



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Hedgcoxe Elementary

Principal: Kristi Graham

Mission Statement:

Hedgcoxe Elementary School is committed to developing responsible citizens by creating an engaging, caring learning community based on trust and the celebration of one another.



Planning Timelines and Meeting Dates

- Needs analysis (STAAR GAP Analysis), goal setting, analysis of Critical Actions and strategic planning: **July 28, 2017**
- Campus teacher data analysis day: **August 15, 2017**
- SBIC Plan due for DBIC review: **October 6, 2017**
- Meeting 1: SBIC approves the improvement plan (by October 4, 2017): **September 19, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **January 22, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **May 14, 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, 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 |
|--|-----------------------------------|-------------------------|-----------------------------|-----------------------------|-----------------------------|
| Tamicah Tuggle | Faculty Member | 2013-2014 | Yes | Yes | Yes |
| Jennifer LeWinter | Faculty Member | 2013-2014 | Yes | Yes | Yes |
| Amy Smith | Faculty Member | 2013-2014 | Yes | Yes | Yes |
| Vickie Grayson | Faculty Member | 2016-2017 | Yes | Yes | No |
| Karen Berry | Faculty Member | 2016-2017 | Yes | Yes | Yes |
| Gail Brooker | Faculty Member, Special Ed | 2016-2017 | Yes | Yes | Yes |
| Kristi Graham | Principal | 2003-2004 | Yes | Yes | Yes |
| Sandra Fida | District Professional | 2016-2017 | No | No | No |
| Karen Williams | Campus Professional, Non-teaching | 2017-2018 | Yes | Yes | Yes |
| Amy Robbins | Faculty Member | 2017-2018 | Yes | Yes | Yes |
| Jennifer Burton | Support Staff Member | 2017-2018 | Yes | Yes | Yes |
| Sara Keeth | Parent-Selected by PTA | 2017-2018 | Yes | No | Yes |
| Alicia Wanek | Parent-Selected by Principal | 2016-2017 | Yes | Yes | No |
| Rebecca Jarecki | Parent | 2017-2018 | Yes | Yes | Yes |
| Heather Blachly | Parent | 2017-2018 | No | Yes | No |
| Rashida Rasheed | Parent | 2016-2017 | No | No | No |
| Tracy Lake | Community Member | 2016-2017 | No | No | No |
| Rosie Perez | PTA President | 2017-2018 | No | Yes | No |
| <i>Committee member search still in progress</i> | Community Member | | | | |
| Lori Ruml | Business Representative | 2016-2017 | Yes | No | No |
| <i>Committee member search still in progress</i> | Business Representative | 2016-2017 | | | |

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. Provide proven interventions to assist each student in mastering grade-level learning objectives. (PPPA, BP 13)

2. Study exactly what is to be taught and learned-and to what level of mastery-at their grades and their subjects (PPPA, BP1)

3.

Critical Actions to Address Missed State Safeguards:

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

Critical Action 1

Critical Action: Provide proven interventions to assist each student in mastering grade-level learning objectives.

| | | | | | | | | |
|---------------------------------|---|--|--|--|--|--|--|---------------------------------|
| Project Lead: | | Principal, Administrative Intern | | | | | | |
| Staff, Title I Staff: | | All teachers, instructional specialist | | | | | | |
| Materials and Resources: | | Edugence, Teacher resources, district PDH, formative and summative assessments, TEKS | | | | | | |
| 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 |
|---|--|---|---|
| <p>Provide small group intervention/enrichment that target specific objectives.</p> <p>During PAW time and throughout the instructional day, teachers have developed specific TEKS to focus on with students and are assessing their progress towards mastery. Common grade level assessments are utilized.</p> <p><i>TEA Strategic Priorities Goal #2</i></p> | <p>Weekly discussion during planning time</p> | <p>Use of lesson plans and planning notes about assessments</p> | <p>Formative Notes: Teachers were given extended planning time to create more specific plans for PAW time in quarter 2. For quarter three, this next extended planning time, we can focus on creating common assessments.</p> <p>Summative Notes: Teachers were given additional planning time and asked to define their planning cycle elements as well as given the opportunity to observe other grade levels and at other campuses. Common assessments are being used, but moving forward we can work on creating more of our own formative assessments.</p> |

| | | | |
|--|----------------|---|--|
| <p>Classroom teachers will use pre-assessments</p> <p>Pre-assessments to determine the individual academic needs of students to drive instruction. <i>TEA Strategic Priorities Goal #2</i></p> | <p>Ongoing</p> | <p>IRI Spelling Inventory</p> | <p>Formative Notes: At our January PD day, teachers met to discuss the use and resources need for pre-assessments. Our extended planning time this quarter will further address this need. Summative Notes: As the planning cycle and lesson design is our focus this year, teachers are utilizing more pre-assessments to flexibly group students according to their understanding of the standard being taught.</p> |
| <p>Study and use multiple sources of data to plan individualized instruction based on student needs</p> <p>Provide students advanced projects to enrich and extend content knowledge to a rigorous level <i>TEA Strategic Priorities Goal #2</i></p> | <p>Ongoing</p> | <p>PES, STAAR, TPRI, Plano Literacy, CogAT, MAP, classroom assessments, teacher observations, formative and summative assessments</p> | <p>Formative Notes: At our January PD day, we discussed how to meet the needs of all students and our PACE teacher facilitated our conversations. Our next PD time will be in part to develop more advanced projects. Also, mid year PES scores were reviewed by teams. Summative Notes: Differentiation continues to be area where teachers refine each unit. Planning for the needs of all students is a focus of our UBD or planning by design. Teachers address the following questions:</p> <ul style="list-style-type: none"> ➤ What is expected to be taught to students? ➤ How will I know if the students learned the standard? ➤ What if students already understand the standard? ➤ What if students need more time with the standard? |

| | | | |
|--|---------|--|---|
| <p>Social Emotional Learning practices will be implemented to help provide positive culture in the classrooms.</p> <p>Teachers use social and emotional learning strategies with students, for example morning meetings, calming baskets, and restorative questions.</p> <p><i>TEA Strategic Priorities Goal #2</i></p> | Ongoing | Morning Meetings, Restorative Questions for thinking about behavior choices. | <p>Formative Notes: Social Emotional Learning - 2 teachers, counselor and administrators visited the Momentous Institute to glean new ideas and see how their school functioned.</p> <p>At our January PD day, we discussed how to improve the SEL learning of our students and suggestions were given by the teachers.</p> <p>Continue with Power Points provided by our counselor to help facilitate those circles.</p> <p>Restorative practices are being used in the office with students as they analyze their behavior and its effect on others.</p> <p>Summative Notes: Restorative practices and ideas are housed on our a google site as a reference for teachers. https://sites.google.com/pisd.edu/hedgcoxe_selresources/home</p> |
|--|---------|--|---|

Critical Action 2

Critical Action: Study exactly what is to be taught and learned-and to what level of mastery-at their grades and their subjects.

| | | | | | | | | |
|---------------------------------|---|---|--|--|--|--|--|---------------------------------|
| Project Lead: | | Principal and Administrative Intern | | | | | | |
| Staff, Title I Staff: | | All staff | | | | | | |
| Materials and Resources: | | TEKS, district curriculum & resources, assessments | | | | | | |
| 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 <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>Study the specific knowledge and skills to be assessed Have teachers identify the level of knowledge and skill necessary for the academic objectives in the curriculum by analyzing the “verbs” of the standards.</p> <p>Have students reflect on assessments and what they mastered and need to continue to work on by providing reflection sheets for some assessments.</p> <p>Have teachers analyze the connection between tested items and objectives in team meetings. Consider the level of thinking that is needed for the student to show mastery (Bloom’s Taxonomy)</p> <p><i>TEA Strategic Priorities Goal #2</i></p> | 2x year | Student reflection sheet | <p>Formative Notes: Our Team Leaders have been trained on the stages of planning to help implement a team lesson design rather lists of activities. Additionally, at our January PD day we met to discuss the stages of planning and how our teachers can move towards a design model.</p> <p>Reflection sheets are still a work in progress.</p> <p>By unpacking the TEKS during our extended planning teachers can better understand the level of thinking that is necessary for student understanding.</p> <p>Summative Notes: The planning cycle continues to be a the forefront of how we design powerful learning for students.</p> |

| | | | |
|--|--------|--|--|
| | | | Teachers have been given extra planning day to discuss as a team what the planning cycle will look like for them next year. |
| <p>Analyze the district's written curriculum to maximize learning outcomes. Use the district's Unit Plans and the Understanding by Design Model to plan for learning outcomes rather than a list of activities.</p> <p>Consider discussing the book <u>Where Great Teaching Begins</u> and moving from planning activities to planning learning outcomes.</p> <p>Encourage students to be able to ask and answer, "What is it that I, the student, am supposed to be learning as a result of this lesson?"</p> <p><i>TEA Strategic Priorities Goal #1</i></p> | Weekly | Book discussions Lesson plans reflecting learning goals | <p>Formative Notes: We have discussed the Design Models as a staff and we will continue to work on this during our upcoming PD days.</p> <p>We are working on purchasing the books through our SBIC/CIP goals.</p> <p>We are working on reinforcing this mantra as we design learning experiences for all of our students.</p> <p>Summative Notes: Staff received an extra planning day to review planning expectations so that we are creating powerful learning, not merely activities.</p> <p>Books were purchased for more Guided reading resources.</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 | Formative Notes: Campus Wellness Plan Provided Summative Notes: Campus Wellness Plan Provided |
| K-8 | Include at least one Parent on Campus Wellness Team. | Campus Wellness Captain | Campus Wellness Plan | Campus Wellness Plan Provided |
| 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 | Health components are discussed on a weekly basis Will be performed during physical education class |
| 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 | Campus Wellness Plan Provided Gym, Hallway, Cafeteria |
| 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 | Notification is done in a variety of ways through web pages, marquee, phone tree when Family Wellness/Health Fairs are planned. |
| | FITNESS: | | | |

| | | | | |
|--|---|--------------|---|---|
| 3-8 | Pre and Post Assess all eligible students using fitness test components. | P.E. Teacher | Fitnessgram Website | Will be performed during physical education class in Fall and Spring. Analyze the Fitnessgram data and note areas of improvement. |
| 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 | Data will be entered in Fitnessgram in Fall and Spring. Results will be sent home to 4th grade students at end of the school year |
| PHYSICAL ACTIVITY REQUIREMENTS: | | | | |
| K-8 | Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. | Principal | Sample daily lesson plans may be provided by P.E./Fitness Teacher | PE class will be divided into “warm up” and activities-games. |
| K-8 | Measure MVPA and physical activity time using pedometers and heart rate monitors. | P.E. Teacher | Pedometers; heart rate monitors | It will be done through Fitness Fridays. |
| 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 | Lesson plans will reflect sequential/appropriate developmental activities. PE class follows the district’s curriculum that includes “Warm-up” and activities-games. |
| K-5 | Ensure students are receiving daily unstructured play during recess. | Principal | Master Schedule, Staff Supervising Schedule | Recess will be scheduled throughout the school day for each grade level. |
| K-5 | Encourage opportunities for brain breaks and short activity breaks throughout the day. | Principal | Resources available upon request | Brain breaks/short activity breaks are scheduled throughout the school day in each class. |
| ATTENDANCE: | | | | |

| | | | | |
|-----|---|-----------|-------------------------------|---|
| K-8 | Monitor attendance of students and follow up on prominent and chronic absences. | Principal | Pinnacle, Attendance Sheet | Excessive absences will be filed through Truancy Court. |
|-----|---|-----------|-------------------------------|---|

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 | Areas of risk are playgrounds, restrooms, cafeteria Formative Notes: Our duty schedule reflects teacher supervision in high need areas. Summative Notes: Using our HRS survey information our staff has an overwhelming feeling of safety on our campus. |
| | Monitor high risk areas. | Principal Designee | Staff assignments/schedule | Additional teachers and aides are monitoring the at risk areas and our duty schedule allows for supervision as well. Students use the buddy system for the restroom. |
| | Follow Campus Rules/Expectations. | Principal | Code of Conduct, District Handbook Campus Handbook | Classroom and grade level expectations are introduced the first week of school and consistently reinforced appropriately all year. |
| Staff | EDUCATION: | | | |
| | Participate in annual staff training on bullying/sexual harassment. | Principal or designee | Handouts/PowerPoint | Teachers completed Safe Share videos on bullying and harassment. (August 2017) David's Law (Bullying Law) was reviewed with the staff as well. |
| | Review referral process. | Principal or designee | Campus referral plan | The campus referral process is reviewed at the beginning of the year. (August 2017) |

| Staff | INTERVENTION: | | | |
|-------|---|---|----------------------------|--|
| | Establish recommended intervention strategies for classroom/campus. | Principal or designee (campus discipline staff) | Discipline Management Plan | The Team Leaders/Leadership Team discuss with team members and PLC. Summative Notes: At our Team Leader Retreat, new ideas were discussed for intervention strategies. |
| | Implement campus referral plan. | Principal or designee | Campus Referral Plan | Discussed through TL meeting and staff meetings as needed. Summative Notes: With our leadership team, we have developed some changes in our Office Referral documentation and Think About it Sheets. We are moving to incorporate more Restorative Practices and questions in conferencing with the students. |
| | Utilize Discipline Management strategies. | Principal or designee | Discipline Management Plan | Counselor, principal are alerted of potential situations. Think About It Sheets are used to help with discipline management. Summative Notes: Our Leadership team discussed revising our office referral forms. Teams are focused more on using Restorative Practices and Circles to manage behavior. |

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

| Applicable Group | Action Step | Project Lead | Staff/Resources | Formative & Summative Notes (Evidence of Implementation and Impact) |
|---------------------|--|------------------------------------|---|--|
| All Students | PREVENTION: | | | |
| | Clearly state student expectations/campus rules/citizenship. | Principal or designee | Code of Conduct/ Student-Parent Handbook | Counselor provides bullying lessons to each class throughout the year. Morning meetings/ circles are utilized to address citizenship and behavior needs. |
| | Monitor high risk areas. | All staff | Schedule (if necessary) | Counselor and principal are alerted to possible situations. |
| All Students | EDUCATION: | | | |
| | Explain referral process/contacts. | All teachers | Referral Plan | Staff Handbook reviewed August 2017; Ongoing as needed |
| All Students | INTERVENTION: (Please complete cells below) | | | |
| | Apply classroom interventions. | All teachers | All teachers | Discussion occur at team meetings, CMIT, parent conferences, and Kid Talk |
| | Employ discipline interventions. | Administrative staff | All Staff | Special Education staff is utilized to discuss Positive Behavior Strategies. |
| | Use other intervention strategies as necessary/appropriate. | Administrative staff or counselors | All Staff | Student conferences are used when appropriate. |
| | Conference with parents/students. | Teachers or other staff | All Staff | Student conferences are used when appropriate. |

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.</p> <p>Title I Components: 1, 6, 10</p> <p>Funding Sources: SCE, Title I and Local</p> | All teachers and staff | August 2017 and throughout the year. | <p>All parents are required to register via Parent Portal. Parents are welcomed to use library if they do not have access to the internet outside the school.</p> <p>Formative Notes: Parents use Parent Portal to view grades, attendance. Information from the school is shared through the district website and weekly teacher communications with parents.</p> <p>Summative Notes: Parent Portal continues to be an effective way for parents to have access to grades and attendance. For our STAAR testers, information was sent home to give them access to the STAAR/TEA portal for access to their testing scores.</p> |
| <p>Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access.</p> <p>Title I Components: 1, 6, 10</p> <p>Funding Sources: SCE, Title I and Local</p> | All teachers and staff. | August 2017 and throughout the year. | Weekly YOO (youngest and only) packets were given out, phone tree is used. |
| <p>Upgrade and maintain the campus website for easy access and increased communication with the community.</p> <p>Funding source: State and Local</p> | Ed Goodfellow | August 2017 and throughout the year. | PTA president and the board meet with principal monthly. |
| <p>Communicate information through eNews and through hard copies when internet access is not available.</p> <p>Funding source: State and Local</p> | Christine Sanchez | August 2017 and throughout the year | Weekly YOO (youngest and only) packets were given out, phone tree is used. |

| | | | |
|---|--------------------------|-------------------------------|--|
| Utilize social media to keep parents and community informed. Funding source: State and Local | Principal, Ed Goodfellow | As needed throughout the year | Twitter, Facebook are used to communicate information and special events. The Twitter feed is also attached to our school website. |
| PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local | PTA President, Principal | August 2017-June 2018 | Bi-monthly meetings with the PTA board and Principal. |
| Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local | Brooke Burnette | August 2017-June 2018 | Parent Education Meetings are offered throughout the year by the district along with parent meetings as needed. |

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> | Brooke Burnette | Bi-monthly lessons are scheduled with the counselor. | Summative Notes: Our counselor provides bi-monthly lessons on a variety of topics, as well as supports small groups with specific needs. She is helping to support restorative circles work with our students and teachers. |
| <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> | Administrative & Special Education | As students enroll | Summative Notes: Kinder Kick Off- Students who are entering kindergarten are invited to the school in April to meet the Kinder team and participate in activities designed by our Future Teachers student group. Additionally, parents attend a meeting about the upcoming Kindergarten year and activities to prepare them for a successful kindergarten year. |
| <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> | Administrative & Special Education | Ongoing | Ongoing & As Needed: SPED team leader and SLP meet with Pre-K staff as needed for ARDS and observations. |
| <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.</p> <p>Title I Components: 7 Funding source: State and Local</p> | Administrative & Special Education | Ongoing | Kinder Kick Off Event - Pre-K students who will be attending Hedgcoxe are able to familiarize themselves with our Kinder staff and participate in an activity with our upper grade students while parents attend an informational meeting. |

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 | Summative Notes: April Job Fair to collect resumes of potential candidates. |
| 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 | Our campus is not a bilingual campus. |
| 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 | We had a well qualified student teacher who worked with our staff the second semester. |
| Local ongoing 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 | District allows teachers to choose their professional development through Google Classroom Goals groups. Teachers are able to attend professional development during the summer and the year. Summative Notes: Many teachers have signed up for our SEA professional development in July and are already setting up their goals for the new year. |

| | | |
|--|-------------------------------|---|
| <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>Summative Notes</p> <p>We are developing standardized procedures as a campus in regards to our hiring practices. We will have a resume screener along with standardized questions for the interview process and an interview rubric to insure the best candidate is hired.</p> |
|--|-------------------------------|---|