



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

## Hightower Elementary School

Principal: **Mariea Sprott**

Mission Statement:

The Hightower community will develop self-directed lifelong learners who achieve their personal best in a diverse world.

Pending approval by DBIC

**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, September 18, 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): **Tuesday, May 22, 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>	\$ Enter funding \$	Total Funding for # Title I Support Teachers	
<b>Parental Engagement</b>	\$ Enter funding \$	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	

<b>Student and Campus Capacity Building</b>	\$ Enter funding \$	Additional Title I Funding (i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities)
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**TEA Strategic Priorities**

<b>Every child, prepared for success in college, a career or the military.</b>			
<b>Goal 1</b>	<b>Recruit, support, and retain</b> Teachers and Principals	<b>Goal 3</b>	Connect high school to <b>career</b> and <b>college</b>
<b>Goal 2</b>	Build a <b>foundation</b> of <b>reading</b> and <b>mathematics</b>	<b>Goal 4</b>	<b>Improve</b> 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
Terry Eddy	Faculty Member	2016	X	X	
Patrick Quinlan	Faculty Member	2008	X	X	X
Sharon Sowry	Faculty Member	2014	X	X	X
Mandy Chidichimo	Faculty Member	2017	X	X	X
Jenna Nance	Faculty Member	2017	X	X	
Margaux DiGiovanni	Faculty Member, Special Ed	2016	X	X	X
Mariea Sprott	Principal	n/a	x	X	X
Cindy Van de Ven	District Professional	2012	X	X	
Ashala Foppe'-Morris	Campus Professional, Non-teaching	2017	X	X	X
Aubrey Nell	Support Staff Member	2010	X	X	X
Shelly Stevenson	Parent-Selected by PTA	2016	X	X	X
Tsuiling Wang	Parent-Selected by Principal	2017	X		
Adeela Syeda	Parent	2017	X	X	X
Shoshana Eliezer	Parent	2017	X		
Sigal Zeevi	Parent	2016	X	X	
Jorenda Taylor	Parent	2017			
Dr. Myrtle Hightower	Community Member	n/a	X		
Sarah Zipser	Community Member	2017			
Donald McClain-Menchies	Business Representative	2016			

Scott Fritsche-Jason's Deli	Business Representative	2015			
Sheila Swearingen	Ad Hoc Member <sup>Optional</sup>	2016	X	X	X

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.	<b>10 (Coordination and Integration)</b>	<b>All</b>
<b>Violence Prevention and Bullying</b>	<b>10 (Coordination and Integration)</b>	<b>All</b>
<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.	<b>1 (Comprehensive Needs Assessment)</b> <b>6 (Strategies to Increase Parental Involvement)</b> <b>10 (Coordination and Integration)</b>	<b>All</b>
<b>Transition:</b>	<b>1 (Comprehensive Needs Assessment)</b> <b>7 (Transition)</b> <b>10 (Coordination and Integration)</b>	<b>All</b>

<p>The campus will assist students in making a successful transition between: early childhood to elementary; elementary to middle school; middle school to high school; and high school/sr. high school to college, the workplace or the military.</p>		
<p><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.</p>	<p><b>1 (Comprehensive Needs Assessment)</b> <b>3 (Instruction by State Certified Staff)</b> <b>4 (High-Quality Professional Development)</b> <b>5 (Strategies to Attract State Certified Teachers)</b> <b>10 (Coordination and Integration)</b></p>	<p><b>All</b></p>

**Summary of Critical Actions**

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

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (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. Use allocated time as a tool to maximize learning opportunities. (PPPA CL 8)

2. Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives. (PPPA CL 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:** Use allocated time as a tool to maximize learning opportunities. (PPPA CL 8)

<b>Project Lead:</b>		<b>Principal, Assistant Principal</b>						
<b>Staff, Title I Staff:</b>		<b>Classroom Teachers</b>						
<b>Materials and Resources:</b>		<b>TEKS, Curriculum Planner, Accountability Data, Data Analysis, Edugence</b>						
<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:**

<b>Action Step</b> ● TEA Strategic Priorities Goal # per Action Step (If Applicable) ● Title I Component # and Funding Amounts per Action Step	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
<p><b>Use instructional time efficiently by addressing prerequisite knowledge</b></p> <ul style="list-style-type: none"> <li>Determine the extent to which targeted interventions address prerequisite knowledge and skills gaps so that all instruction can stay at grade level. If all students are to reach high standards, then they must be taught at grade level (with enhancements for those students who are prepared for greater challenges). To accomplish this, school leaders and teachers must have the following information:</li> <li>A detailed understanding of the prerequisite knowledge and skills each student needs to master the current grade-level learning objectives</li> <li>Specific information about which students lack these skills</li> </ul>	<p>Weekly team planning, monthly staff meetings, bi-monthly meetings with mentors, Professional Learning Communities and grade level teachers</p>	<p>Verbal and written feedback from teachers and specialists; agenda from mentor, grade level, Professional Development and Professional Learning Communities and grade level meetings</p>	<p>Formative Notes: January 31, 2018</p> <ul style="list-style-type: none"> <li>Teachers have participated in extended planning and will continue this initiative through April. The planning is attended by administration. Teams are given the opportunity to discuss in depth the use of instructional time. They are also able to evaluate the effectiveness of their instruction and brainstorm ideas to increase depth of instruction</li> <li>Additional data that is provided in Edugence is consistently evaluated by Admin, Counselor, Teachers and Specialists to ensure that all student academic needs are being met</li> <li>Mary Lou Boardman, former PISD Instructional Specialist and TOY, has been hired to work with struggling populations in all grade levels.</li> <li>All teachers have completed at least one peer observation in the fall</li> </ul>



			Summative Notes:
<p><b>Minimize non-instructional interruptions</b></p> <ol style="list-style-type: none"> <li>1. Determine the extent to which non-instructional activities cause loss of learning time for students in your school.</li> <li>2. Ask teacher teams to determine how they might engage students while they complete mandatory non-instructional tasks. For example, use daily warm-up activities to refresh students' prior knowledge and skills. Whether refreshing prerequisite skills (from prior grades) necessary to a new unit of study or the learning objectives taught earlier in the current grade, targeted warm-up activities provide the opportunity for repetition which is so crucial to retention. The process of identifying the exact prerequisite skills needed to successfully master current learning enhances both teacher and student skills.</li> </ol> <p>Whether warm-up activities or another idea generated by the team, ask all team members to implement the strategy in their classrooms for the next week or two. Following the use of the activities, have teachers re-group to debrief and evaluate the effectiveness of the activities</p>			<ul style="list-style-type: none"> <li>• Teachers have been able to strategically plan lessons across all grade levels. From this initiative, teachers were able to discuss new programs that include adaptive technology and allow for an increase in differentiated instruction. Next, year there is a plan to extend this initiative so that it begins in the fall.</li> <li>• PACE Specialist adjusted scheduled to support grade level teachers by pulling high math groups to enhance instruction using Math Olympiads (4th and 5th grades) and students not identified as PACE</li> <li>• Several grade levels were able to implement Guided Reading groups based on MAP scores. Each grade level used a specific resource to support instruction</li> <li>• First grade has seen significant improvement in MAP, TPRI and IRI scores due to grouping adjustments in Guided Math, Guided Reading and Skill Building.</li> <li>• During Skill Building time the grade level math concept is taught based on each groups' level, during the math block Guided Math is taught</li> </ul>
<p><b>Differentiate instruction to maximize learning time</b></p>			
<p><b>Use cross-curricular instruction to maximize instructional time</b></p> <ul style="list-style-type: none"> <li>• Determine the extent to which teachers in your school use cross-curricular instruction. Different than coordinating units of study (e.g., history and English instructors teaching literature and history of the same period), this practice</li> </ul>			

<p>begins with a study of academic objectives. Ideally, district leaders provide a map of connections of academic objectives across grades and/or subjects that teachers can use to quickly see potential integration opportunities. Understanding how the learning objectives in any given grade and subject can be connected to the learning objectives in other grades and subjects serves students well.</p> <ul style="list-style-type: none"> <li>● Ask teacher teams to discuss how they might further integrate the teaching of academic objectives across content areas. Given the plethora of academic objectives to be taught, how can these overlaps strengthen instruction for students (e.g., if two academic objectives are similar across two disciplines, the teacher teams may determine that each discipline should be responsible for one of the two, thus providing the opportunity for deeper instruction on each of the objectives rather than cursory treatment of the objectives in both disciplines)?</li> <li>● Further, ask teachers to ask two important questions for each lesson they prepare: 1) how does this particular lesson relate to students' prior knowledge or experiences, and 2) how can this content be connected to other current learning experiences of my students?</li> </ul>			
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### Critical Action 2

**Critical Action:** Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives. (PPPA CL 15)

<b>Project Lead:</b>		<b>Principal, Assistant Principal</b>						
<b>Staff, Title I Staff:</b>		<b>Classroom Teachers</b>						
<b>Materials and Resources:</b>		<b>Materials and Resources: TEKS, Curriculum Planner, Accountability Data, Data Analysis, Edugence</b>						
<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 2:

<b>Action Step</b> ● TEA Strategic Priorities Goal # per Action Step (If Applicable) ● Title I Component # and Funding Amounts per Action Step	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
<p><b>Work collectively to challenge students who demonstrate early mastery</b></p> <ol style="list-style-type: none"> <li>Examine the ways that teachers in your school currently collaborate to assist students in their classrooms who demonstrate early mastery of grade-level objectives. Ask all teachers to specify exactly how they team with peers to address the needs of these students. Discuss the responses in a school leadership meeting.</li> <li>Meet with teacher teams to review the way teachers indicate they are currently collaborating. Identify any outstanding examples of collaboration to share with the entire faculty.</li> <li>Ask each team to design an activity to increase this practice in your school. Have teachers team with other teachers of the same grade and subject to regroup students who show early mastery of any given academic objective. This practice describes a potentially powerful learning opportunity for students who demonstrate early mastery of any particular academic objective(s). Following a pre-test, regroup (across classrooms) those students who already show mastery of the knowledge and skills to be covered. Perhaps six different students across three classrooms will be identified.</li> </ol>	<p>Weekly team planning, monthly staff meetings, bi-monthly meetings with mentors, Professional Learning Communities and grade level teachers</p>	<p>Verbal and written feedback from teachers and specialists; agenda from mentor, grade level, Professional Development and Professional Learning Communities and grade level meetings</p>	<p>Formative Notes: January 31, 2018</p> <ul style="list-style-type: none"> <li>Patrick Quinlan (5th grade), Terry Eddy (4th grade), Sharon Sowry (Instructional Specialist) and Sheila Swearingen (PACE) shared what their grade level and students they work with are doing to extend the learning.</li> <li>Staff discussed how student grouping is fluid and constantly being evaluated</li> <li>Teachers are utilizing the groups for skillbuilding</li> <li>Instructional Specialist and PACE teacher are included to enhance instruction and work with students outside of their discipline</li> </ul> <p>Summative Notes:</p> <ul style="list-style-type: none"> <li>Review of available STAAR and MAP data to determine progress</li> <li>Groups continue to be fluid based on their mastery of objective</li> <li>There was a 7% increase in 5th grade students who obtained Level 3 Masters on STAAR Reading</li> </ul>

<p>Group these students and provide a well-structured project to take their knowledge and skills to a deeper level on the learning objective. Perhaps the group can work together in the library or a designated learning lab where another adult can provide even greater stimulation.</p>			<ul style="list-style-type: none"> <li>● There was a 18% increase in 5th grade students who obtained level 3 masters on STAAR Math</li> <li>● Focused PLC time to identify to collaborate and shared instructional methods to increase depth of instruction</li> <li>● Teams identified additional resources to meet the individual needs of students</li> </ul>
<p><b>Extend learning for students who demonstrate early mastery</b></p> <ol style="list-style-type: none"> <li>1. Help teachers distinguish between gifted students and those who have demonstrated early mastery of grade-level learning objectives. How do teachers determine which students have already mastered particular objectives? Is a system of pre-tests in place?</li> <li>2. Investigate the approaches teachers take in addressing students who demonstrate early mastery. Do they plan activities that extend students' thinking for any objective on which they demonstrate early mastery? This approach suggests a "deeper, not wider" approach. Students who demonstrate early mastery are sometimes provided unstructured time to study one of their interest areas. While not inherently bad, this open-ended learning opportunity does not ensure that students will be engaged in the type of activity that will seriously extend their thinking.</li> <li>3. Work with teacher teams to add a consideration of early-mastery students in their instructional planning. Have team members brainstorm the extended learning opportunities that will be provided for these students. New learning opportunities and activities should be carefully crafted to require deeper levels of thinking and investigation relative to the same standard for which they have demonstrated mastery. This means that options for students who need more challenging material must be 1) tightly aligned to the learning objectives of the written curriculum and 2) specifically assigned to students based on the learning objectives where they have demonstrated early mastery.</li> </ol>			

<p>4. If your district has not already provided teachers with these types of early-mastery materials relative to each academic objective, then certainly ask district leaders if this is a possibility.</p>			
<p><b>Identify specific work products/outcomes for extended learning</b></p> <p>1. Collect samples of extended learning activities that teachers are currently using to gauge the amount of structure provided in those assignments. Summarize your observations relative to the specificity of the assignments' purpose and desired outcomes. Share your observations with your leadership team and with your faculty.</p> <p>2. Encourage teachers to work with their teams to define the work products and outcomes that will be expected for any extended learning opportunities in their classrooms. Oftentimes, when students are "ahead," they are allowed to work on projects that have no clear level of outcome specified. What type of student work would clearly demonstrate the desired level of student thinking for independent projects? Teachers should be clear and specific about what type of evidence they will accept to show that participating students did, indeed, extend their thinking.</p> <p>3. If extended opportunities are not already provided in the district's written curriculum resources, work with district leaders to request this type of support.</p>			

### Critical Action Addressing Missed State Safeguards

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

- Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide 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>		<b>Principal, Assistant Principal</b>						
<b>Staff, Title I Staff:</b>		<b>Classroom Teachers</b>						
<b>Materials and Resources:</b>		<b>Materials and Resources: TEKS, Curriculum Planner, Accountability Data, Data Analysis, Edugence</b>						
<b>Targeted Area:</b>	<input 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 checked="" type="checkbox"/> 3 <sup>rd</sup> grade	<input checked="" type="checkbox"/> 4 <sup>th</sup> grade	<input checked="" type="checkbox"/> 5 <sup>th</sup> grade	<input checked="" type="checkbox"/> Other: Math

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

<b>Action Step</b>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per 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> <p><b>SW #17 - Proactively develop intervention plans for students performing below grade level</b></p>			<p>Formative Notes: January 31, 2018</p> <ul style="list-style-type: none"> <li>● Admin is meeting with grade levels and the case manger of each grade level to determine is current services and scheduled of Special Education students are meeting their needs, SpEd Team Leader attends every meeting</li> <li>● SpEd has incorporated a working lunch on Wednesdays that includes PARAS to ensure that schedules are calibrated and student needs are being met</li> <li>● SpEd population and data is consistently being evaluated</li> </ul> <p>Summative Notes: May 22, 2018</p>
<p><b>Proactively develop intervention plans for students performing below grade level</b></p>			<ul style="list-style-type: none"> <li>● 100% of SpEd students in 5th grade increased their MAP Science scores from last year</li> <li>● 83% of SpEd students tested increased their MAP Math scores from last year</li> </ul>

<p>1. Create and share a written intervention plan that clearly identifies the school-level support used to assist students who enter a class at a below-grade achievement level. This action ensures that you are beginning to develop what is commonly referred to as a pyramid of interventions—layered support at the district, school, and classroom levels to ensure all students reach high standards of achievement.</p> <p>2. Develop, distribute, and implement the plan to provide this remediation beyond the classroom teacher for students entering a classroom below grade level. It is critical for all staff, parents, and students to be aware that a well-constructed and effective school-level intervention plan is in place and will be enacted for these students.</p> <p>3. Use student assessment data and teacher input to identify the students at each grade level in your school who are going to require additional instructional supports from the first day of the school year. Ensure that these students receive these services.</p> <p>*Students who are performing below grade level are going to require remediation beyond the classroom teacher if they are to get back on track</p> <p><b>Provide proactive support for students performing below grade level</b></p> <p>1. Provide just in time support to ensure that students who are performing below grade level gain the specific prerequisite skills needed before they are introduced to new content. That is, to move all students to higher levels of achievement, you must concentrate on both the level of instruction in every classroom and the required remediation to allow students to successfully engage in that instruction. Students must be taught at grade level while simultaneously receiving the necessary review and reinforcement to master the grade-level prerequisites. For example, students</p>			<ul style="list-style-type: none"> <li>63% of SpEd students increased in their progress measure on 5th grade Math STAAR from last year</li> </ul>
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<p>entering a sixth-grade math classroom performing below grade level must receive intensive intervention if they are to be taught at grade level. And, if they are not taught at grade level, they will never be able to get back on track to grade-level performance. All of the learning gaps cannot be addressed immediately.</p> <p>2. Ensure that each unit of study (no longer than six weeks) in all core content areas has been carefully analyzed to determine what necessary prerequisite skills students must possess to be able to engage with the new learning content successfully. Use pre-assessments designed around these prerequisite skills so that teachers can know whether students in their classrooms have the necessary skills for the new content.</p> <p>3. Structure specific instruction opportunities for the prerequisite skills in tutorial sessions that precede the new unit of study. Have students from across classrooms who need this instruction take part in the tutorials.</p> <p><b>Provide enhanced learning opportunities for students demonstrating early mastery of the curriculum</b></p> <p>1. Ensure that any school-level learning opportunity* you provide for students who demonstrate early mastery of the stated curriculum** extends their thinking about the standard(s) being studied. A classic error when providing additional activities for early mastery students is to give them more of the same. Extended learning opportunities and activities should be carefully crafted to require deeper levels of thinking and investigation relative to the same standard for which they have demonstrated mastery.</p> <p>2. Begin by studying the academic objectives for any given unit of study. Determine what types of knowledge and skills students</p>			
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<p>would be developing if their learning was to be taken to a deeper level. For example, if students were to have read an assigned piece and to summarize the conflicting opinions in the piece, the extended activity may ask students to select one of the opinions and to defend it. Or, students might be asked to select one of the opinions and prepare to debate with another student who chose a differing opinion. School-level supports provide activities and ideas for teachers to use for specific extensions to each academic objective.</p> <p>3. Determine your course of action to begin providing intellectually demanding learning opportunities for students who demonstrate early mastery of specific curricular content.</p> <p>*These learning opportunities and support systems should go above and beyond the extensions offered individually by classroom teachers.</p> <p>**Remember that this type of support requires a very fluid process with pre-assessment options that identify students for conceivably short periods of time (one to two weeks) and should not be confused with formal gifted identification or programming.</p> <p><b>Provide academic support aligned with the district curriculum</b></p> <p>1. Examine any school-level interventions to make certain that they are tightly aligned with the academic objectives of the district's written curriculum that are being addressed in the classrooms. It is imperative that all support is tightly aligned with the specific academic objectives students need to master. (Of course, to do this, you must know exactly what it is that students need to know and be able to do and which students lack this knowledge or these skills.)</p>			
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<p>2. Avoid the common error of providing general support such as afterschool tutoring that is not specifically aligned to the current learning objectives being addressed.</p> <p>Make sure that every instructional minute within school-level interventions is aligned to the academic objectives of the district's written curriculum and tightly coordinated across school organizational levels (i.e., district, school, and classroom).</p> <p><b>Evaluate the effectiveness of student interventions</b></p> <ol style="list-style-type: none"> <li>1. Determine how you will evaluate the effectiveness of any school-level learning interventions that you provide. For any support programs, strategies, or materials—for students who are performing below-grade level or for students who need extended learning opportunities—clearly identify the processes that you will use to determine if the support led to improved outcomes.</li> <li>2. Attempt to tie any evaluation to demonstrated student performance (e.g., increased mastery levels for students who received the intervention that were greater than gains for students who did not). While any causal relationships (between the intervention and the improved outcome) will be difficult, if not impossible, to prove, you should construct the most rigorous evaluation processes possible.</li> </ol> <p>Abandon interventions that do not result in increased student performance.</p>			
<p><b>CL #14 - Seek support from team members to assist students performing below grade level</b></p>			

<b>**Enter campus plan</b>			
CL #14 - Seek support from multiple staff members			
<b>**Enter campus plan</b>			

## 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	See Campus Wellness Plan attached
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	See Campus Wellness Plan attached
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	Ongoing and incorporated into PE classes
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	Located in the gym and the main Hallway, themes change every 9 weeks.
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	See Campus Wellness Plan attached
<b>FITNESS:</b>				
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	All 3-5 grade students have completed the pre-tested in October and post-tested in March.

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	All data will be recorded by May 22, 2018. FitnessGram report cards will be printed and sent to students with their final report card.
<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 provide by P.E./Fitness Teacher	Sample schedules are available upon request
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Pedometers were not accurate, Fitnessgram report was used to compare and measure heart rate activity
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, Yearly Plan Form, Principal walk throughs and observation.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	Students receive 20-30 minutes of unstructured play at recess
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	Students receive multiple opportunities throughout the day to participate in classroom brain breaks
<b>ATTENDANCE:</b>				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Assistant Principal monitors weekly data and employs truancy prevention measures as necessary

## 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	Ongoing all year long, extremely effective
	Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Ongoing all year long, extremely effective
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Ongoing all year long, extremely effective
Staff	<b>EDUCATION:</b>			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint/Videos	Staff was trained by the Counselor, Aubrey Nell, on 8/30/17. Staff completed the Sexual Harassment training in Safe Schools training required by the school district.
	Review referral process.	Principal or designee	Campus referral plan	Staff was trained by the Counselor, Aubrey Nell, on 8/30/17. The staff is aware of the referral process and utilizes it well.
Staff	<b>INTERVENTION:</b>			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Ongoing all year long. Strategies are given throughout the year.
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	Referral process is established.

	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Ongoing all year long. Strategies are given throughout the year.
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**Strategies for Accomplishing Violence Prevention and Bullying Critical Action:**

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
<b>All Students</b>	<b>PREVENTION:</b>			
	Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	R.O.A.R. poster has been taught to all students. Morning circles are utilized daily to assist with behavior management of all students.
	Monitor high risk areas.	All staff	Schedule (if necessary)	Staff members were assigned to morning and afternoon monitoring posts throughout the school to actively monitor students entering and leaving school. We also have cafeteria and recess teachers monitoring students. This is ongoing daily all year long
<b>All Students</b>	<b>EDUCATION:</b>			
	Explain referral process/contacts.	All teachers	Referral Plan	Staff was trained by the Counselor/Principal on 8/30/17. Teachers make accurate referrals throughout the year.
<b>All Students</b>	<b>INTERVENTION:</b>			
	(Please complete cells below)			
	Apply classroom interventions.	All teachers	R.O.A.R Expectations, Morning Circles	Ongoing daily all year long. The students responded appropriately.
	Employ discipline interventions.	Designated staff	R.O.A.R Expectations, Morning Circles	Ongoing daily all year long. The students responded appropriately.
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	R.O.A.R Expectations, Morning Circles	Ongoing daily all year long. The students responded appropriately.
	Conference with parents/students.	Teachers or other staff	Teacher Observations	Parent Conferences were 10/10/17. Conferences will continue to be held as needed, either at teacher or parent request.





## 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>	Administration, Classroom teachers	Beginning of school year registration, as the need arises	<b>Formative Notes:</b> parents have received regular communication from the school via newsletters through eNews, emails and phone calls from teachers  <b>Summative Notes:</b> This means of communication was very effective and utilized by the staff and parents.
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>	Classroom teachers, counselor	Throughout the year as need arises	Paper copies were sent home every Thursday when needed.
Upgrade and maintain the campus website for easy access and increased communication with the community. <b>Funding source: State and Local</b>	CTA	Throughout the year as need arises	CTA has input current information for the 2017-2018 school year
Communicate information through eNews and through hard copies when internet access is not available. <b>Funding source: State and Local</b>	Administration, Classroom teachers	Monthly Newsletters, as need arises	Monthly newsletters and important information is being sent out through eNews
Utilize social media to keep parents and community informed. <b>Funding source: State and Local</b>	Administration, Classroom teachers	Throughout the year as need arises	Information is sent through Facebook, Smore, and eNews
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. <b>Funding source: State and Local</b>	Administration	Monthly PTA meetings or more often if needed	Administration has attended monthly PTA meetings to gain insights

<p>Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).</p> <p><b>Funding source: State and Local</b></p>	<p>Administration</p>	<p>Two times per semester</p>	<p>Counselor schedules these through the Counseling department annually.</p>
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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>	Staff: Counselor Resources: Annual Guidance Curriculum	Monthly Guidance lessons	Guidance are taught every other week in each classroom from Kinder-5th grade. Lessons including reflecting on previous learning environments and future environments to build each student's confidence when transitioning to the next level of education.
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>	Staff: Counselor Resources: Parent Education classes taught by the district parent educators	2 parent ed classes in the first semester & 2 classes in the second semester	Parent ed class information is sent out through eNews, paper flyers to all parents and dates are posted on our FaceBook page. The Spring semester includes a transition to Kindergarten class (4/30/18) and a transition to middle school class (5/9/18).
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>	Staff: Counselor, Special Education Staff, Kindergarten Team  Resources:	End of Year Spring 2017 Date: TBD	Counselor meets with the preschool Counselor at the end of every year when there are incoming Kinder CMIT students.

## 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	

