



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

## **Rose Haggar Elementary**

Principal: **Katie Brittain**

### **Mission Statement:**

Rose Haggar is home to Pre-K-5th grade Mariners, where staff believe in teaching, inspiring, and growing the whole child.

### 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, September 27, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Wednesday, January 31, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Wednesday, May 30, 2018**

### 2017-2018 Campus Status Check all that apply

☒ Title III English Language Learner Campus

☐ Non-Title I Campus

☒ Title I School-wide Campus

### Title I Information

Title I Components			
<b>1 (CNA)</b>	Comprehensive Needs Assessment	<b>6 (PI)</b>	Strategies to Increase Parental Involvement
<b>2 (RS)</b>	Reform Strategies	<b>7 (Tran)</b>	Transition
<b>3 (HQ)</b>	Instruction by State Certified Teachers	<b>8 (A)</b>	Teacher Decision-Making Regarding Assessments
<b>4 (PD)</b>	High-Quality Professional Development	<b>9 (M)</b>	Effective and Timely Assistance to Students
<b>5 (R/R)</b>	Strategies to Attract State Certified Teachers	<b>10 (Coord)</b>	Coordination and Integration

### Program Funding

<b>Staffing</b>	\$ 60,000	Total Funding for <b>1</b> Title I Support Teachers
<b>Parental Engagement</b>	\$ 500	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)
<b>Student and Campus Capacity Building</b>	\$ 2,500	Additional Title I Funding (i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities)

### TEA Strategic Priorities

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

Information regarding the TEA Strategic Plan may be accessed here: [http://tea.texas.gov/About\\_TEA/Welcome\\_and\\_Overview/TEA\\_Strategic\\_Plan/](http://tea.texas.gov/About_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
Elena Helms	Faculty Member	2017	X	X	X
Lindsay Sivick	Faculty Member	2017		X	X
Michelle Tatro	Faculty Member	2015	X	X	X
Kristi Sims	Faculty Member	2013	X	X	X
Karen Kirchner	Faculty Member	2015	X	X	X
Allison Wilder	Faculty Member	2017	X		X
Bethany Jacobson	Faculty Member	2016	X	X	X
Zakeia Kennedy	Faculty Member	2017	X	X	X
Andrea Hale	Faculty Member	2017	X	X	X
Dara Villalpando	Faculty Member	2017	X	X	X
Natalie Schellman	Faculty Member, Special Ed	2016	X	X	X
Katie Brittain	Principal	2016	X	X	X
Theresa Biggs	District Professional	2016			
RoSchell Russ	Campus Professional, Non-teaching	2015	X	X	X
Holly Sabin	Support Staff Member	2015	X	X	X
Stacy Cushing	Parent-Selected by PTA	2017	X		

Jennifer Phoenix-Massey	Parent-Selected by Principal	2015	X		X
Cori Reasoner	Parent	2015			
Vanessa Root	Parent	2016			
Chris Shewmake	Parent	2016	X		
Fabiola Howard	Parent	2016			
Anastacia Sadeh	Parent	2016			
Morgan Hallman	Parent	2016			
Margo Hicks	Community Member	2016			
Paulette Williams	Community Member	2017	X		
Carrie Kelleher	Business Representative	2016			
Firehouse Subs Contact	Business Representative	2016			

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
<b>Health, Fitness and Attendance:</b> 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
<b>Violence Prevention and Bullying</b>	10 (Coordination and Integration)	All
<b>Parental Involvement:</b> 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
<b>Transition:</b> 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
<b>State Certified Teachers and Highly Qualified Paraprofessional Staff:</b> 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 (P<sup>3</sup>A 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. (School Wide P<sup>3</sup>A Best Practice #15)

#### Critical Actions to Address Missed State Safeguards:

- Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P<sup>3</sup>A Best Practice #17)
- Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P<sup>3</sup>A Best Practice #13)
- Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P<sup>3</sup>A Best Practice #14)

## Critical Action 1

**Critical Action:** Analyze and equip teachers to analyze student performance data to inform decision-making. PPPA SW#15

<b>Project Lead:</b>	Administrator							
<b>Staff, Title I Staff:</b>	All Staff							
<b>Materials and Resources:</b>	Edugence, Tier II and III resources, STEM resources, CASEL SEL Competencies							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<input type="checkbox"/> Other:

### Strategies for Accomplishing Critical Action 1:

Action Step <ul style="list-style-type: none"> <li>TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>Title I Component # and Funding Amounts per Action Step</li> </ul>	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Grade level teachers, specialists, and administrators collaborate in teams focused on curriculum, instruction, and assessment. TEA Strategic Priorities: Goal #1, 4 Title I Components: 2, 3, 8, 9, and 10 Funding Sources: State/Local Funding	weekly	Assessment data, lesson plans, Grade Level Team Meeting Agendas, specialists' schedules	<ul style="list-style-type: none"> <li>Weekly team planning with specialists</li> <li>Extended planning provided by the district</li> <li>Grade Level meetings on 9/11, 10/16, 11/13, 1/22, 2/26</li> <li>Weekly Specialists meeting</li> </ul>
Grade Level Team Meetings and Kid Talk Meetings focused on data and decision-making. TEA Strategic Priorities: Goal #1, 2, 4 Title I Components 2, 3, 8, 9, 10 Funding Sources: State/Local Funding	Monthly and every 6 weeks	Grade Level Team Meeting Agendas, Kid Talk Meeting Notes via Google	<ul style="list-style-type: none"> <li>Grade Level meetings on 9/11, 10/16, 11/13, 1/22, 2/26</li> <li>Kid Talk meeting dates: 9/28, 11/9, 12/14, 1/25, 3/1, 4/12</li> </ul>
Specialist Team Meetings focused on small group pull out (Tier III, ESL, and PACE students) and coaching teachers who want/need guidance. TEA Strategic Priorities: Goal #1, 2, 4 Title I Components: 1, 2, 3, 5, 8, 9, and 10 Funding Sources: State/Local Funding; Title I Staffing	Weekly	Specialist Team Meeting Agendas	<ul style="list-style-type: none"> <li>Weekly specialists meeting</li> <li>Book study on Crucial Conversations</li> <li>Practice coaching techniques for Specialists</li> <li>Extended planning focused on MAP data, Tier II push in, and Tier III pull out.</li> <li>Book Study Start With Why</li> </ul>



<p>School-wide use of CASEL's SEL competencies to develop SEL targets that support academic lesson implementation, student growth, and are responsive to student needs</p> <p>TEA Strategic Priorities: Goal #1, 4</p> <p>Title I Components: 1, 2, 3, 5, 7, 8, 9, and 10</p> <p>Funding Sources: State/Local Funding; Title I Staffing</p>	Daily	<p>Lesson plans include SEL, Cool Down Locations in classrooms, Use of Calm Down Baskets in classroom, Restorative Practice cards on teacher badges, examples of Think Sheets</p>	<ul style="list-style-type: none"> <li>● August 2017-Professional Learning from Momentous Institute for all Professional Teachers</li> <li>● 9/13/17-Professional Development on SEL and Zones of Regulation</li> <li>● Administrator attends monthly Student Management Meetings provided by the district</li> <li>● Breakfasts provided monthly by Title I to promote relationships</li> <li>● Daily SEL through grade level SEL learning targets, restorative circles, Morning Meetings, calm down areas, and calm down tools</li> <li>● Use of restorative questions and think sheets for student misbehavior</li> </ul>
<p>Individualized Teacher Walkthrough Feedback via Google Forms</p> <p>TEA Strategic Priorities: Goal #1, 4</p> <p>Title I Components: 2, 3, 5, 8, 9, 10</p> <p>Funding Sources: State/Local Funding</p>	Several per week September 2017-May 2018	Google Forms Responses	<ul style="list-style-type: none"> <li>● August 2017-Feedback form created on Google Forms</li> <li>● August 2017-Staff meeting about feedback form and purpose</li> <li>● Administrative team completed roughly 400 Walkthroughs during 2017-2018 school year</li> </ul>

## 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 P<sup>3</sup>A Best Practice #17)
- Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P<sup>3</sup>A Best Practice #13)
- Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P<sup>3</sup>A Best Practice #14)

<b>Project Lead:</b>	Administrator							
<b>Staff, Title I Staff:</b>	All Staff							
<b>Materials and Resources:</b>	Edugence, District's Curriculum Planner, adult temp, Calm Down Tools, AVID resources, assessment data,							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<input type="checkbox"/> Other:

### Strategies for Accomplishing Critical Actions to Address Missed State Safeguards:

<b>Action Step</b> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
<b>SW #17 - Proactively develop intervention plans for students performing below grade level</b> <ul style="list-style-type: none"> <li>• Determine what constitutes Tier III and what interventions should be delivered at Tier II and Tier III.</li> <li>• Specialist Team and Campus Administrators work with classroom teachers to ensure that effective Tier II and III intervention is occurring for those students identified to receive intervention.</li> <li>• Employ a part-time tutor to provide tutoring during the school day for 3<sup>rd</sup>-5<sup>th</sup> graders who have previously failed STAAR and/or are identified Tier III students.</li> </ul> <p>TEA Strategic Priorities: Goal #1, 2, and 4</p> <p>Title I Components: 1, 2, 3, 4, 8, 9, 10</p> <p>Funding Sources: State/Local Funding, Title I Staffing, Student and Campus Capacity Building</p>	Weekly Specialist Meetings  Weekly Team Planning Meetings and Monthly Grade Level Team Meetings  Employ Adult Temp for period of instruction that equals \$2,000 at a rate of \$28/hour	Specialist Team Meeting Agenda  Tier II and III Documentation in Edugence; Grade Level Team Meeting Agendas; Specialist Schedules  Time Sheets; Tier II and III Documentation	<ul style="list-style-type: none"> <li>• August 2017-Specialist Team reviewed CMIT minutes and compiled a list of Tier III students.</li> <li>• Grade Level Meetings 9/11, 10/16, 11/13, 1/22, and 2/26-discussed Tier II and III process and tier movements; documenting Tier II/III goals and progress in Edugence</li> <li>• Part-time tutoring:               <ul style="list-style-type: none"> <li>○ Paula-November 6, 2017-May 31, 2018</li> <li>○ Heather-January 8, 2017-May 25, 2018</li> <li>○ Adrienne-December 5, 2017-April 17, 2018</li> <li>○ Cori-September 26, 2017-April 17, 2018</li> </ul> </li> <li>• Specialist Team meets with administrator weekly</li> <li>• Specialists and Administrators attend team planning weekly</li> <li>• Specialists' extended planning to review MOY data</li> </ul>
<b>SW #17 - Provide proactive support for students performing below grade level</b>	Weekly Specialist Meetings; Kid	Assessment data, Grade Level	<ul style="list-style-type: none"> <li>• August 2017-Professional Learning from Momentous Institute for all Professional Teachers</li> </ul>

<ul style="list-style-type: none"> <li>Specialists identify students in every grade level/subject who would benefit from Tier II Push-In support</li> <li>Teachers evaluate student data before Grade Level Team Meetings and Kid Talk Meetings</li> <li>Teachers form fluid small groups based on most recent data</li> <li>Provide Social Emotional support for all students including, but not limited to: SEL targets, Calm Down Baskets, Morning Meetings, Breathing Strategies, Restorative Practices</li> <li>Use of Advancement Via Individual Determination (AVID) strategies in grades 3-5</li> </ul> <p>TEA Strategic Priorities: Goal #1, 2, 3, and 4</p> <p>Title I Components: 2, 3, 7, 8, 9, 10</p> <p>Funding Sources: State/Local Funding, Title I Staffing</p>	<p>Talk Meetings every 6 weeks</p> <p>Monthly Grade Level Team Meetings</p> <p>Small groups September 2017, and ongoing reevaluations as needed until May 2018</p> <p>SEL and AVID Strategies Used Daily</p>	<p>Team Meeting Agendas, specialists' schedules, Kid Talk Notes, small group lesson plans, examples of Think Sheets, examples of Calm Down Baskets</p> <p>BOY PIN Slide, Students' AVID Binders</p>	<ul style="list-style-type: none"> <li>August 2017-Specialist Team reviewed CMIT minutes and compiled a list of Tier III students</li> <li>9/13/17-Professional Development on SEL and Zones of Regulation</li> <li>Administrator attends monthly Student Management Meetings provided by the district</li> <li>Breakfasts provided monthly by through Title I to promote relationships</li> <li>SEL strategies provided periodically in weekly Mariner Memo</li> <li>SEL targets, calm down baskets, morning meetings, breathing strategies, and restorative practices used in every classroom</li> <li>AVID Meeting dates: 8/15/17, 9/12/17, 12/7/17, 2/15/18</li> </ul>
<p><b>SW #17 - Provide academic support aligned with the district curriculum</b></p> <ul style="list-style-type: none"> <li>Teachers use recent assessment data and informal observations for regular small group instruction.</li> <li>Teams of teachers plan lessons together with the assistance of the Specialist Team</li> <li>Teachers and Specialists provide Tier II classroom interventions as students show a need</li> <li>Specialists provide Tier III pull out interventions for students performing below grade level</li> <li>Pre-K - 5<sup>th</sup> Grade Social Emotional Learning (SEL) is taught based on PISD SEL Standards</li> <li>Target grade level TEKS in Science, Technology, Engineering, and Math through STEM Fridays and Maker Mondays</li> <li>In addition to pull-out with PACE students, the PACE Specialist works with students not in PACE to extend their learning in targeted small groups</li> <li>In addition to pull-out with Tier III students, the Science Specialist works with students during "STEM Fridays" to extend their learning in STEM</li> <li>5th Grade teachers provide "Strengths Fridays" to capitalize on student strengths.</li> </ul> <p>TEA Strategic Priorities: Goal #1, 2, and 4</p>	<p>Small groups September 2017, and ongoing reevaluations as needed until May 2018</p> <p>Weekly Team planning Meetings</p> <p>Tier II and III 3-5 times per week</p> <p>SEL daily</p> <p>weekly STEM Fridays and Maker Mondays</p> <p>non-PACE pull-out weekly</p>	<p>Assessment data, small group lesson plans, specialists' schedules, STEM Friday videos</p>	<ul style="list-style-type: none"> <li>Science Specialist conducts "STEM Fridays" with groups of students from every grade level</li> <li>Teachers new to campus conducted observations of veteran teachers</li> <li>Assessment data used in team planning meetings and extended plannings</li> <li>Tier II and III student goals set and updated in Edugence</li> <li>Daily SEL through grade level SEL learning targets, restorative circles, Morning Meetings, calm down areas, and calm down tools</li> <li>PACE specialist pulls two non-PACE extension groups per grade level weekly</li> <li>"Strengths Fridays" lessons in 5th grade</li> </ul>

<p>Title I Components: 1, 2, 3, 7, 8, 9, 10</p> <p>Funding Sources: State/Local Funding, Title I Staffing</p>			
<p><b>SW #17 - Evaluate the effectiveness of student interventions</b></p> <ul style="list-style-type: none"> <li>Examine any school level intervention to make certain that they are targeted with academic objective of TEKS as assessed through various forms of diagnostics (MAP, TPRI, Plano Literacy, STAAR Item Analysis, TELPAS, etc.).</li> <li>Systematically review Tier II and III documentation along with the MAP, TPRI, Plano Literacy results during Weekly Team Planning, KidTalk and CMIT to determine effectiveness of academic support and interventions.</li> </ul> <p>TEA Strategic Priorities: Goal #1, 2, and 4</p> <p>Title I Components: 1, 2, 9</p> <p>Funding Sources: State/Local Funding, Title I Staffing</p>	<p>Weekly Team Planning Meetings; Monthly Grade Level Team Meetings</p> <p>Kid Talk Meetings every 6 weeks</p> <p>Monthly CMIT Meetings</p>	<p>Assessment data, Kid Talk Meeting notes, CMIT schedules</p>	<ul style="list-style-type: none"> <li>Kid Talk Meetings to analyze student data and implement interventions 9/28/17, 11/9/17, 12/14/17, 3/1/18, and 4/12/18</li> <li>Tier II and III student goals set, updated, and evaluated in Edugence biweekly</li> <li>CMIT meetings 10/5/17, 11/16/17, 1/11/18, 2/1/18, 3/8/18, 4/19/18, and 5/24/18</li> <li>1/16/18-New teacher meeting to discuss regrouping with new MAP data.</li> <li>Weekly Team Leader Meetings</li> <li>Team Leader Meetings on 9/6, 10/4, 11/1, 12/6, 1/10, 3/7, 4/4, and 5/21</li> </ul>
<p><b>CL #13 - Provide tutorials that target specific objectives</b></p> <ul style="list-style-type: none"> <li>Ability grouping during Intervention and Enrichment (IE) Time to target student needs</li> <li>Part-time tutor uses assessment data to provide tutoring during the school day for 3<sup>rd</sup>-5<sup>th</sup> graders who have previously failed STAAR and/or are identified Tier III students.</li> <li>Morning Support provided in 5<sup>th</sup> grade</li> <li>Students from the University of Texas Dallas provide one-on-one tutoring planned by classroom teachers</li> <li>Students from UNT provide science intervention to girls through "Periodically Girly" program</li> </ul> <p>TEA Strategic Priorities: Goal #2 and 4</p> <p>Title I Components: 1, 2, 3, 8, 9, 10</p> <p>Funding Sources: State/Local Funding, Title I Staffing, Student and Campus Capacity Building</p>	<p>IE daily</p> <p>Part-time throughout 2017-2018 school year.</p> <p>Daily morning support</p> <p>UNT Tutors-weekly throughout 2017-2018 school year</p>	<p>IE lesson plans, adult temp's time sheets, adult temp's lesson plans, 5<sup>th</sup> grade teachers' schedules, notes from UNT tutor training meeting</p>	<ul style="list-style-type: none"> <li>IE time scheduled in every grade level</li> <li>Specialists assist during IE time to reduce teacher to student ratio</li> <li>Part-time tutoring: <ul style="list-style-type: none"> <li>Paula-November 6, 2017-May 31, 2018</li> <li>Heather-January 8, 2017-May 25, 2018</li> <li>Adrienne-December 5, 2017-April 17, 2018</li> <li>Cori-September 26, 2017-April 17, 2018</li> </ul> </li> <li>5th grade morning tutoring provided as needed</li> <li>UTD tutors weekly February- May 2017</li> <li>Periodically Girly interventions provided weekly, August 2017-February 2018</li> </ul>
<p><b>CL #13 - Train and use peer tutors to support students</b></p> <ul style="list-style-type: none"> <li>Older students paired with younger students for Reading Buddies</li> <li>Older students from RMH as well as PWSHS students, model appropriate creative play with Pre-K students</li> </ul> <p>TEA Strategic Priorities: Goal #2 and 4</p> <p>Title I Components: 2, 9, 7</p> <p>Funding Sources: State/Local Funding</p>	<p>Reading Buddies weekly</p> <p>Modeling behavior weekly and as needed</p>	<p>Lesson plans, pre-K schedule</p>	<ul style="list-style-type: none"> <li>4th and 5th grade students visit pre-K students weekly.</li> <li>12/7/17-5th grade students prepared and taught a lesson for pre-K.</li> <li>Reading buddies weekly</li> </ul>

<p><b>CL #14 - Seek support from team members to assist students performing below grade level</b></p> <ul style="list-style-type: none"> <li>Grade level teachers, specialists, and administrators collaborate in teams focused on curriculum, instruction, and assessment.</li> <li>AVID Site team meets regularly to align AVID strategies across the building and learn new strategies</li> </ul> <p>TEA Strategic Priorities: Goal #1, 2 and 4 Title I Components: 2, 3, 8, 9, 10 Funding Sources: State/Local Funding, Title I Staffing</p>	<p>Planning weekly</p> <p>AVID team meets 3 times per year at a minimum</p>	<p>Lesson plans, assessment data</p> <p>AVID Site Team Meeting agendas</p>	<ul style="list-style-type: none"> <li>Grade level teachers plan instruction with specialists and administrators.</li> <li>Kid Talk and CMIT meetings to share and implement new strategies for students performing below grade level.</li> <li>AVID team meetings on 8/15/17, 9/12/17, 12/7/17 to discuss new AVID strategies</li> </ul>
<p><b>CL #14 - Seek support from multiple staff members</b></p> <ul style="list-style-type: none"> <li>Grade level teachers, specialists, and administrators collaborate in teams focused on curriculum, instruction, and assessment.</li> <li>Kid Talk Meetings to discuss struggling students and offer suggestions</li> <li>CMIT Meetings to discuss struggling students and offer suggestions</li> </ul> <p>TEA Strategic Priorities: Goal #1, 2 and 4 Title I Components: 2, 3, 8, 9, 10 Funding Sources: State/Local Funding, Title I Staffing</p>	<p>Planning Weekly</p> <p>Kid Talk Meetings every 6 weeks</p> <p>CMIT meeting Monthly</p>	<p>Grade Level Team Meeting agendas, Kid Talk Meeting notes, CMIT schedules</p>	<ul style="list-style-type: none"> <li>Grade level teachers plan instruction with specialists and administrators.</li> <li>Kid Talk and CMIT meetings to share and implement new strategies for students performing below grade level.</li> <li>New Teachers observed veteran teachers at beginning of year</li> </ul>
<p><b>CL #14 - Seek support from parents</b></p> <ul style="list-style-type: none"> <li>Adults Helping Our Youth (AHOY) Mentoring program</li> <li>Parent works with Math Olympiads</li> </ul> <p>TEA Strategic Priorities: Goal #2 and 4 Title I Components: 1, 2, 6, 9, 10 Funding Sources: State/Local Funding</p>	<p>AHOY Weekly</p> <p>Math Olympiads weekly from September 2017-March 2018</p>	<p>Training notes from AHOY Mentoring Program, Math Olympiads lesson plans</p>	<ul style="list-style-type: none"> <li>AHOY Mentoring Program 2 times per month, October 2017-May 2018</li> <li>Math Olympiads weekly September 26, 2017-April 17, 2018</li> </ul>

## 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)
	<b>COORDINATED SCHOOL HEALTH:</b>			
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	<ul style="list-style-type: none"> <li>Campus Wellness Team established</li> <li>Coaches Boydston and Sims co-captain the team</li> <li>Meeting dates: 10/25, 11/29</li> <li>Goals and evidence set as per Campus Wellness Plan</li> </ul>
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	<ul style="list-style-type: none"> <li>Stacy Cushing serves as the parent role on the team</li> </ul>
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	<ul style="list-style-type: none"> <li>Completed June 1</li> </ul>
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	<ul style="list-style-type: none"> <li>Bulletin boards in the gym and fitness room support the Coordinated School Health curriculum and are changed about every 9 weeks</li> <li>Healthy Living posters in cafeteria</li> </ul>
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	<ul style="list-style-type: none"> <li>3/22 Wellness Fair advertised in PTA newsletter, school website, social media, and marquee</li> </ul>
	<b>FITNESS:</b>			
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	<ul style="list-style-type: none"> <li>Fall FitnessGram completed with 3rd-5th graders</li> <li>Spring FitnessGram to be completed Spring 2018</li> </ul>

4 <sup>th</sup> & 7 <sup>th</sup>	Ensure all data for 3 <sup>rd</sup> - 8 <sup>th</sup> 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	<ul style="list-style-type: none"> <li>Completed</li> </ul>
<b>PHYSICAL ACTIVITY REQUIREMENTS:</b>				
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	<ul style="list-style-type: none"> <li>Completed</li> </ul>
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	<ul style="list-style-type: none"> <li>Pedometers used regularly</li> </ul>
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	<ul style="list-style-type: none"> <li>Completed</li> </ul>
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	<ul style="list-style-type: none"> <li>Completed</li> </ul>
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	<ul style="list-style-type: none"> <li>Completed</li> </ul>
<b>ATTENDANCE:</b>				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	<ul style="list-style-type: none"> <li>Completed</li> <li>AP monitors attendance at least biweekly and follows district truancy guidelines</li> </ul>

## 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	<b>PREVENTION:</b>			
	Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	<ul style="list-style-type: none"> <li>Monthly collaboration with Leadership Team to assess safety and bullying concerns</li> </ul>
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	<ul style="list-style-type: none"> <li>Increase supervision of identified areas and make appropriate adjustments</li> </ul>
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	<ul style="list-style-type: none"> <li>Use restorative chats and questions to teach students appropriate behavior</li> </ul>
Staff	<b>EDUCATION:</b>			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	<ul style="list-style-type: none"> <li>August 2017-Professional Learning from Counselors</li> <li>August 2017-Professional Learning from Momentous Institute on SEL</li> <li>August 2017-Safe Schools Video Training for all staff</li> </ul>
	Review referral process.	Principal or designee	Campus referral plan	<ul style="list-style-type: none"> <li>August 2017-Professional Learning</li> <li>Referral process included in Staff Handbook</li> <li>SEL PLC meetings to review and redesign referral</li> </ul>
Staff	<b>INTERVENTION:</b>			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	School-wide Plan, Restorative Circles, R-Time, Calm Down Areas, SEL Learning Targets, Morning Meetings, BIPs reviewed and adjust throughout the school year based on current needs. August 2017-June 2018



	Implement campus referral plan.	Principal or designee	Campus Referral Plan	August 2017-June 2018
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Restorative Practices, Think Sheets, Restorative Questions, Peace Path, Calm Down Area, Calm Down Tools, Breathing Strategies

**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)
<b>All Students</b>	<b>PREVENTION:</b>			
	Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	August 2017-June 2018 School Wide Discipline Plan: R-time, Restorative Circles, Kelso's Choice, Brag Tags, MVPs, Mariner Money
	Monitor high risk areas.	All staff	Schedule (if necessary)	Identified high-risk areas in August and reassess throughout the school year. Supervision is increased as needed.
<b>All Students</b>	<b>EDUCATION:</b>			
	Explain referral process/contacts.	All teachers	Referral Plan	August 2017
<b>All Students</b>	<b>INTERVENTION:</b>			
	(Please complete cells below)			
	Apply classroom interventions.	All teachers	Every other week Small groups weekly	<ul style="list-style-type: none"> <li>• Provide anti-bullying guidance lessons for each grade level PreK-5</li> <li>• Provide small group counseling for Friendship and other social skills needed to prevent bullying</li> <li>• Teach strategies to prevent bullying</li> <li>• Antibullying Flyers</li> <li>• Kindness challenges</li> </ul>
	Employ discipline interventions.	Designated staff	Daily	<ul style="list-style-type: none"> <li>• Restorative Circles</li> <li>• Restorative Practices</li> <li>• Think Sheets</li> </ul>
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors		<ul style="list-style-type: none"> <li>• School-wide participation in National Antibullying Week</li> <li>• School-wide participation in Friendship Week</li> <li>• Family Antibullying Information</li> <li>• Antibullying articles submitted in school newsletter</li> </ul>

	Conference with parents/students.	Teachers or other staff		Throughout the school year as needed
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## Parent Involvement

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

### Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local</b>	Principal, Assistant Principal, Office Staff, Team Leaders, Campus Technology Assistant, various PTA Representatives	As the need arises	All parents were encouraged via School Messenger, packet pick-up, and emails from staff members to register on Parent Portal to access student information and the tools available via Parent Portal. Computers were made available at packet pick-up and first of year meetings.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local</b>	Office Staff, Homeroom Teachers	September 2017 and as the need arises	Hard copies of information, phone calls, and computer access on campus are provided as needed.
Upgrade and maintain the campus website for easy access and increased communication with the community. <b>Funding source: State and Local</b>	Campus Technology Assistant	As the need arises	The campus website is frequently updated and is published in a format parents can understand.
Communicate information through eNews and through hard copies when internet access is not available. <b>Funding source: State and Local</b>	Principal, Assistant Principal, Campus Technology Assistant	Monthly and as the need arises	Information communicated monthly through eNews and as the need arises. Teachers also email parents monthly as a minimum with a grade level/department update.
Utilize social media to keep parents and community informed. <b>Funding source: State and Local</b>	Principal, Assistant Principal, Various Staff Members	As the need arises	Campus-wide communication through Twitter. Rose Haggar also maintains a Facebook page in order to provide continuous notification.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. <b>Funding source: State and Local</b>	Various PTA representatives, Principal, Assistant Principal	Monthly and as the need arises	Regular PTA general meetings, as well as board meetings are held in order to seek input from parents to evaluate the parental involvement program.

Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). <b>Funding source: State and Local</b>	Various PTA representatives, Principal, Assistant Principal, Counselors	November 3rd November 8th May 17th	Assist parents in understanding the state's academic content and achievement standards. Parents are provided with a variety of workshops during and after school to strengthen connections and engage students in supporting learning that occurs in the home and at school. Programs include parent trainings, social/emotional health, and preparing students for academic transitions. November 3-SEL meeting November 8-CogAT training for parents May 17-Kindergarten parent meeting Monthly Title I breakfasts for student and parents
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## 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. <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	Counselors	Bi-Weekly	Guidance lessons provided by counselors once every two weeks focused on Social Emotional Learning, anti-bullying, friendship, etc.
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. <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	Kindergarten Teachers, Counselors	August 2017	RAMP Up to Kindergarten Kits given out at Meet the Teacher. Parents have access to and receive training from the Kindergarten teachers on Ready Rosie.
Kindergarten staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	Pre-Kindergarten and Kindergarten Teachers	During PLC Meetings and as the need arises	August 2017-June 2018
<b>Elementary campuses with full day Pre-K Classes –</b> Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment. <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	Pre-Kindergarten and Kindergarten Teachers	August 2017-June 2018	Pre-Kindergarten students regularly see Kindergarten classrooms and teachers as they pass through the Kindergarten hallway.

## 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.

<b>Project Lead:</b>	Plano ISD HR Employee Recruitment & Retention Department
<b>Staff, Title I Staff:</b>	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
<b>Materials and Resources:</b>	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. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	August 2017 to May 2018	Formative Notes:  Summative Notes:
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	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. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	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. <b>Title I Component 4 and 5</b> <b>Funding source: State and Local</b>	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. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	July 2017 to June 2018	