



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Mathews

Principal: **Jill Stoker**

Mission Statement:

The mission of Mathews Elementary is to provide a quality education for all students in a positive learning environment.

Planning Timelines and Meeting Dates

- Needs analysis (STAAR GAP Analysis), goal setting, analysis of Critical Actions and strategic planning: **July - September 2017**
- Campus teacher data analysis day: **August - September 2017**
- SBIC Plan due for DBIC review: **October 6, 2017**
- Meeting 1: SBIC approves the improvement plan (by October 4, 2017): **Monday, October 02, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Monday, February 05, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Monday, May 21, 2018**

2017-2018 Campus Status Check all that apply

☒ Title III English Language Learner Campus

☒ Non-Title I Campus

☐ Title I School-wide Campus

Title I Information

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

TEA Strategic Priorities

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

Information regarding the TEA Strategic Plan may be accessed here: http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

SBIC Committee

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Cindi Stevens, Instructional Specialist	Faculty Member	2016-2017	Y	Y	Y
Jayme Lynch, ESL	Faculty Member	2016-2017	Y	Y	Y
Karen Nielsen, Gr. 1	Faculty Member	2016-2017	Y	Y	Y
Jen Martellotto, Gr. 3	Faculty Member	2016-2017	Y	N	Y
Teresa Calaza, K	Faculty Member	2016-2017	Y	Y	Y
Angela Richards, Gr. 5	Faculty Member	2017-2018	V. Davies	Y	Y
Marion Robinson, Resource	Faculty Member, Special Ed	2016-2017	Y	Y	Y
Jill Stoker	Principal	On-Going	Y	Y	Y
Belinda Kinney, Curriculum	District Professional	2014-2015	Y	Y	Y
Patricia Powell, Assistant Principal	Campus Professional, Non-teaching	2014-2015	Y	Y	N
Lauren Toler, Counselor	Support Staff Member	2017-2018	Y	Y	Y
Susan Sutherland, PTA President	Parent-Selected by PTA	2016-2017	Y	Y	Y
Terri Ellis-Schmidt	Parent-Selected by Principal	2015-2016	N	N	N
Miranda Hough	Parent	2017-2018	Y	N	Y
Annie Chan	Parent	2016-2017	Y	Y	Y
Rafia Uddin	Parent	2017-2018	Y	N	Y
Lauren Akolkar	Parent	2017-2018	Y	N	Y
Laura Hargrove, Davis Library	Community Member	2016-2017	Y	Y	N
Tammy Nash	Community Member	2016-2017	N	Y	N
Pam Parham (Mooyah's)	Business Representative	2014-2015	Y	N	Y
TBD/Confirmation	Business Representative	2017-2018	N/A	N/A	N/A
Maria Shartung	Ad Hoc Member ^{Optional}	2017-2018	Y	N	N

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

District-Wide Goals

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

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

Summary of Critical Actions

The areas for school-wide and/or targeted grade level Critical Actions were identified using the following sources:

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P³A School Wide and Classroom Level diagnostic);
- STAAR/EOC GAP Analyses;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

School Wide and/or Targeted Grade Level Critical Actions
1. Analyze and equip teachers to analyze student performance data to inform decision-making. (PPPA SW #13/CW #9)
2. Use instructional programs and resources simply as tools to teach the district's written curriculum. (PPPA CL #7SW #11)

Critical Action 1

Critical Action: Analyze and equip teachers to analyze student performance data to inform decision making. (PPPA SW #13/CW #9)

Project Lead:	Principal, Assistant Principal							
Staff, Title I Staff:	Principals, Grade Level Teachers, Specialists, District Assessment & Accountability Staff							
Materials and Resources:	Local and State Assessments, Edugence, Informal & Formal Assessments, PISD Curriculum Database							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 1:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Provide guidance for data analysis and use: <ul style="list-style-type: none"> Make sure that leadership team has the necessary skills to model how teachers can use student performance data to make specific instructional adjustments in their classrooms. Identify teachers who already are skilled in data mining/analysis to demonstrate how they make instructional adjustments using performance data. Build instructional capacity for all teachers through Goal Meetings, Kid Talk, PD training in Edugence, etc. <ul style="list-style-type: none"> → 8/10/17 PD: MAP/PES Scores; STAAR Analysis, CMIT Training → 9/13/17 PD: Edugence/RTI Training w/ Jennifer Ruth → 10/17/17: Jennifer Ruth Training by Grade Level Mentor/support/monitor those in need of additional support utilizing data analysis and Edugence through Kid-Talk and individual planning between the Instructional Specialist and Grade levels as well as individual teachers. Utilization of District Curriculum Support Staff to reinforce Guided Reading and TEKS for new staff members. 	Kid Talk Meetings PD Meetings BOY, MOY, EOY Formal Data Analysis Grade Level Review Meetings TL Meetings	Data Analysis/ GAP Analysis Spreadsheet Grade Level Meeting Agendas/Notes Team Leader Meetings Notes Kid Talk Notes Edugence/RTI Tier 2 and Tier 3 documentation	Formative Notes: Staff has successfully received multiple training/reviews of utilizing Edugence for data analysis for MAP, PES, STAAR to effectively and efficiently determine individual learning goals for students to maximize instruction and learning in the classroom. Staff has successfully utilized ongoing mentoring and support through our IS as well as the utilization of Extended Planning time and Grade Level Meetings to maximize data analysis in preparation of targeted instruction to maximize student learning. Goal Meetings and Data Analysis meetings, provide additional instructional support/expertise. Grade data meetings with Gen Ed teachers, IS, SpEd Case Managers, Counselor, Administration working together. Communication of learning needs, IEPs, ILPs are consistently and routinely shared with staff who support individual student learning Summative Notes: We have had a successful start towards utilizing multiple sources of data to guide our instruction and enhance student growth. Moving forward we will

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
			incorporate data teams and routinely monitor throughout each nine weeks in order to insure maximum student growth. Grade Level noted increased student understanding and growth through data analysis to differentiate and target specific individual learning goals. Grade 5 STAAR Performance in Reading, Math and Science reflect student growth/success. Teachers across Grade Level noted students excelling beyond PES target goals with EOY Map scores.
Consider current, prior, and subsequent student performance. <ul style="list-style-type: none"> • Review current student performance data available to your school's grade levels. Then study student performance data in each core subject area longitudinally. <ul style="list-style-type: none"> → 10/17 Grade Level Meetings EOY to MOY Analysis Differentiation Grouping for instruction. Gr 1-5 → 11/17 Grade Level Meeting Data Analysis: K → CogAT Learning Profile Data Analysis Gr. 1, 3, 5 4-new 	BOY, MOY, EOY Formal MAP Assessment dates Ongoing informal/formal assessment analysis	Data Analysis by grade level teams Team Planning Notes Kid Talk Notes	Reflection: Broaden data analysis to include informal as well as formal assessments; Attendance, SEL and student well-being recognizing we must first meet the social-emotional well-being of our students as well in promote growth.
Determine the extent of learning problems. <ul style="list-style-type: none"> • Ensure that the appropriate grade level teacher, specialist, Special Ed, and campus administration are fully aware of any identified learning problem in your school <ul style="list-style-type: none"> ✓ 8/10/17: PD CMIT Training ✓ 8/13/17: PD 504 Grade Level Meetings ✓ Prior to 8/25: SpEd Case Mgr IEP meetings w/ Gen. Ed. ✓ 9/13/17: PD Tier 2 & 3 RTI and Edugence Training 	PD Training Grade Level Meetings Kid Talks TTESS Conferences SpEd /General Ed Meetings by Caseload/students	MAP & STAAR Data Review GAP Analysis	Summative Notes: CMIT/504 Training were extremely helpful. Moving forward looking at increasing time with SpEd Case Manager IEP review with Gen. Ed teachers.
Review student performance with teachers <ul style="list-style-type: none"> • Reflect on the data together and determine what specific interventions/enrichments/adjustments students might need. <ul style="list-style-type: none"> ✓ 10/17: Extended Planning Meeting-Data Analysis 	Data Extended Planning Meetings	Grade Level Meetings	Summative Notes: Extended Planning proved very beneficial for teams to plan to enhance differentiation and targeted instruction based on data analysis of student performance/need.

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"> ✓ 1/18: Extended Planning Meeting-Data Analysis ✓ 5/18: Extended Planning Meeting-Data Analysis • Reinforce open analysis and sharing of student performance data through peer collaboration/problem solving as a means for continuous improvement. 	<i>As need arises via Kid Talk, Teacher Conferences, etc.</i>	Team Leader Meeting PLC: Guided Reading Staff Meeting Notes	Look to expand the Extended Planning to provide Vertical Alignment opportunities as well.

Critical Action 2

Critical Action: Use instructional programs and resources simply as tools to teach the district's written curriculum. (PPPA CL #7; SW #11)

Project Lead:	Principal, Assistant Principal, Guided Reading Leadership Team Members							
Staff, Title I Staff:	Grade level teachers, Specialist, Special Education teachers, District Curriculum Support							
Materials and Resources:	The Next Step Forward: Guided Reading, PISD Curriculum Database, Guided Reading Lesson Plans; Local/State Assessments, Edugence							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 2:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Promote an understanding of the high yield Guided Reading Instructional Program. <ul style="list-style-type: none"> Provide necessary resources and initial training to understand the key elements to a Guided Reading lesson; i.e. lesson plan format, targeted goals, differentiated rotations/centers, on-going data analysis, understanding and recognizing the various needs of the different developmental levels of readers <ul style="list-style-type: none"> ✓ Guided Reading PD August, 2017 ✓ Monthly PD/PLC GR Meetings <ul style="list-style-type: none"> September 27: K-1, 2-3, 4-5. October 25: K-1, 2-3, 4-5 November 29: K-1, 2-3, 4-5 January 24: K-1, 2-3, 4-5 February 21: K-1, 2-3, 4-5 March 21: K-1, 2-3, 4-5 Coaching for teachers needing additional support in the planning and implementation of Guided Reading. Reading Leadership team will plan for on-going training and collaboration through PLC meetings. Teachers will learn how to efficiently/effectively incorporate Guided Reading groups based on student needs/growth as the foundation of their reading instruction. 	8/2017 Guided Reading PD (Monthly PD/PLC Meetings) Weekly Grade Level Planning Extended Planning 11/7, 11/28, 12/5, 2/1, 2/27, 4/3, and 4/17	PLC Syllabus for '17-'18 including action plan, monitoring, reflection, refinement throughout the year. Monthly PD/PLC Agendas with On-going Objectives Implementations/Minutes Instructional Specialist Push-In Notes Teacher GR Lesson Plans Team Planning Notes	Formative Notes: Guided Reading Professional Development from August and continuous supplemental learning via monthly PLC meeting grouped K-1, 2-3, 4-5. Instructional Specialist provides support to grade levels and to new teachers to guide them in the planning and implementation of Guided Reading groups that promote differentiated instruction through direct instruction at teacher table as well as differentiated instruction based on data to meet student needs throughout rotations. Extended Planning provided 11/7, 11/28, and 12/5 permitted additional differentiated Guided Reading lessons to be developed for ongoing instruction. Additional extended planning dates are scheduled for 2/1, 2/27, 4/3, 4/17. Summative Notes: Campus-Wide focus on implementing Guided Reading has been well received. Implementation has been successful across grade levels. On-going training regarding differentiation for station work as well as teacher table will insure further student

Action Step <ul style="list-style-type: none"> TEA Strategic Priorities Goal # per Action Step (If Applicable) 	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			<p>growth and success. Ongoing monitoring and data analysis of student progress will continue to support our Guided Reading initiative. Teachers across Grade Level noted students excelling beyond PES target goals with EOY Map scores.</p>
<p>Teachers will implement the district adopted Guided Reading Program to teach reading objectives while optimizing individual student growth.</p> <ul style="list-style-type: none"> Implementation of Guided Reading Lesson Plans. Differentiated Rotations/Centers based on individual student's needs. Ongoing Data Analysis. 	<p>Weekly Tiered Instruction</p>	<p>GR Lesson Plans</p> <p>GR Student Groups</p>	
<p>Evaluate the effectiveness of the implementation of Guided Reading across the campus.</p> <ul style="list-style-type: none"> Review of IRIs, TPRI, and MAP growth. <ul style="list-style-type: none"> ✓ EOY ('17) or BOY '17 Data Analysis: 10/17 ✓ MOY Data Growth Analysis: 1/18 ✓ EOY '18 Data Growth Analysis: 5/18 Ongoing Guided Reading Assessments, Performance 	<p>BOY: Initial Data evaluation, leveled grouping</p> <p>MOY: Monitoring data, fluid reflection/adjustment of leveled groups/instruction</p> <p>EOY: Data Analysis and Reflection</p>	<p>Data Analysis Sheets</p> <p>Guided Reading Flexible Grouping</p> <p>Guided Reading Differentiated Lesson Plans</p> <p>Edugence RTI Documentation Tier 2/3</p> <p>EOY Teacher Surveys</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. <ul style="list-style-type: none"> First Meeting: 11/2 at 3:00 Second Meeting: 12/7 at 3:00 Third Meeting: 2/26 at 3:00 Fourth Meeting: 5/21 at 3:00 	Assistant Principal Campus Wellness Captain	<ul style="list-style-type: none"> Campus Wellness Plan Campus Wellness Team Campus Wellness Meeting Agendas & Minutes 	Formative Notes: Committee successfully met 11/2 and 12/7 to plan and implement strategies to improve nutritional understanding and practice with Fruity Fridays January through May. Staff nutrition and healthy weight goals implemented January through March. All staff will receive nutritional information via email from school nurse. Weight Goal Management is voluntary.
K-8	Include at least one Parent on Campus Wellness Team. <ul style="list-style-type: none"> Campus Wellness Captain: Carol Bohnstengel (Fitness Coach) Amy Cimino (Nurse) Patricia Powell (Assistant Principal) Lauren Toler (Counselor) June Yan (FANS Manager) Betsy Hardin (Parent) 	Campus Wellness Captain	<ul style="list-style-type: none"> Campus Wellness Plan Campus Wellness Team Campus Wellness Meeting Agendas & Minutes 11/2, 12/7, 2/26, 5/21 	Summative Notes: Data indicated a continued growth in student participation in Fruity Fridays: January- 315 February-478 March/April-584 May 225- lower return due to 1 Friday in May (STAAR, Field Day, Early Release)
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 Fitness Coach PE Coaches	Coordinated School Health Curriculum	

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. <ul style="list-style-type: none"> Located in the Gym Located in the Fitness Room 	P.E. Teacher/ Staff	Coordinated School Health Curriculum	Formative Notes: Coordinated School Health bulletin boards are displayed in gym and fitness room.
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. (4/19: Wellness night)	Campus Wellness Captain/Principal	Campus Wellness Plan	<i>See Campus Wellness Plan. Completed.</i>
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components. <ul style="list-style-type: none"> Informal, ongoing Pre-Test In October Post Test dates in March 	P.E. Teacher	Fitness-Gram Website	
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. <ul style="list-style-type: none"> Students are tested in March Data sent home in May 	P.E. Teacher	Fitness-Gram Student Report	
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. <ul style="list-style-type: none"> 150 minutes weekly Pedometers are utilized throughout the year for PE Fitness HR monitors are utilized in the spring. 	Principal	Sample daily lesson plans may be provided by P.E./Fitness Teacher	

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. <ul style="list-style-type: none"> Lesson Plans 	P.E. Teacher	Pedometers; heart rate monitors	
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. <ul style="list-style-type: none"> 150 minutes weekly 	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	
K-5	Ensure students are receiving daily-unstructured play during recess. <ul style="list-style-type: none"> Unstructured play occurs daily Scheduled into the master school schedule by grade level 	Principal	Master Schedule, Staff Supervising Schedule	
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. <ul style="list-style-type: none"> Brain breaks are utilized by teachers/grade levels throughout the day at set times and when needed. 	Principal	Resources available upon request	
	ATTENDANCE:			
K-8	Monitor attendance of students and follow up on prominent and chronic absences. <ul style="list-style-type: none"> Parents are contacted regarding students' who are exhibiting an absence pattern, prominent or chronic, including late arrivals or frequent early pickups. 	Principal Assistant Principal	Pinnacle, Attendance Sheet Attendance Clerk Teachers I'm Present Meetings	

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. Active monitoring/duties assigned (before/after school as well as within the school day by staff/grade level teachers: <ul style="list-style-type: none"> Halls Restrooms Recess Lunch Class 	Principal/ Asst. Principal	Staff feedback/survey	Formative Notes: The High Risk Areas have been identified and staff are assigned to cover and actively monitor high-risk areas. Summative Notes: Moving forward we will actively monitor high-risk areas for safety of students. Continuing to develop social emotional learning through Positive Behavior Intervention, Restorative Practices/Circle Times, etc. to continue to develop a school culture of respect, kindness, and consideration.
	Monitor high-risk areas. <ul style="list-style-type: none"> Duty Schedule: Campus Wide Before/After School Grade Level Schedule: Hall, Lunch, Recess 	Principal Designee	Staff assignments/schedule	Formative: Staff are actively monitoring the high-risk areas. Teachers are limiting the number of students in the restrooms from one classroom to reduce the potential for conflict. Teachers are standing in the cafeteria and monitoring tables through proximity to insure safety and appropriate behavior during lunch period. Summative: Review duty schedules to insure that proper supervision is maintained throughout the day in high-potential areas of concern. Training of staff of active monitoring and recognizing

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				individual student needs to proactively support a safe environment for all students.
	Follow Campus Rules/Expectations. <ul style="list-style-type: none"> Reviewed by faculty/staff BOY Professional Development Requirements. 	Principal	Code of Conduct, District Handbook Campus Handbook	Formative: Staff are aware of the handbooks as well as the Code of Conduct and all serious discipline. Summative: Review/Train returning/new staff of Campus Rules/handbook as well as the Student Code of Conduct.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. <ul style="list-style-type: none"> B.O.Y. PD: Compliance Training/Certification prior to 8/25 B.O.Y. In-service Training with counselor 	Principal Counselor	Handouts/PowerPoint BOY PD training	Formative: Staff has completed the annual training on bullying and sexual harassment.
	Review referral process. <ul style="list-style-type: none"> B.O.Y. In-service Training 	Counselor, Instructional Specialist	Campus referral plan	Formative: The referral process was reviewed in January. Summative: Continue annual review at the BOY
	Continue Professional Development in the area of Social Emotional Learning <ul style="list-style-type: none"> 8/10/17 Positive Reinforcement & De-escalation: Rebecca Gredig, BIS 8/16/17 Preventing Bullying: Lauren Toler, Counselor 8/17/17 Traumas of the Brain: Dianne Evans, SpEd Counselor 11/8/17 Calm Down Basket Training 11/8/17: Restorative Practices Intro PLC 2017-18 Restorative Justice PLC 	Principal Assistant Principal Counselor	Calm Bucket Resource Expansion District PD: Momentous Adam Saenz Campus PD: Traumas of the Brain	Summative: Teachers completed various trainings and implemented various skills to de-escalate students. Teachers in lower graders are using the calm down baskets more frequently, teachers in upper grades are observing a stigma associated with using the calm down tools, and older students prefer to leave the classroom for a moment to de-escalate. Counselor will add visual reminders about calm down techniques to 5 th grade bathrooms, hallways and near water fountains. Restorative Practices/Questions were utilized in the office and in specials to promote student growth in social emotional learning.

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				The staff found it successful and more positive in working with the students to address behavior concerns, empowering students to take ownership for their actions and work through the proper steps to move past a situation and grow from the experience.
	PLC/PD Social Emotional Learning: Restorative Practices Patricia Powell, AP-Facilitator <ul style="list-style-type: none"> • Restorative Practices PLC: <ul style="list-style-type: none"> ○ 9/27 ○ 10/25 ○ 11/29 ○ 1/24 ○ 2/21 ○ 3/21 	Assistant Principal	PISD SEL Standards PISD Core Values IIRP: Restorative Practices & IIRP: Restorative Circles in Schools Building Our Community DVD IIRP IIRP: Roundtable Discussions I DVD Safer, Saner Schools IIRP: Roundtable Discussions 2 DVD Safer, Saner Schools	<p>Formative Notes:</p> <p>Restorative Practices PLC completed the first book study from IIRP, Restorative Justice and utilized the questioning procedures to address discipline concerns utilizing the restorative approach. Decrease of discipline concerns was noted throughout all specials. Grades, 3, 4, and 5 are utilizing Restorative Practices as well through the guidance of Math/Science teachers participating in the Restorative Practice PLC. Second semester study of Book 2 IIRP Circles is currently being studied with PLC creating Circle Time lessons to share with peers outside the PLC.</p> <p>Staff who are participating in this PLC are implementing the circles in classrooms for nurturing a classroom climate and have noted improvement in behavior with a classroom culture of mutual respect and support for one another.</p> <p>TL meetings/Staff Meetings begin with Circle Time to introduce practice and benefits to all staff members in order to continue to nurture the implementation of this strategy/practice beyond the 2016-2017 school year.</p> <p>Third grade is increasingly successful with their circles. The Specials teachers are using more restorative techniques and restorative questioning as opposed to large group circles. Some grades are still in the beginning stages of restorative practices and still learning the ideology of the practice. Some</p>

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				<p>grades are struggling with consistently implementing social/emotional learning.</p> <p>Summative Notes:</p> <p>The Restorative Practices/Circle Time and Wrap-Up Time at the end of each day will move forward into 2018-2019. All teachers will be trained using the <u>Restorative Practice Handbook</u> and <u>Circle Time</u>. All teachers will be trained in utilizing the Restorative Questions to help with conflict resolution with their students. Teachers trained during this year noted an increase in classroom productivity as well as a more welcoming, supportive learning environment for students towards one another and towards teachers. Specials teachers utilizing Restorative Discipline and Positive Behavior Reinforcement noted social emotional growth in students during Specials decreasing interruption in instruction and increased productivity. There were no students after the first nine weeks that required ISS or OSS.</p>
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. <ul style="list-style-type: none"> Positive Behavior Discipline Training Momentous Training Restorative Practices Restorative Circles 	Principal Assistant Principal Counselor	Campus Administration Counselor Teachers Discipline Management Plan Calm Down Buckets Restorative Cards Restorative Practices	<p>Summative Notes:</p> <p>In review/reflection during Team Leader Retreat it was agreed that the Restorative Practices, Momentous Training, and Positive Behavior Discipline Training have a positive impact on student behavior as well as developing a supportive culture of inclusion for students and teachers across the classrooms/grade levels/school.</p>

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Implement campus referral plan.	Principal Assistant Principal	CMIT Committee Campus Referral Plan Restorative Justice/Circles	<p>Formative Notes:</p> <p>The campus referral plan is in place and is effective. Teachers share concerns with other staff at CMIT, Kid Talk and Grade Level Team meeting. Transitions from one grade level to another is seamless to promote continued growth and development as we prepare for the upcoming school year.</p> <p>Summative Notes:</p> <p>Moving forward in 2018-2019 we will focus on utilizing Restorative Practices/Circle Time/Daily Wrap up to encourage social emotional growth and individual well-being as well as to foster a classroom culture that nurtures a positive, supportive classroom climate.</p>
	Utilize Discipline Management strategies. <ul style="list-style-type: none"> • Positive Behavior Intervention Strategies • Momentous Strategies • Kid Talk • CMIT • Conferences • Morning Meetings • Restorative Justice 	Principal Assistant Principal Counselor Teachers	Campus Administration Counselor Teachers Discipline Management Plan Restorative Practices	<p>Formative Notes:</p> <p>A variety of discipline management opportunities is available where teachers and staff can discuss concerns and strategies for individual students. Teachers and students discussed, created, and reviewed classroom rules and expectations during the first week of school. They were reviewed again in January. The counselor has a variety of tools to teach social skills to prevent conflict and promote problem-solving skills.</p> <p>Summative Notes:</p> <p>Discipline Management strategies have proven to be effective. Teachers and students who have practiced Circle Time note a healthy, happier, more productive, supportive learning environment. Conference, Kid Talk, CMIT help to monitor individual student concerns/needs and move forward to provide support necessary for social/emotional growth to occur.</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:			
	<p>Clearly state student expectations/campus rules/citizenship.</p> <ul style="list-style-type: none"> B.O.Y. Grade Level Meetings Campus Wide Assemblies Classroom Meetings <ul style="list-style-type: none"> R-Time Morning Meetings As Warranted Counselor Visits: <ul style="list-style-type: none"> Kelso Choices Anti-Bullying Lessons Friendship Skills 	Principal Assistant Principal Counselor Teachers	Code of Conduct/ - Student-Parent Handbook -Guidance Lessons -Kelso Choices -Anti Bullying -Friendship Lessons -Focus Strategies -Calming Strategies -Yoga Techniques -Lunch Bunches	
	<p>Monitor high-risk areas.</p> <ul style="list-style-type: none"> Cafeteria/Gym Duty: Before and After School Active Monitoring Lunch/Recess Hall Duty Before and After School Carpool, Bus/Day Care and Walker Duties 	All staff	Schedule (if necessary)	<p>Formative Notes:</p> <p>Staff are monitoring high-risk areas. Teachers report the importance in active supervision of the playground during recess and insuring that all areas of the playground can be monitored. Some students have discussed struggles in PASAR.</p> <p>Summative Notes:</p> <p>Moving into 2018-2019 revisiting our Duty Schedule to provide active monitoring throughout the day with less staff will be a priority. Continuing to promote social emotional growth through Circle Time, Positive Reinforcement and Restorative Questioning/Practices will proactively support a positive, supportive, and safe learning environment throughout the school. Keeping open communication with PASAR for awareness and support when concerns are shared with teachers.</p>
All Students	EDUCATION:			

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Explain referral process/contacts.	All teachers	Referral Plan	<p>Formative Notes: Teachers are trained and are aware of the referral process.</p> <p>Summative Notes: PD at the BOY for 2018-2019 to include review for faculty and training for new staff members.</p>
	Teach conflict resolution to all students. Teach students about bullying, bystander and up-stander actions.	Counselor	Kelso Choices Conflict Management Guidance Lessons	<p>Formative Notes: The counselor has taught problem-solving skills in August and September to younger students with Kelso's choices. Older students learned more in depth problem solving skills to prevent future conflict.</p> <p>Summative Notes: Implementing classroom Restorative Circles will increase empathy, communication and problem solving skills. Student will continue to be taught about bullying; however, an intentional focus will be towards preventative strategies.</p>
All Students	INTERVENTION: <div>(Please complete cells below)</div>			
	Apply classroom interventions.	All teachers	R-Time Morning Meeting PBIS Circle Time Wrap-Up Restorative Circles	<p>Formative Notes: Some of the teachers are using the structured R-Time Lessons, and some teachers are using a less structured approach of restorative circles. Fifth grade has had several grade level meetings throughout the semester.</p> <p>Summative Notes: Moving into 2018-2019 a stronger focus on classroom circles will be implemented. Teachers will be expected to implement morning circles daily, which can be used as an intervention strategy for any group wide classroom needs. Each classroom will have their own calm down kit, where students can self-direct themselves or attend by recommendation.</p>

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Employ discipline interventions.	Principal Assistant Principal	-Faculty -Kid Talks -SEL lessons -Sensory Buckets -Cool Down Baskets -PBIS -Ind. Pos. Behavior Plans -Restorative Circles -Restorative Conf. -CPI Training Core Team A) Practice B) Review -The Teaching Zone	<p>Formative Notes: Varieties of preventative discipline interventions are being implemented. Kid Talks are held on a consistent schedule. The lower grades are using cool down baskets, the upper grades are using calm down break and/or time to cool off. Some grades are using restorative circle and restorative practices. The CPI CORE team is fully trained and implement these skills only as a last resort. Implementing SEL lessons consistently is an area for future improvement.</p> <p>Summative Notes: Restorative Justice and Positive Behavior Reinforcement have had a significant impact towards building healthier social emotional maturity with our students in interacting with one another as well as understanding their own feelings. Students are learning how to self-regulate and monitor their choices. Students have a better ability to empathize with one another while building mutual respect and understanding.</p>
	Use other intervention strategies as necessary/appropriate.	Principal Assistant Principal Counselor	<p>Guidance Lessons by Counselor:</p> <ul style="list-style-type: none"> • Kelso's Choices • Anti-Bullying Lessons • Friendship Skills • Internet/Digital Citizenship • Self-Concept & Self Discipline • SEL PDH Nov. 	<p>Formative Notes: All students are participating in Guidance Lessons. Younger students learned Kelso's choices and older students learned social problem solving skills. All students have learned self-regulation skills to calm themselves when emotions are high.</p> <p>Summative Notes: In 2018-2019, a new Kindness Club will be established to help create a positive school climate and can assist with students who may need some additional kindness. Students who have struggled to show empathy skills could be recommended to join the kindness club, to give increased opportunities for positive peer/school relationships.</p>

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Conference with parents/students. <ul style="list-style-type: none"> Teachers, Counselors, Administrators Edugence RTI: Tier 2 and Tier 3 Intervention TEAMS documentation as needed regarding Intervention Plans &/or Discipline Referrals. Kid Talk CMIT 	Counselor and Teachers or other staff as determined.	<ul style="list-style-type: none"> Phone Emails Conferences Kid Talk Minutes CMIT Minutes 	<p>Formative Notes: Teachers and staff routinely communicate with parents about any social concerns that may arise. If a student has an aggressive incident teachers could notify parent as well as discuss the incident with support staff to decrease any future outbursts.</p> <p>Summative Notes: Teachers will continue to contact parent for extreme behavioral incidents. Kid Talk and CMIT will continue to be a source for parent and teacher communication along with support staff present.</p>
	Report bullying or violent acts to the counselor through an anonymous, 'Request for Counselor Assistance' to the Counselor Lockbox.	Counselor	Counselor	<p>Formative Notes: Counselor has a procedure for students to report which can also be shared anonymously regarding interpersonal conflict as well as perceived bullying and violence. This interaction also allows students to have a clearer understanding of how to protect oneself from negative interaction. The process also helps to clarify types of behavior; i.e. One student reported bullying however, after processing with the student it was identified as pestering or annoying conflict between another student.</p> <p>Summative Notes: The request and report lock box was successful, and will continue to be implemented in 2018-2019. There will be an increased focus on anonymous reporting, and reporting on another student's behalf to create a safer school climate.</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)
Require all parents to register students via Parent Portal in order to have access to e-News, grades, attendance, and other electronic information.	Attendance Clerk Principal Assistant Principal	September, 2017	<p>Formative Notes: Computers are available for parent use during registration if needed.</p> <p>Summative Notes: Have electronic resources available in office and in library for parents who have enrolled students online in July and August.</p>
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access.	Attendance Clerk Classroom teachers	Spring and Fall Registration-Hard copies provided and laptop accessibility	
Upgrade and maintain the campus website for easy access and increased communication with the community.	School Webmasters: Librarian CTA	<p>July, 2017: Set Up New Website</p> <p>Monthly Updates</p> <p>As Needed: Timely Information throughout the year</p>	<p>Summative: The new website (campus/district wide) is easy to navigate and provides information to our school community. Updates are seamless.</p>
Communicate information through e-News and through hard copies when internet access is not available. <ul style="list-style-type: none"> • Thursday packets (monthly) • Mavs Express newsletter (PTA weekly newsletter) • Remind • School Messenger • Grade Level SMORE monthly newsletters • E-News 	CTA Principal Assistant Principal Teachers	Facebook Twitter Weekly E-News Monthly Grade Level SMORES School Messenger <i>-as warranted</i> Remind <i>-as warranted</i>	<p>Summative: Transitioning to SMORE for grade level as well as for the campus e-news has been successful and well received by the school community. The tool is user-friendly and time efficient.</p>

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Utilize social media to keep parents and community informed. <ul style="list-style-type: none"> Facebook Twitter Remind 	CTA Principal Assistant Principal Teachers	Facebook Twitter Remind <i>-as warranted</i>	
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Principal PTA President PTA Board	PTA Board Monthly Meetings	
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	Counselor PTA Programs Chair	4 Parent Meetings 2-fall semester 2 spring semester	<p>Formative Notes: Parent meetings and family events were held, with topics such as 1) digital safety, 2) talking to our children about drugs and other pressures, 3) Positive parent communication and 4) teaching self-regulation skills to children.</p> <p>Summative Notes: Although the attendance at the daytime parent events was low, the attendance on the Saturday Family Walk and Talk event was high. Moving forward newer strategies to give parents parenting skills will be a focus. Parent groups simply addressing ADHD concerns would be beneficial in the 2018-2019 year.</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)
Elementary counselors deliver guidance lessons that support and promote the learning process.	Counselor Guidance Curriculum	Every two weeks Ongoing End of year transition lessons offered to 5 th graders and beginning of year to kindergarteners	Formative Notes: School Counselor held 3 counselor class lessons on transition to middle school. Student were able to learn about middle school differences and how to use a combination lock. Summative Notes: Many students struggled in learning how to use a combination lock, in the 2018-2019 year, using a combination lock could be a skill taught during the beginning, middle, and end. This will allow sufficient time for student to learn and implement this skill successfully. Reflective: <i>Only a few counselor lessons are about transitions, should this be an action step?</i>
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.			
Kindergarten staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions)	Kinder Team Leader Kinder Case Manager SLP Campus Administrator	Spring Visits	Summative: Attendance in Transition ARDs to elementary were helpful in establishing communication and welcoming new Mathews students/families to our school.

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
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.			
Fifth grade staff work collaboratively with Middle School staff throughout the year.	5 th gr Team Leader Principal Assistant Principal 5 th gr Case Manager	Campus visits Transition Meetings SpEd Transition ARDS	Summative: School visits, Middle School principals attending Gr 5 celebration party as well as Transition meetings, Transition ARDS helped support Mathews 5 th graders in their transition towards middle school.

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.	August 2017 to May 2018	
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend.	Monthly Bilingual Stipends, July 2017 to June 2018	
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses.	August 2017 to May 2018	
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.	July 2017 to June 2018	
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.	July 2017 to June 2018	