



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Dooley Elementary

Principal: **Tramy Tran**

Mission Statement:

The Mission of Dooley Elementary is to provide each student with an excellent education.



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 04, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Tuesday, February 06, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Monday, June 04, 2018**

2017-2018 Campus Status Check all that apply

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

Title I Information

Title I Components			
1 (CNA)	Comprehensive Needs Assessment	6 (PI)	Strategies to Increase Parental Involvement
2 (RS)	Reform Strategies	7 (Tran)	Transition
3 (HQ)	Instruction by State Certified Teachers	8 (A)	Teacher Decision-Making Regarding Assessments
4 (PD)	High-Quality Professional Development	9 (M)	Effective and Timely Assistance to Students
5 (R/R)	Strategies to Attract State Certified Teachers	10 (Coord)	Coordination and Integration
Program Funding			
Staffing	\$ 60,000	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	\$ 2000	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 career and college
Goal 2	Build a foundation of reading and mathematics	Goal 4	Improve 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
Lauren Torres	Faculty Member	2016	X	X	X
Andrea Sigala	Faculty Member	2016		X	X
Susan Knighton	Faculty Member	2014	X	X	X
Amy Kostel	Faculty Member	2015	X	X	X
Aisha Malik	Faculty Member	2017	X		X
Laura Morgan	Faculty Member, Special Ed	2016		X	
Tramy Tran	Principal	2016	X	X	X
Fannysteen Mays	District Professional	2014		X	
Ramona Cartwright	Campus Professional, Non-teaching	2014	X	X	X
Cyndy Reagan	Support Staff Member	2017	X	X	X
Tanji Johnson	Parent-Selected by PTA	2016	X	X	X
Meg Keierleber	Parent-Selected by Principal	2016	X	X	
Hattie Fowler	Parent	2016	X	X	X
Diana Overhauser	Parent	2014			
Amy Helmke	Parent	2014	X		X
Kent Seaver	Parent	2017	X	X	
Casey Ward	Community Member	2016			
Lauren Shaw	Community Member	2016	X	X	X
Aaron Rollins	Business Representative	2017			
Courtney Craven	Business Representative	2017	X	X	X
	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
1. Study exactly what is to be taught and learned- and to what level of mastery-at their grades and in their subjects. PPPA CL #1
2. Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. PPPA SW #17
3. Participate in peer classroom visits in order to improve the instructional practices of the team. PPPA CL #5
4.
<p>Critical Actions to Address Missed State Safeguards:</p> <ul style="list-style-type: none"> • 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: Study exactly what is to be taught and learned- and to what level of mastery-at their grades and in their subjects. PPPA CL #1

Project Lead:	Leadership Design Team; Campus Administrators							
Staff, Title I Staff:	All Grade Level Teachers; All Special Education Teachers; All Academic Support Teachers; Title I Adult Temps							
Materials and Resources:	TEKS; Lead4ward Snapshots; Lead4ward Field Guides; PISD Curriculum Planner; UbD Lesson Design; Edugence; District Diagnostics							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 1:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per 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 <p>Be fully aware of learning outcomes of the district curriculum:</p> <ul style="list-style-type: none"> Ask self, "What is it that you were wanting students to know or be able to do as a result of this lesson (or homework assignment, strategy, field trip, etc.)?" Use the Lead4ward Snapshots and Field Guides to dissect the TEKS to design the Evidences of Learning that represents development of language and cognition (depth & complexity). Design WICORized lessons to incorporate development of language and cognition (depth and complexity). <p>Title I Components: 1, 2, 3 Funding Sources: State/ Local Funds</p>	<p>Weekly Team Extended Day Planning Meetings & Additional Team Meetings as determined by Grade Level Team Leads</p> <p>Quarterly Extended Block Planning</p> <p>Complete 7.5 Campus Flexible PD by March 2017</p>	<p>Lesson Plans shared on Google Drive/Shared Drive</p> <p>Extended Block Schedule/Unit plans</p> <p>Campus Flexible PD Agendas and Sign-in</p>	<p>Formative Notes: With our Extended Block Planning Days that started in October, we have been better able to become familiar with the Lead4ward Snapshots and Field Guides to help us design formative and summative assessments. The district curriculum department has a PD session on developing formative/summative assessments. Ms. Tran is looking into when she can schedule for them to come out to take us through the process of designing these assessments.</p> <p>AVID WICORized lessons has become a secondary focus, lately, but we are more mindful about developing language using sentence frames and usage of leveled questioning.</p> <p>Summative Notes: This Action Step was definitely a focus for the school year. Use of the Field Guides were integral in our Extended Day/Block planning. We need to move forward next year on this action step to focus on the learning progression for lesson planning to involve better formative/summative assessments for district curriculum.</p>

Action Step <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step 	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Use the curriculum to diagnose learning problems:</p> <ul style="list-style-type: none"> • Determine if it is a curricular issue due to vertical alignment or an instructional issue. • Share and compare the Evidences of Learning, at all three levels of thinking, weekly during planning to improve teaching and learning in each classroom. <p>Title I Components: 1, 2, 3, 4, 8 Funding Sources: State/ Local Funds</p>	<p>Weekly Team Extended Day Planning Meetings & Additional Team Meetings as determined by Grade Level Team Leads</p> <p>Quarterly Extended Block Planning</p> <p>Complete 7.5 Campus Flexible PD by March 2017</p>	<p>Lesson Plans shared on Google Drive/Shared Drive</p> <p>Extended Block Schedule/Unit plans</p> <p>Campus Flexible PD Agendas and Sign-in</p>	<p>Formative Notes: Sharing and comparing of Evidences of Learning is varied across grade levels. This needs to be a continued focus for the Instructional Coaches assigned to each grade level to support the improvement of teaching and learning within and across grade levels. Ms. Tran has tried to meet with the Instructional Coaches each week, but it has been more like once a month to help support and guide the comparison of Evidences of Learning.</p> <p>Summative Notes: This remains to be a work in progress as we seek additional support from the curriculum department in helping us to design effective formative/summative assessments.</p>
<p>Study curricular connections within and across school levels:</p> <ul style="list-style-type: none"> • Plan for vertical team discussions within the campus and mid-year and end-of-year to compare progress within and across grade levels identifying celebrations and areas for growth. • Build the skills of grade level teams through discussions on how transitions across grade levels affect achievement gains for each core subject area and how one might minimize any disruptions in learning. <p>Title I Components: 1, 2, 3, 4, 8 Funding Sources: State/ Local Funds</p>	<p>Weekly Team Extended Day Planning Meetings & Additional Team Meetings as determined by Grade Level Team Leads</p> <p>Quarterly V-Team Meetings</p> <p>Complete 7.5 Campus Flexible PD by March 2017</p>	<p>Lesson Plans shared on Google Drive/Shared Drive</p> <p>Quarterly V-Team Meeting Minutes.</p> <p>Campus Flexible PD Agendas and Sign-in</p>	<p>Formative Notes: The focus this year has been to strengthen the curricular knowledge within a grade level team. Vertical team discussion will be a greater focus for the next school year. With the support of Admin on Extended Block Planning Days, the examination of the Lead4ward Snapshots and Field Guides help grade level teams be better aware of the expected TEKS in order to dig deeper into the understanding for true application and synthesis. Math Vertical Team has been able to align a campus-wide Problem Solving Plan to expand on BUGS, known as UPSE.</p> <p>Summative Notes: Our summative notes remain very similar to our formative notes as this is still an area of improvement and focus for the next school year. We have been able to share progress within/across grade levels based on MOY and EOY MAP data that we've collected. Based on</p>

Action Step <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step 	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			this information, we have been able to see collective and individualized growth by grade levels and by teachers for improved discussion of teaching and learning.

Critical Action 2

Critical Action: Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. PPSW SW #17

Project Lead:	Leadership Design Team; Campus Administrators							
Staff, Title I Staff:	All Grade Level Teachers; All Special Education Teachers; All Academic Support Teachers; Title I Adult Temps							
Materials and Resources:	TEKS; Lead4ward Snapshots; Lead4ward Field Guides; PISD Curriculum Planner; UbD Lesson Design; Edugence; District Diagnostics							
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	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per 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 <p>Proactively develop intervention plans for students performing below grade level.</p> <ul style="list-style-type: none"> • Design and Academic Support Team to review and refine our “Pyramid of Interventions of Tier I, II, and III” and share with faculty. <ul style="list-style-type: none"> ○ Determine what constitutes Tier III and what interventions should be delivered at Tier II and III. • Campus Administrators and Academic Support Teachers to work with classroom teachers to ensure that effective Tier II and III intervention is occurring for those students identified to receive intervention through Guided Reading and Guided Math instruction. • Employ Part-time Adult Temps to provide intervention for 3rd-5th graders who have previously failed STAAR or are designed as Tier III intervention in Math or Reading <p>Title I Components: 1, 2, 3, 4, 8, 9 Funding Sources: State/Local Funds , Title I Staffing & Student/Campus Capacity Building)</p>	<p>Present “Pyramid of Interventions” at by end of October 2017</p> <p>Weekly Team Extended Day Planning Meetings & Additional Team Meetings as determined by Grade Level Team Leads</p> <p>Employ Adult Temp for period of instruction that equals \$3000 at a rate of \$27/hour.</p>	<p>Refined Pyramid of Intervention poster/handout</p> <p>Tier II and III Documentation in Edugence</p> <p>Time Sheets/Tier II and III Documentation</p>	<p>Formative Notes: KidTalk this year has been more productive than last year with the support and assistance of our Title I Support Teacher, Mrs. Haynes, who develops a spreadsheet at BOY and MOY to help teachers identify students who are performing greater than a year below grade level. More discussion and understanding on what constitutes a Tier II and III student and how documentation should be inputted into Edugence has occurred more frequently among teachers, in team meetings, KidTalk, and CMIT/504. Part-Time Adult Temp will be hired this second semester to support 3rd-5th and specifically for 5th Grade STAAR Retakes Intervention.</p> <p>Summative Notes: Part-time Adult Temps were hired in late April/mid-May to support 5th grade intervention and retakes. Teachers are very versed in reading MAP data to identify areas of targeted instruction. Co-teaching for inclusion of students occurred in 1st and 2nd grade to a greater degree where Sp Ed and Gen Ed teachers worked collaboratively to grow students. More effective Tier III documentation occurred leading to referrals and qualification for Special Education. We are now seeking</p>

Action Step <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step 	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			to improve Tier II intervention to make it more embedded into the child’s learning each day.
<p>Provide proactive support for students performing below grade level.</p> <ul style="list-style-type: none"> • Academic Support Team and classroom teachers systematically will engage in analysis of student data to identify and design intervention programming for Tier II and III. • All teachers to KNOW each student and recognize gaps between student experience/knowledge and curricular demands so that sufficient background knowledge or pre-loading is provided as intervention or through tutorials. • Incorporate Morning Meetings/Closing Circles with fidelity as a means to better KNOW each student and support their social-emotional growth. <p style="color: red;">Title I Components: 1, 2, 3, 4, 8, 9</p> <p style="color: red;">Funding Sources: State/Local Funds , Title I Staffing & Student/Campus Capacity Building)</p>	<p>Quarterly Review of Data for KidTalk/CMIT/504.</p> <p>Weekly Team Extended Day Planning Meetings & Additional Team Meetings as determined by Grade Level Team Leads</p> <p>Employ Adult Temp for period of instruction that equals \$3000 at a rate of \$27/hour.</p>	<p>Tier II & III Intervention Schedule and Documentation and Lesson Plans</p> <p>Time Sheets/Tier II and III Documentation</p>	<p>Formative Notes:</p> <p>KidTalk this year has been more productive than last year with the support and assistance of our Title I Support Teacher, Mrs. Haynes, who develops a spreadsheet at BOY and MOY to help teachers identify students who are performing greater than a year below grade level. More discussion and understanding on what constitutes a Tier II and III student and how documentation should be inputted into Edugence has occurred more frequently among teachers, in team meetings, KidTalk, and CMIT/504.</p> <p>Intervention has been more of a “push-in” model to ensure that students are not missing out on grade level content. 1st and 2nd Grades are embracing an inclusion model to support the learning for students served through SpEd.</p> <p>Morning Meetings/Closing Circles occur more frequently than not in all grade levels. The goal is to have a Morning Meeting/Closing Circle at least once daily, with efforts to have it occur no less than 4 times each week. A school-wide focus on Zones of Regulation has provided our campus with common language to discuss our feelings and how better to self-regulate for learning.</p> <p>Summative Notes:</p> <p>Faculty was much more versed this year in understanding allowable accommodations to provide to students on tests and how these accommodations are supported daily in the classroom. Analysis of BOY and MOY data was ongoing with the use of the MAP checklists, when available. We would like to focus more on how to improve formative and summative</p>

Action Step <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step 	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			assessment design so that we can be even more proactive in supporting students performing below grade level. We were able to accomplish the integration of Morning Meeting/Closing Circle into the daily routines of each classroom. This will continue to be a goal for the next school year.
<p>Proactively develop intervention plans for students demonstrating early mastery of the curriculum.</p> <ul style="list-style-type: none"> • Campus Administrators and Academic Support Teachers to work individually with teachers to assist teachers in designing lessons that go deeper in level of thinking. <ul style="list-style-type: none"> ○ For example, take a summarization of conflicting opinions to choose an opinion to orally debate using sentence frames to build language, if needed. Develop a Project Team (to include our PACE teacher) to brainstorm what school-level support to provide for teachers whose students demonstrate early mastery of any given unit of study. ○ Possible considerations to include may be flexible grouping these students across teachers, providing specialized computer software to extend learning, etc. <p>Title I Components: 1, 2, 3, 4, , 9 Funding Sources: State/Local Funds , Title I Staffing & Student/Campus Capacity Building)</p>	<p>Weekly Team Extended Day Planning Meetings & Additional Team Meetings as determined by Grade Level Team Leads</p> <p>Quarterly Extended Block Planning</p> <p>Complete 7.5 Campus Flexible PD by March 2017</p>	<p>Lesson Plans shared on Google Drive/Shared Drive</p> <p>Extended Block Schedule/Unit plans shared in Google Drive</p> <p>Campus Flexible PD Agendas and Sign-in</p>	<p>Formative Notes: This is mostly evident during T-TESS pre-conference meetings with Admin and during Extended Day Planning on Wednesdays. Our PACE teacher has been able to successfully provide an Enrichment Class for potentially identified gifted students this year in each grade level.</p> <p>Summative Notes: Flexible grouping occurred in large scale in Kinder and 1st Grade showing considerable improvement. With review leading up to the STAAR exams, flexible grouping was also employed in 3rd-5th grade. We are waiting for the STAAR results to determine the effectiveness of this grouping. However, the masters level achievement for 5th Grade STAAR was improved from the last school year. 3rd Grade employed flexible grouping for math and reading. 2nd grade employed flexible grouping on a smaller scale. Our PACE teacher shared enrichment resources with the whole campus and was able to provide enrichment sessions for each grade level. This was an improvement from last year due to the fact that we now have a full-time PACE teacher on campus.</p>
<p>Provide enhanced learning opportunities for students demonstrating early mastery of the curriculum.</p> <ul style="list-style-type: none"> • Work with campus PACE teacher to design enrichment learning opportunities and activities (Logic Matrices, KenKen Puzzles and MakerSpace) for these students who demonstrate early mastery of curriculum as possible evidence for referral to the PACE program. 	<p>Weekly Team Planning Meetings & Additional Team Meetings as determined by Grade Level Team Leads</p>	<p>Lesson Plans shared on Google Drive/Shared Drive</p>	<p>Formative Notes: Our PACE teacher has been able to successfully provide an Enrichment Class for potentially identified gifted students this year in each grade level. There has been an effort to provide STEAM Challenges Quarterly as well as bringing back the Science/Engineering Fair as enrichment opportunities.</p>

Action Step <ul style="list-style-type: none"> TEA Strategic Priorities Goal # per Action Step (If Applicable) Title I Component # and Funding Amounts per Action Step 	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<ul style="list-style-type: none"> All teachers to complete the annual PACE update requirement for professional development. <p>Title I Components: 1, 2, 3, 4, 9 Funding Sources: State/Local Funds</p>	<p>Campus PACE Teacher to provide each classroom teacher with a Logic Binde & KenKen Puzzles.</p> <p>Campus PACE Teacher to provide enrichment lessons to groups of students in each grade level.</p> <p>Librarian and PACE Teacher to support teachers' adoption of MakerSpace.</p> <p>Campus PACE Teacher to share annual PACE update requirement with teachers</p>	<p>Logic Binders by end of 2nd Nine Weeks (December 2017)</p> <p>Collaboration Lesson Plans with PACE teachers</p> <p>MakerSpace sign-up.</p> <p>Campus MLP Sign-in Sheets</p>	<p>Our Librarian has created a MakerSpace in our Library and dedicates all day Mondays and other times throughout the week for classes to come “play” in our MakerSpace.</p> <p>Teachers who serve G/T students are in the process of obtaining two hours of PD outside of the school day, which they will upload into MyLearningPlan for credit. The campus has another G/T 1 hour update to provide to teachers in the Spring.</p> <p>Summative Notes: Our PACE teacher was able to provide enrichment sessions for groups of identified students in each grade level. She worked closely with our Librarian to provide quarterly STEAM challenges for ALL students. We also brought back the Science/Engineering Fair and held a Family STEAM night with Academy High school. Our librarian has also initiated a Maker Space in our Library this year. These have all been great starting points for this action step that should continue for the next school year.</p>
<p>Evaluate the effectiveness of academic support and student interventions.</p> <ul style="list-style-type: none"> Examine any school level intervention to make certain that they are tightly aligned (targeted) with academic objective of TEKS as assessed through various forms of diagnostics (MAP, TPRI/Tejas Lee, Plano Lit, AMC, STAAR Item Analysis, TELPAS, IPT, Evidences of Learning, etc.). 	<p>Weekly Team Extended Day Planning Meetings & Additional Team Meetings as determined by Grade Level Team Leads</p>	<p>Lesson Plans shared on Google Drive/Shared Drive</p>	<p>Formative Notes: KidTalk this year has been more productive than last year with the support and assistance of our Title I Support Teacher, Mrs. Haynes, who develops a spreadsheet at BOY and MOY to help teachers identify students who are performing greater than a year below grade level. More discussion and understanding on what constitutes a Tier II and III student and how documentation should be inputted into Edugence has</p>

<p>Action Step</p> <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step 	<p>Implementation Timeline per Action Step</p>	<p>Implementation Evidence per Action Step</p>	<p>Formative & Summative Notes per Action Step</p>
<ul style="list-style-type: none"> • Systematically review Evidences of Learning, Tier II and III documentation along with the district Benchmark of MAP/TPRI/Tejas Lee/AMC/Plano Lit Diagnostics during Weekly Team Planning, KidTalk and CMIT to determine effectiveness of academic support and interventions. <p>Title I Components: 1, 2, 4, 9 Funding Sources: State/Local Funds</p>	<p>Quarterly Extended Block Planning</p> <p>Complete 7.5 Campus Flexible PD by March 2017</p>	<p>Extended Block Schedule/Unit plans</p> <p>Campus Flexible PD Agendas and Sign-in</p>	<p>occurred more frequently among teachers, in team meetings, KidTalk, and CMIT/504. Intervention has been more of a “push-in” model to ensure that students are not missing out on grade level content. 1st and 2nd Grades are embracing an inclusion model to support the learning for students served through SpEd. Sharing and comparing of Evidences of Learning is varied across grade levels. This needs to be a continued focus for the Instructional Coaches assigned to each grade level to support the improvement of teaching and learning within and across grade levels. Ms. Tran has tried to meet with the Instructional Coaches each week, but it has been more like once a month to help support and guide the comparison of Evidences of Learning.</p> <p>Summative Notes: Our KidTalk/CMIT/504 process was more fluid this school year as we examined data as they were available. Most referrals for special education did result in qualification indicating our effectiveness with Tier III documentation. The review of student work more consistently during planning sessions needs to be better incorporated as part of monthly KidTalk with each team.</p>

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<p>Fully discuss instructional strategies following observations</p> <ul style="list-style-type: none"> • Provide structured time for teachers to meet following any peer observation (or SWIVL recording observations) to discuss the instructional strategies that were used and observed. • Model the type of sharing that you would like to see (e.g., an analytical discussion of what did and did not work in the lesson). Initially, many teachers may be somewhat uncomfortable with this new form of collaboration. However, their comfort levels will typically increase as they become more skilled at focusing on an objective analysis of what was and was not working in a lesson. • Initiate discussions about what may not have worked by asking questions (e.g., "What did you intend for students to do when they broke into small groups?"). Be an investigator, not an evaluator. These questions can be excellent lead-ins to more objective analysis of the lesson. <p>Title I Components: 1, 2, 3, 4 Funding Sources: State/Local Funds</p>	<p>By end of 3rd Nine Weeks</p> <p>By end of 3rd Nine Weeks</p> <p>By end of 3rd Nine Weeks</p>	<p>Dooley Action Walk Forms to be collected and shared with observed teachers after team debrief.</p>	<p>Formative Notes: This Action Step is still a work in progress. Each teacher has been assigned a QR Code to receive immediate feedback from anyone entering their classroom to observe. Because the district has intently expressed that the substitutes provided for Extended Block Planning Days may not be used to conduct observations, our campus is trying to find a way to provide teachers with time to conduct these walkthroughs.</p> <p>Summative Notes: This action step was very successful with those teachers who were observed as part of T-TESS. The QR Code use needs to be encouraged by everyone to provide immediate feedback to all. This should be our focus for the next school year, now that we have a more improved understanding of grade level TEKS/curriculum and that there will not be any teacher movement into different grades/subjects. This will also be incorporated into our Collaborative Team Planning Meetings as part of our agenda as a lagging indicator.</p>

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:	Leadership Design Team; Campus Administrators							
Staff, Title I Staff:	All Grade Level Teachers; All Special Education Teachers; All Academic Support Teachers; Title I Adult Temps							
Materials and Resources:	TEKS; Lead4ward Snapshots; Lead4ward Field Guides; PISD Curriculum Planner; UbD Lesson Design; Edugence; District Diagnostics							
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: (State: Econ Dis Writing, 58%; Econ Dis Science, 59%)

Action Step <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step 	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>SW #17 - Proactively develop intervention plans for students performing below grade level</p> <ul style="list-style-type: none"> • Design and Academic Support Team to review and refine our “Pyramid of Interventions of Tier I, II, and III” and share with faculty. <ul style="list-style-type: none"> ○ Determine what constitutes Tier III and what interventions should be delivered at Tier II and III. • Campus Administrators and Academic Support Teachers to work with classroom teachers to ensure that effective Tier II and III intervention is occurring for those students identified to receive intervention. • Employ Part-time Adult Temps to provide intervention for 3rd-5th graders who have previously failed STAAR or are designed as Tier III intervention in Math or Reading <p>Title I Components: 1, 2, 3, 4, 8, 9</p> <p>Funding Sources: State/Local Funds , Title I Staffing & Student/Campus Capacity Building)</p>	<p>Present “Pyramid of Interventions” at by end of October 2017</p> <p>Weekly Team Extended Day Planning Meetings & Additional Team Meetings as determined by Grade Level Team Leads</p> <p>Employ Adult Temp for period of instruction that equals \$3000 at a rate of \$27/hour.</p>	<p>Refined Pyramid of Intervention poster/handout</p> <p>Tier II and III Documentation in Edugence</p> <p>Time Sheets/Tier II and III Documentation</p>	<p>Formative Notes:</p> <p>KidTalk this year has been more productive than last year with the support and assistance of our Title I Support Teacher, Mrs. Haynes, who develops a spreadsheet at BOY and MOY to help teachers identify students who are performing greater than a year below grade level. More discussion and understanding on what constitutes a Tier II and III student and how documentation should be inputted into Edugence has occurred more frequently among teachers, in team meetings, KidTalk, and CMIT/504.</p> <p>Part-Time Adult Temp will be hired this second semester to support 3rd-5th and specifically for 5th Grade STAAR Retakes Intervention.</p> <p>Summative Notes:</p> <p>Part-time Adult Temps were hired in late April/mid-May to support 5th grade intervention and retakes. Teachers are very versed in reading MAP data to identify areas of targeted instruction. Co-teaching for inclusion of students occurred in 1st and 2nd grade to a greater degree where Sp Ed and Gen Ed teachers worked</p>

<p>Action Step</p> <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step 	<p>Implementation Timeline per Action Step</p>	<p>Implementation Evidence per Action Step</p>	<p>Formative & Summative Notes per Action Step</p>
			<p>collaboratively to grow students. More effective Tier III documentation occurred leading to referrals and qualification for Special Education. We are now seeking to improve Tier II intervention to make it more embedded into the child’s learning each day.</p>
<p>SW #17 - Provide proactive support for students performing below grade level</p> <ul style="list-style-type: none"> • Academic Support Team and classroom teachers systematically will engage in analysis of student data to identify and design intervention programming for Tier II and III. • All teachers to KNOW each student and recognize gaps between student experience/knowledge and curricular demands so that sufficient background knowledge or pre-loading is provided as intervention or through tutorials. • Incorporate Morning Meetings/Closing Circles with fidelity as a means to better KNOW each student and support their social-emotional growth. <p>Title I Components: 1, 2, 3, 4, 8, 9 Funding Sources: State/Local Funds , Title I Staffing & Student/Campus Capacity Building)</p>	<p>Quarterly Review of Data for KidTalk/CMIT/504.</p> <p>Weekly Team Extended Day Planning Meetings & Additional Team Meetings as determined by Grade Level Team Leads</p> <p>Employ Adult Temp for period of instruction that equals \$3000 at a rate of \$27/hour.</p>	<p>Tier II & III Intervention Schedule and Documentation and Lesson Plans</p> <p>Time Sheets/Tier II and III Documentation</p>	<p>Formative Notes: KidTalk this year has been more productive than last year with the support and assistance of our Title I Support Teacher, Mrs. Haynes, who develops a spreadsheet at BOY and MOY to help teachers identify students who are performing greater than a year below grade level. More discussion and understanding on what constitutes a Tier II and III student and how documentation should be inputted into Edugence has occurred more frequently among teachers, in team meetings, KidTalk, and CMIT/504. Intervention has been more of a “push-in” model to ensure that students are not missing out on grade level content. 1st and 2nd Grades are embracing an inclusion model to support the learning for students served through SpEd. Morning Meetings/Closing Circles occur more frequently than not in all grade levels. The goal is to have a Morning Meeting/Closing Circle at least once daily, with efforts to have it occur no less than 4 times each week.</p> <p>Summative Notes: Faculty was much more versed this year in understanding allowable accommodations to provide to students on tests and how these accommodations are supported daily in the classroom. Analysis of BOY and MOY data was ongoing with the use of the MAP checklists, when available. We would like to focus more on how to improve formative and summative assessment design so that we can be even more proactive in supporting students performing below</p>

Action Step <ul style="list-style-type: none"> TEA Strategic Priorities Goal # per Action Step (If Applicable) Title I Component # and Funding Amounts per Action Step 	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			grade level. We were able to accomplish the integration of Morning Meeting/Closing Circle into the daily routines of each classroom. This will continue to be a goal for the next school year.
SW #17 - Provide academic support aligned with the district curriculum <ul style="list-style-type: none"> Ask self, "What is it that you were wanting students to know or be able to do as a result of this lesson (or homework assignment, strategy, field trip, etc.)?" Use the Lead4ward Snapshots and Field Guides to dissect the TEKS to design the Evidences of Learning that represents development of language and cognition (depth & complexity). Design WICORized lessons to incorporate development of language and cognition (depth and complexity). Title I Components: 1, 2, 3 Funding Sources: State/ Local Funds	Weekly Team Extended Day Planning Meetings & Additional Team Meetings as determined by Grade Level Team Leads Quarterly Extended Block Planning Complete 7.5 Campus Flexible PD by March 2017	Lesson Plans shared on Google Drive/Shared Drive Extended Block Schedule/Unit plans Campus Flexible PD Agendas and Sign-in	Formative Notes: With our Extended Block Planning Days that started in October, we have been better able to become familiar with the Lead4ward Snapshots and Field Guides to help us design formative and summative assessments. The district curriculum department has a PD session on developing formative/summative assessments. Ms. Tran is looking into when she can schedule for them to come out to take us through the process of designing these assessments. AVID WICORized lessons has become a secondary focus, lately, but we are more mindful about developing language using sentence frames and usage of leveled questioning. Summative Notes: This Action Step was definitely a focus for the school year. Use of the Field Guides were integral in our Extended Day/Block planning. We need to move forward next year on this action step to focus on the learning progression for lesson planning to involve better formative/summative assessments for district curriculum.
SW #17 - Evaluate the effectiveness of student interventions <ul style="list-style-type: none"> Examine any school level intervention to make certain that they are tightly aligned (targeted) with academic objective of TEKS as assessed through various forms of diagnostics (MAP, TPRI/Tejas Lee, Plano Lit, AMC, STAAR Item Analysis, TELPAS, IPT, Evidences of Learning, etc.). Systematically review Evidences of Learning, Tier II and III documentation along with the district Benchmark of 	Weekly Team Extended Day Planning Meetings & Additional Team Meetings as determined by Grade Level Team Leads	Lesson Plans shared on Google Drive/Shared Drive	Formative Notes: KidTalk this year has been more productive than last year with the support and assistance of our Title I Support Teacher, Mrs. Haynes, who develops a spreadsheet at BOY and MOY to help teachers identify students who are performing greater than a year below grade level. More discussion and understanding on what constitutes a Tier II and III student and how documentation should be inputted into Edugence has

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>MAP/TPRI/Tejas Lee/AMC/Plano Lit Diagnostics during Weekly Team Planning, KidTalk and CMIT to determine effectiveness of academic support and interventions.</p> <p>Title I Components: 1, 2, 4, 9 Funding Sources: State/Local Funds</p>	<p>Quarterly Extended Block Planning</p> <p>Complete 7.5 Campus Flexible PD by March 2017</p>	<p>Extended Block Schedule/Unit plans</p> <p>Campus Flexible PD Agendas and Sign-in</p>	<p>occurred more frequently among teachers, in team meetings, KidTalk, and CMIT/504. Intervention has been more of a “push-in” model to ensure that students are not missing out on grade level content. 1st and 2nd Grades are embracing an inclusion model to support the learning for students served through SpEd. Sharing and comparing of Evidences of Learning is varied across grade levels. This needs to be a continued focus for the Instructional Coaches assigned to each grade level to support the improvement of teaching and learning within and across grade levels. Ms. Tran has tried to meet with the Instructional Coaches each week, but it has been more like once a month to help support and guide the comparison of Evidences of Learning.</p> <p>Summative Notes: Our KidTalk/CMIT/504 process was more fluid this school year as we examined data as they were available. Most referrals for special education did result in qualification indicating our effectiveness with Tier III documentation. The review of student work more consistently during planning sessions needs to be better incorporated as part of monthly KidTalk with each team.</p>
<p>CL #13 - Provide tutorials that target specific objectives</p>			
<p>CL #13 - Train and use peer tutors to support student</p>			
<p>CL #14 - Seek support from team members to assist students performing below grade level</p>			
<p>CL #14 - Seek support from multiple staff members</p>			
<p>CL #14 - Seek support from 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: This Team has been developed and meets more regularly than twice a year.</p> <p>Summative Notes: This Action Step has been met as described.</p>
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	<p>Formative Notes: This Action Step has been completed as written.</p> <p>Summative Notes: This Action Step has been met as described.</p>
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	<p>Formative Notes: Campus Wellness Team members include school nurse, school counselor, PE Teacher and at least one teacher from each instructional team. They meet as designated to ensure that the Coordinated School Health curriculum is delivered in the appropriate setting.</p> <p>Summative Notes: This Action Step has been met as described.</p>
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	<p>Formative Notes: Campus Wellness Team has designed several health bulletin boards posted around the school (in the front of the building, in the gym, and in the cafeteria).</p> <p>Summative Notes: This Action Step has been met as described.</p>

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
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	<p>Formative Notes: Action Step has been met through advertisement in our Thursday Packets, Dragon Tales, School Messenger Phone Blasts, Twitter and Facebook pages.</p> <p>Summative Notes: This Action Step has been met as described.</p>
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	<p>Formative Notes: PE Teachers on campus will ensure that eligible students will participate in the Fitnessgram.</p> <p>Summative Notes: This Action Step has been met as described.</p>
4 th & 7 th	Ensure all data for 3 rd - 8 th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.	P.E. Teacher	Fitnessgram Student Report	<p>Formative Notes: PE Teachers on campus will ensure that these Fitness Report Cards are printed and sent home in the Spring for the designated grade level.</p> <p>Summative Notes: This Action Step has been met as described.</p>
PHYSICAL ACTIVITY REQUIREMENTS:				
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	<p>Formative Notes: Students receive at least 150 minutes of physical education class each week.</p> <p>Summative Notes: This Action Step has been met as described.</p>

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	<p>Formative Notes: PE Teachers are using pedometers and heart rate monitors with 3rd-5th grade students. Student Council invested in some special pedometers that sync to a software program, FitStep, that PE Teachers use to encourage “Walk Across the US”.</p> <p>Summative Notes: This Action Step has been met as described.</p>
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	<p>Formative Notes: PE Teachers have developed lessons that are sequentially and developmentally appropriate engaging students to be active at least 70%-90% of PE period.</p> <p>Summative Notes: This Action Step has been met as described.</p>
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	<p>Formative Notes: Classroom teachers follow district weather policy regarding outdoor play. When outdoor play is not feasible, alternative indoor unstructured play is provided. Kindergarten has adopted a second recess into their schedule that approximates an extra 15 minutes in the morning. This has resulted in more focused learning during instructional time as compared to past Kinder groups.</p> <p>Summative Notes: This Action Step has been met as described.</p>
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	<p>Formative Notes: All classroom teachers have included some form of brain break into their instructional day.</p> <p>Summative Notes: This Action Step has been met as described.</p>
ATTENDANCE:				

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	<p>Formative Notes: A campus plan to monitor attendance has been shared with staff to include a process of when teachers contact parents, when admin contacts parents and when truancy warning letters are sent home to parents. Campus Assistant Principal works closely with Secretary to monitor student attendance in collaboration with teachers.</p> <p>Summative Notes: This Action Step has been met as described.</p>

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	<p>Formative Notes: Teachers are stationed in identified high-risk areas during arrival, dismissal, and recess to monitor and supervise student interaction and conduct.</p> <p>Summative Notes: This Action Step has been met as described; however, examination for continuous improvement is always occurring.</p>
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	<p>Formative Notes: Teachers are stationed in identified high-risk areas during arrival, dismissal, and recess to monitor and supervise student interaction and conduct.</p> <p>Summative Notes: This Action Step has been met as described; however, examination for continuous improvement is always occurring.</p>
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	<p>Formative Notes: Student code of conduct posted in the front office; parents sign document acknowledging receipt of code of conduct, each grade level has a behavior management plan that supports the student code of conduct. Teachers are to report major violations of the student code of conduct to Admin via an Office Referral whenever Bullying or harassment is suspected.</p> <p>Summative Notes: This Action Step has been met as described; however, examination for continuous improvement is always occurring as</p>

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				we are designing a new and improved student management plan this summer for the 2018-2019 school year.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	<p>Formative Notes: Training was held in September at a whole staff training meeting. There was also a mandated Safe Schools Online Training on Sexual Harassment (Student on Student; Staff on Student) required of all staff to complete by end of first semester.</p> <p>Summative Notes: This Action Step has been met as described.</p>
	Review referral process.	Principal or designee	Campus referral plan	<p>Formative Notes: The referral process is constantly being reviewed with the development of our school-wide Scholar Dollar Student Management Plan. Teachers continue to contact Admin using an Office Referral Form when there is a violation of student code that involves bullying or harassment, or when there is chronic misbehavior causing disruption to learning.</p> <p>Summative Notes: This Action Step has been met as described; however, examination for continuous improvement is always occurring as we are designing a new and improved student management plan this summer for the 2018-2019 school year.</p>
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	<p>Formative Notes: Staffings or KidTalk/CMIT/504 is conducted to allow staff to collaborate and design behavioral intervention strategies.</p> <p>Summative Notes: This Action Step has been met as described; however, examination for continuous improvement is always occurring as</p>

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				we are designing a new and improved student management plan this summer for the 2018-2019 school year.
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	<p>Formative Notes: The referral process is constantly being reviewed with the development of our school-wide Scholar Dollar Student Management Plan. Teachers continue to contact Admin using an Office Referral Form when there is a violation of student code that involves bullying or harassment, or when there is chronic misbehavior causing disruption to learning.</p> <p>Summative Notes: This Action Step has been met as described; however, examination for continuous improvement is always occurring as we are designing a new and improved student management plan this summer for the 2018-2019 school year.</p>
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	<p>Formative Notes: Positive Behavior Support training modules, Behavior Management Visual Supports such as Mind Jars, Cool Down, Success Charts are utilized when appropriate to support the social-emotional needs of students as well as Morning Meeting/Closing Circles.</p> <p>Summative Notes: This Action Step has been met as described; however, examination for continuous improvement is always occurring as we are designing a new and improved student management plan this summer for the 2018-2019 school year.</p>

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	PREVENTION:			
	Clearly state student expectations/campus rules/citizenship through Morning Meetings and Closing Circle Time with Fidelity.	Principal or designee	Code of Conduct/ Student-Parent Handbook Commit to Daily Morning Meetings and/or Closing Circles	<p>Formative Notes: Campus rules are posted in the hallways and students are daily reminded of expectations with Dooley Pledge recitation. All students are Self-managers in training and earn Scholar Dollars School-wide in exchange for privileges and rewards. Dooley Dragons are respectful, responsible, and ready to learn.</p> <p>Summative Notes: This Action Step has been met as described; however, examination for continuous improvement is always occurring as we are designing a new and improved student management plan this summer for the 2018-2019 school year.</p>
	Monitor high risk areas.	All staff	Schedule (if necessary)	<p>Formative Notes: Teachers are stationed in identified high-risk areas during arrival, dismissal, and recess to monitor and supervise student interaction and conduct.</p> <p>Summative Notes: This Action Step has been met as described; however, examination for continuous improvement is always occurring.</p>
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	<p>Formative Notes: The referral process is constantly being reviewed with the development of our school-wide Scholar Dollar Student Management Plan. Teachers continue to contact Admin using an Office Referral Form when there is a violation of student code that involves bullying or harassment, or when there is chronic misbehavior causing disruption to learning.</p> <p>Summative Notes: This Action Step has been met as described; however, examination for continuous improvement is always occurring as</p>

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				we are designing a new and improved student management plan this summer for the 2018-2019 school year.
All Students	INTERVENTION: (Please complete cells below)			
	Apply classroom interventions through lessons shared by school counselor for Morning Meeting/Circle Time.	All teachers	Grade Level Specific Discipline Plan Commit to Daily Morning Meetings and/or Closing Circles	<p>Formative Notes: Positive Behavior Support training modules, Behavior Management Visual Supports such as Mind Jars, Cool Down, Success Charts are utilized when appropriate to support the social-emotional needs of students as well as Morning Meeting/Closing Circles.</p> <p>Summative Notes: This Action Step has been met as described; however, examination for continuous improvement is always occurring as we are designing a new and improved student management plan this summer for the 2018-2019 school year.</p>
	Employ discipline interventions.	Designated staff	KidTalk/CMIT Meetings	<p>Formative Notes: Positive Behavior Support training modules, Behavior Management Visual Supports such as Mind Jars, Cool Down, Success Charts are utilized when appropriate to support the social-emotional needs of students as well as Morning Meeting/Closing Circles.</p> <p>Summative Notes: This Action Step has been met as described; however, examination for continuous improvement is always occurring as we are designing a new and improved student management plan this summer for the 2018-2019 school year.</p>
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Bird Center Consultation Restorative Discipline Practices	<p>Formative Notes: Administrative Team has consulted with Bird Center and implemented Restorative Discipline practices when students are referred to office for disciplinary actions. Creative consequences and Restorative Circles/Contracts have been devised as tools to manage/prevent further misbehavior.</p>

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				<p>Summative Notes: This Action Step has been met as described; however, examination for continuous improvement is always occurring as we are designing a new and improved student management plan this summer for the 2018-2019 school year.</p>
	Conference with parents/students.	Teachers or other staff	Campus Monitoring and Intervention Team/504 Meetings	<p>Formative Notes: When applicable, Admin Team has reached out to parents and engaged them in Restorative Disciplinary practices. Home visits have occurred when parents are unable to come to the campus for meetings.</p> <p>Summative Notes: This Action Step has been met as described.</p>

Parent Involvement

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

Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local</p>	<p>Principals Office manager Secretary CTA Nurse Counselor</p>	<p>Begin monthly invitation of identified non-Parent Portal users to attend Orientation beginning in February so that advertisement for completion of beginning of the year forms for 18-19 can commence in April 2018.</p>	<p>Formative Notes: At the beginning of this year, 99% of our parents were able to register students via Parent Portal. Plans are beginning this Spring to reach out to parents who are new to Dooley and who have not, yet, gained access a Parent Portal.</p> <p>Summative Notes: At this time only 4 Dooley families have not accessed Parent Portal. We are working on inviting these last 4 families this summer prior to the start of the 2018-2019 school year for completion of beginning of year online forms. We believe this action step has been met as described.</p>
<p>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</p>	<p>Campus Monitoring and Intervention Team</p>	<p>Quarterly KidTalk/CMIT Meetings</p>	<p>Formative Notes: Each Thursday, campus sends home hard copies of school information. There needs to be an effort in providing the information in Spanish. Currently, campus does not have the designated resource to translate pertinent information. However, when efforts was made to translate info into Spanish, some Spanish-speaking parents opted to receive information in English.</p> <p>In sharing this Action Step with Teachers, it was noted that we inform parents of our Computer @ Home service during Parent/Teacher conferences throughout the year. Our Campus Coordinator for Computers @ Home is our CTA.</p> <p>Summative Notes:</p>

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
			This Action Step has been met as described; however, examination for continuous improvement is always occurring.
<p>Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</p>	Principals CTA	Reviewed for updates monthly beginning in August 2017	<p>Formative Notes: The Campus CTA is the designated campus website designer who has kept the website up-to-date. It appears that parents access the Dooley PTA Facebook Page most often for information.</p> <p>Summative Notes: This Action Step has been met as described; however, examination for continuous improvement is always occurring.</p>
<p>Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local</p>	Principals	Weekly SMORE newsletters through Dragon Tales E-news	<p>Formative Notes: Admin has been working in conjunction with Dooley PTA to create weekly Dragon Tales that is disseminated through e-news. Campus has one SMORE newsletter account where campus and grade level e-newsletters are generated and sent to parents electronically through a link. Some teachers have added this link to Bloomz as well as other social media collaborative sites.</p> <p>Summative Notes: This Action Step has been met as described; however, examination for continuous improvement is always occurring.</p>
<p>Utilize social media to keep parents and community informed. Funding source: State and Local</p>	All Teachers Principals Dooley PTA	Facebook and Twitter Tweets shared through Storify and embedded in weekly SMORE newsletter.	<p>Formative Notes: Admin has been pulling grade level/team tweets into a Storify link and embedding into the Dragon Tales newsletter. The Storify Link will no longer be available as of May 2018.</p> <p>Summative Notes:</p>

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
			This Action Step has been met as described; however, examination for continuous improvement is always occurring.
<p>PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local</p>	<p>PTA Board Principal</p>	<p>Monthly Dooley PTA Board Meetings</p>	<p>Formative Notes: Principal has been attending monthly PTA meetings and has open, positive communication with members of Dooley PTA Board.</p> <p>Summative Notes: This Action Step has been met as described; however, examination for continuous improvement is always occurring.</p>
<p>Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).</p> <p>Funding source: State and Local</p>	<p>PTA Board Principal PTA Events Calendar for 17-18</p>	<p>Monthly updates through Dooley PTA Board Meetings to refine PTA Events Calendar for 17-18</p>	<p>Formative Notes: All Pro Dads meets monthly, thanks to a team of fathers intent on keeping this a tradition at Dooley. School Counselor has provided several parental programs thus far, with growing attendance by parents than any other year in Dooley's history!</p> <p>Summative Notes: This Action Step has been met as described; however, examination for continuous improvement is always occurring.</p>
<p>Coordinate a Parent Academy inviting parents of all of our students who are identified as Beginning/Intermediate on TELPAS to help support them in learning Plano's educational system. -- Discover ways to reach out to each individual family to personally invite to Parent Academy and find the time of day that would best fit their schedule to coordinate meeting times.</p> <p>Funding source: State and Local</p>	<p>Principal Office Team ESL Teacher Title III Funds School Messenger</p>	<p>Monthly/Quarterly Meetings as planned on Dooley Site Calendar</p>	<p>Formative Notes: This is a work in progress with two sessions to be scheduled for second semester. Admin is working with our ESL Specialist to plan these evening Academies.</p> <p>Summative Notes: This Action Step has been met as described; however, examination for continuous improvement is always occurring.</p>

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>Coordinate Quarterly/Monthly "Talk with Tran" targeting parents of students new to Dooley. -- Reach out to these parents individually to learn the best time of day that they would be able to attend a "Talk with Tran" session.</p> <p>Funding source: State and Local</p>	<p>Principal Office Team School Messenger</p>	<p>Monthly/Quarterly Meetings as planned on Dooley Site Calendar</p>	<p>Formative Notes: This is still in the infancy planning stages. It may extend to the next school year. Ms. Tran has reached out to individual families, but coordinating a monthly "Tea with Tran" has been nearly impossible to schedule.</p> <p>Summative Notes: This Action Step was not met as described, but administration was able to reach out to individual families when the need arose. This would be an action step to continue for the next school year.</p> <p>However, though many planned functions with and without the support of Dooley PTA, we were able to accumulate 1,683 hours and 20 minutes of volunteer support at Dooley this past school year.</p>
<p>Coordinate with District Transportation for possible use of busing for shuttle services to/from Dooley/Cottonwood/Los Rios when there are PTA School events.</p> <p>Funding source: State and Local</p>	<p>Principal District Transportation</p>	<p>As detailed in the Dooley PTA Event Calendar</p>	<p>Formative Notes: Ms. Tran worked with District Transportation to coordinate use of buses for families to be transported to Dooley PTA events at school. Due to liability concerns, the district is not able at this time to provide this service.</p> <p>Summative Notes: There has been no change in our notes from our formative review.</p>

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.</p> <p>Title I Components: 7 Funding source: State and Local</p>	<p>School Counselor SpEd Counselor</p>	<p>By end of May 2018</p>	<p>Formative Notes: School Counselor and SpEd Counselors have collaborated to deliver guidance lesson to promote the learning process.</p> <p>Summative Notes: This Action Step has been met as described; however, examination for continuous improvement is always occurring.</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.</p> <p>Title I Components: 7 Funding source: State and Local</p>	<p>Kinder Staff Office Staff Title I Ramp-Up Kits</p>	<p>By end of May 2018</p>	<p>Formative Notes: We are still in the process of planning these parent orientations for May.</p> <p>Summative Notes: This Action Step has been met as described; however, examination for continuous improvement is always occurring.</p>
<p>Kindergarten staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions)</p> <p>Title I Components: 7 Funding source: State and Local</p>	<p>Kinder Staff and Isaacs ECS Staff and HeadStart Staff</p>	<p>By end of May 2018</p>	<p>Formative Notes: Spring Open Houses have been planned. Our Kindergarten Staff has not been able to touch base with Pre-K staff, yet, this school year. We need to reach out to Isaacs to begin ongoing communication with the ECS regarding general education students, too!</p> <p>Summative Notes: This Action Step has been met as described; however, examination for continuous improvement is always occurring.</p>

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<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>Not Applicable to Dooley</p>		<p>Formative Notes: N/A to Dooley</p> <p>Summative Notes: N/A to Dooley; however, we were able to provide a transition book individualized for those special needs students enrolling at Dooley as a Kindergartner.</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: Human resources department has provided campus administrators with a list of interested certified candidates to interview when there is a vacancy on campus. Summative Notes: This Action Step has been met as described; however, examination for continuous improvement is always occurring. Campus Administrators attended the Job Fair in April to help recruit highly qualified candidates to our district.
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. Title I Component 5 Funding source: State and Local	Monthly Bilingual Stipends, July 2017 to June 2018	Formative Notes: Dooley does not provide the bilingual program, so we do not need to attract and retain bilingual teachers with a salary stipend. Summative Notes: N/A to Dooley
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. Title I Component 5 Funding source: State and Local	August 2017 to May 2018	Formative Notes: Dooley is hosting three pre-service teachers this Spring. Summative Notes: Dooley hosted three exceptional pre-service teachers. We hope to continue to support this initiative.
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators. Title I Component 4 and 5 Funding source: State and Local	July 2017 to June 2018	Formative Notes: PD provided by the campus and district is further enhanced with extra opportunities found on MLP. Summative Notes: This Action Step has been met as described; however, examination for continuous improvement is always occurring.

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>Formative Notes: Dooley follows district hiring procedures and checks in with the Plano ISD Certification Office as part of the hiring procedures.</p> <p>Summative Notes: This Action Step has been met as described; however, examination for continuous improvement is always occurring. In fact, there has been a new, mandated hiring practices PD for administrators to align our district expectations and policies.</p>