when needed.</p> <p>Counselor- Monthly Kid Talk, 504, and CMIT meetings were held to support at risk students.</p> <p>May 2018- Met on as needed basis to support teachers.</p>
<p>CL #14 - Seek support from parents.</p> <ol style="list-style-type: none"> 1. Examine the ways in which teachers in your school identify specific support that parents can provide for students who are not mastering grade-level objectives. Study the examples provided by teachers. Share the results with all teachers and ask teacher teams to discuss these results. <ol style="list-style-type: none"> a. Ask grade level team leaders and specialists how and what supports they provide for parents of at-risk students. b. Share supports provided by team leaders with the leadership team. <p>TEA Strategic Priorities Goal #2</p>	<p>August 2017 to June 2018</p>	<p>Team Leader Meeting Agenda and minutes</p>	<p>Kinder-.Our team works together to brainstorm ideas to grow our students and for them to experience academic success. Ongoing to be completed through the rest of the school year.</p> <p>1st grade - 3 conferences with parents at the BOY, MOY and EOY as well as information sent home to help aid the parents in the content areas. This is sent home electronically or on paper. Examples: reader bags -with books and instructions/ideas to help when reading - in the Smore we send links to helpful websites - Also sending home HFW's for fluency practice. On going... To be completed 5/25/18</p> <p>2nd grade - Parents attend 3 teacher led conferences parents are shown work samples and results from other formal testing. Will be all Completed by 5/25/2018</p> <p>3rd grade - parents are provided with detailed emails, detail smore updates, study guides and graphic organizers</p>

			<p>4th grade - Parents are provided with graphic organizers, notes on google classroom, reviews, and conferences with parents. May 2018.</p> <p>5th grade - Lists were administered to administration to compile into school wide list. In addition, we utilize our weekly newsletter to indicate supports to parents; we conference with parents and communicate regularly with at-risk students parents</p> <p>May 2018- Assistance list was sent out to all parents through online sources</p> <p>Special Education - Visual supports, parent conferences, video modeling, district parent trainings, supports that are used in the classroom are sent home.</p> <p>May 2018- Continued through the rest of the school year.</p>
<p>2. Have each teacher team discuss how they could most effectively solicit needed support. Characteristics of communication such as the following can initiate their brainstorming:</p> <ul style="list-style-type: none"> ● Prompt—as soon as students begin to struggle. ● Specific—about the exact learning that needs reinforcement. ● Informative—thorough in detailing the tools available for parents. <ul style="list-style-type: none"> a. Ask team leaders to meet with their team and create a list of resources for gaining greater parent support and involvement for at-risk students. <p>TEA Strategic Priorities Goal #2</p>	<p>August 2017 to June 2018</p>	<p>Team Leader Meeting Agenda, Grade Level Team Meeting notes, Grade Level Plan</p>	<p>Kinder - We provide flashcards, websites like Ready Rosie, Bedtime Math, phonemic awareness handouts and ideas of games to play with students.</p> <p>Ongoing</p> <p>1st grade - HFW lists/cards, weekly reader bags with books, website links sent via the Smore and handouts. on going...</p> <p>2nd grade - 3 teacher led conference with parent to discuss areas of needed growth/Kid Talk with Instruction Specialist and Counselor to discuss “at risk” students. Review all documentation to determine possible other strategies for meeting needs. Computer programs that allow skill practice at home for both reading and math ongoing....</p> <p>3rd grade - Consistent communication is done through phone, email and conferences as needed</p> <p>4th grade - phone, email, conferences</p> <p>5th grade - Regular parent communication through phone, email and Dojo as well as data points sent home regularly.</p> <p>May 2018- SAME</p>

			<p>Special Education - Parents solicit support through email or ARD meetings. SPED teachers communicate daily-weekly with parents. May 2018- Continued through the rest of the school year.</p>
<p>3. Using the list of characteristics that they create, ask each team to craft a sample of highly effective parental communication that clarifies how parents can provide needed support. Share the samples created by each team and ask teachers to use these samples as prototypes for their own communication.</p> <p style="padding-left: 20px;">a. Instructional Specialist will create a list of parent resources based on feedback from grade level teams for each grade to share through their communication channels.</p> <p>TEA Strategic Priorities Goal #2</p>	<p>August 2017 to June 2018</p>	<p>Team Leader Meeting, Parent Resource Flyer</p>	<p>Instructional Specialist - Oct- Nov 2017- Surveyed Team Leaders to discussed resources being used.</p> <p>Formative Notes: Jan 2018- Collected resources used for each grade level.</p> <p>Summative Notes: May 2018- A parent resource guide was created and sent to all parents.</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: The wellness team has had their first meeting for the 2017-2018 school year. The goal of the committee this year is to promote health and fitness in our community. We want to provide the students opportunities to participate in fitness activities outside of the school day and educate our students about healthy eating. Campus Wellness Captain: Jill Verges Meetings are held on: September 20, November 8, January 17, March 28 Students will be introduced to new fruits and vegetables through FANS (each month). Students will have the opportunity to participate in running club after school two days per week. They will participate in the National Cup stacking day on November 9, as well as the district cup stacking tournament in the spring (date TBD). Students from fifth and fourth grades will have the opportunity to participate in the district bowling tournament in the fall (October 21). Student representatives will be able to participate in the Hoop Shoot Contest in December. Students in all grades will take part in the Heart Obstacle Course in January 2018. All students will participate in Field day on October 6.</p> <p>Summative Notes: Saigling had two girls and two boys represent us in the district Hoop Shoot event on January 11 and January 18. Students in grades K- 5 participated in the heart obstacle course the week of January 16-19.</p>

				70 boys in grades 3-5 participate in the running club after school on Tuesdays. 53 girls participate in the girls running club on Monday. WE had seven students represent Saigling at the district cup stacking event at Plano Sr. High School on April 19. Several of the students won awards and were recognized in a Friday assembly for their accomplishments. Students continue to excel at running with several students finishing two marathons this school year. Fitnessgram scores were completed for the spring and reports will be sent home to all parents of third, fourth and fifth graders the last grading period of the year.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Emily Lee is our parent volunteer for this year.
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	This is done on a daily basis through our curriculum. Will be documented through lesson plans and includes: *Bulletin Boards *Videos/Powerpoints *PISD CSH Curriculum *Teacher Materials
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	The HIP bulletin board is in the gym and is updated each nine weeks according to our topic for the nine weeks. Bulletin Board Topics: 1st Nine Weeks - Stay Safe 2nd Nine Weeks -Nutrition 3rd Nine Weeks -My Body 4th Nine Weeks - Wellness
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	Campus Smore and Grade Level Newsletters are used to notify parents of events. Fun Run in Spring in coordination with PTA and is advertised via newsletter, webpage, and marquee.
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Fitnessgram assessment is done in third, fourth, and fifth grades both in the fall and spring.

				<p>Fall Fitness Testing (baseline to set goals for year) occurred: September 11-15 2017</p> <p>Summative Notes: Spring Fitness Testing (compare results to BOY) occurred: April 9-13 (tentative) Spring Fitnessgram was completed the week of April 16-20.</p>
4 th & 7 th	Ensure all data for 3 rd - 8 th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.	P.E. Teacher	Fitnessgram Student Report	Fitnessgram reports will be sent home in the final report cards for the school year for all students tested in grades 3, 4, and 5. Reports are sent home 6/1/18.
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 provided by P.E./Fitness Teacher	Our schedule allows for students to meet the required minutes of physical activity each week. K-2nd seen 2 x week for 25 minutes and 2 x week for 50 minutes = 150 minutes 3rd - 5th seen 2 x week for 50 minutes = 100 minutes and every other Friday for 50 additional minutes
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Third, fourth and fifth graders wear pedometers each day when they are in the gym.
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	Year-at-a-Glance PE Form Weekly lesson plans
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	Monitored by classroom teachers
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	Go Noodle.com and other websites utilized At natural breaks during instruction
ATTENDANCE:				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Classroom teachers notify Irma Myers-Donihoo in front office when they make contact with parents regarding attendance. Irma Myers-Donihoo monitors tardies/absences and contacts parents when patterns or concerns are noticed. Assistant

				Principal in communication with teachers as well as parents to education on the importance of students being on time and maintaining good attendance. Warning notices are sent to families who are in danger of violating truancy laws. Parents are asked to provide a doctor's note or see the nurse for future absences when absences/tardies are chronic.
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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: Risk areas were identified in August and September 2017, and evaluated at the need arises.
	Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Areas are monitored daily. Duties assigned to staff for arrival, dismissal, lunch and recess.
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Code of Conduct and Handbook were reviewed with staff in August 2017. Additional reviews are completed as the need arises.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint/ SafeSchools	Staff was training in August 2017
	Review referral process.	Principal or designee	Campus referral plan	August 2017
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Stallion Bucks (positive behavior incentives) are passed out throughout the year. Students use Stallion Bucks to purchase grade-level rewards and prizes. Students are recognized at campus-wide assemblies each Friday when "Braggs" are read. Teachers write "brags" to highlight good citizenship, character traits, or something special a child did. These are also posted on a bulletin board in the main hallway for everyone to see.
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	As need arises

	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Positive Behavior Plans when necessary, PBISworld.com
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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	SEL circle time meetings are held a minimum of three times per week in each classroom. Students review school and classroom expectations and good citizenship during this time.
	Monitor high risk areas.	All staff	Duty Schedule	Staff are assigned to hallways and other high risk areas each morning and afternoon during arrival and dismissal.
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	Students are made aware of school processes in August 2017 by teachers. Additional explanations and reminders are provided as need arises.
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions.	All teachers	SEL/Family Circle Time	SEL time class circles are ongoing at least 3 times per week in each classroom at time designated on the master schedule.
	Employ discipline interventions.	Designated staff	Administration /Counselors/ Classroom Teachers	Office visits, calls home, CMIT meeting, positive behavior intervention plans, SEL circle time.
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Administration/ Counselor/ Classroom Teachers	ISS/OSS as last resort

	<p>Conference with parents/students.</p>	<p>Teachers or other staff</p>	<p>Classroom Teachers/ Administration/ CMIT</p>	<p>K-2 conferences are held with parents 3 times a year. 3-5 grades hold conferences with parents in October 2017 and as needed throughout the year. SEL circle time meetings are held at least 3 times per week with classroom students at the time designated on the master schedule.</p>
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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	Principal/Office Manager/Secretary	August 2017	Parents are required to login to Parent Portal in order to gain access to their 2017-2018 classroom assignment. Computers are setup on campus at Meet the Teacher and on the first day of school for parents who do not have internet access or were not previously able to register.
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	Principal/Office Manager/Secretary /Grade Level Teams	August 2017	Parents must register through Parent Portal to receive their child's teacher name. Teams identify parents without computer access and send home hard copies of the weekly grade level newsletter.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Principal/Asst Principal/Librarian/CTA	August 2017	Saigling has a new campus website for 2017-2018. All pertinent information was updated in August prior to school starting. August 2017 - New staff and directory contact information and pictures were updated. Additional updates are completed as needed. The calendar is updated on a weekly basis.
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Principal	Weekly	Weekly campus eNews information is delivered to Saigling families through the Saigling Shines newsletter using Smore each week from August through June.
Utilize social media to keep parents and community informed. Funding source: State and Local	Principal, Grade Level Staff Representative	Weekly	The weekly campus newsletter was sent out on Facebook and Twitter weekly. Each grade level sends out a weekly newsletter to parents with content relating specifically to their grade via Smore, Google Classroom, Facebook, Twitter, Seesaw and/or Remind. Grade level Facebook and Twitter sites were created for each team this year. Each grade level is responsible for

			posting to each of these sites a minimum of twice a week.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Principal/Asst Principal/PTA	Monthly PTA Meetings	Principal/PTA Meetings have been schedule for each of the following dates: 8/1/17, 9/22/17, 11/3/17 12/8/17, 1/19/18, 3/2/18, 4/13/17, 5/11/18
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local	Principal/Asst Principal/PTA	Monthly PTA Meetings	Formative Notes: Dates and topics will be set at monthly PTA board meetings. Summative Notes: 10/26/17, 11/8/17, 3/28/18, 4/17/18

Transition

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

Strategies for Accomplishing Transition Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Elementary counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding source: State and Local	Counselor	August 2017 to June 2017	Formative Notes: Guidance lessons are delivered to K and 1st grade students weekly to promote social and emotional learning. Lessons are provided to 2nd - 5th grade on a bi-weekly basis.
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	Kindergarten Teachers, Support Staff	August 2017	August 14, 2017 - Prior to school starting all Kinder parents and students were invited to attend a Kinder Parent Info night and workshop. Parents learned Kinder expectations, processes, schedules, and academic content. Kinder students were introduced to the Kindergarten classrooms, area, and teachers as well as spent time completing Kindergarten tasks and activities.
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	Special Education Teachers, Special Education Team Leader, Speech Therapist, Kindergarten Teachers	August 2017 to June 2017	Meetings are scheduled with the Pre-K campus staff and Pre-K parents to implement individual plans in order to transition Pre-K students successfully to the elementary campus. Campus tours are provided when needed or requested.
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	Not available at Saigling	Not Available at Saigling	Not Available at Saigling

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: Completed at the district level
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	Provided by HR at the district level
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	The campus assists in pairing student teachers with campus mentor teachers.
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	August 2017 – Administrators met with the Professional Learning Department to select professional learning opportunities to provide staff. Professional Learning staff presented to Saigling staff at PDH in August and will again in Spring 2018. Additional professional development options and opportunities are presented by the professional learning department and curriculum department at monthly principal meetings and principals highlight learning opportunities with staff as they are available.
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards. Title I Component 5 Funding source: State and Local	July 2017 to June 2018	Summative Notes: Completed at the district level