



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Stinson Elementary

Principal: **Michele Taylor**

Mission Statement:

The Stinson school environment is one in which all learners develop knowledge, curiosity and embrace responsibility. We believe that all of our students are capable and fully able to learn and grow socially and academically. Our teaching staff and families are reflective of and responsive to the needs of our student, value diversity and foster communication and cooperation, as we all work together to create the best learning opportunities for all Stinson students.

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 17, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Thursday, May 24, 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	Recruit, support, and retain Teachers and Principals	Goal 3	Connect high school to career and college
Goal 2	Build a foundation of reading and mathematics	Goal 4	Improve low-performing schools

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

SBIC Committee

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Kalyn Marx	Faculty Member	2016-2017	X	X	X
Julie Thrift	Faculty Member	2012-2013	X		X
Melissa Haynie	Faculty Member	2017-2018	X	X	X
Sandra LupPlace	Faculty Member	2016-2017	X	X	X
Jenia Cortes	Faculty Member	2017-2018	X	X	X
Chance George	Faculty Member, Special Ed	2017-2018	X	X	
Michele Taylor	Principal	2011-2012	X	X	X
Dan Armstrong	District Professional	2015-2016		X	
Kevin Kennedy	Campus Professional, Non-teaching	2016-2017	X	X	X
Cathy Lawrence	Support Staff Member	2013-2014	X		
John Gorman	Parent-Selected by PTA	2015-2016	X	X	X
Emily Just	Parent-Selected by Principal	2017-2018	X	X	X
Esther Williams	Parent	2017-2018	X		
Elia Delgado	Parent	2017-2018			
Monica Shortino	Parent	2017-2018	X	X	X
Tynesha Heard	Parent	2017-2018	X		
Marilyn Brooks	Community Member	2010-2011			X
Carol Cate	Community Member	2017-2018	X	X	
Farah Kuzbari	Business Representative	2017-2018		X	X
Kit Mathis	Business Representative	2015-2016	X	X	X
Laura Costello	Faculty Member	2017-2018	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
<p>Health, Fitness and Attendance: The campus will utilize their coordinated health program and analyze their student fitness data to set goals and objectives to encourage the health, fitness and attendance of their students.</p>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<p>Violence Prevention and Bullying</p>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<p>Parental Involvement: The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.</p>	<p>1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)</p>	<p>All</p>
<p>Transition: The campus will assist students in making a successful transition between: early childhood to elementary; elementary to middle school; middle school to high school; and high school/sr. high school to college, the workplace or the military.</p>	<p>1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)</p>	<p>All</p>
<p>State Certified Teachers and Highly Qualified Paraprofessional Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.</p>	<p>1 (Comprehensive Needs Assessment) 3 (Instruction by State Certified Staff) 4 (High-Quality Professional Development) 5 (Strategies to Attract State Certified Teachers) 10 (Coordination and Integration)</p>	<p>All</p>

Summary of Critical Actions

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

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

School Wide and/or Targeted Grade Level Critical Actions
1. Supplement classroom intervention and instruction with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. PPPA SW #17
2. Build support structures to enable increasing numbers of students to engage successfully in rigorous coursework. PPA SW #10
3. Teachers will provide opportunities to enhance student’s growth mindset, peer to peer relationships and staff to student relationships, by providing structured activities, calm down areas and opportunities to address the social emotional component of student achievement.

Critical Action 1

Critical Action:

Project Lead:	Principal, Assistant Principal, Learning Team (PLC) Chairs, grade level Team Leaders, Counselor, PACE Specialist,							
Staff, Title I Staff:	Instructional Specialist, Learning Team (PLC) members, all teaching staff, ESL Specialist							
Materials and Resources:	TEKS, PISD Curriculum, Learning Team (PLC) goals, Data analysis, Campus CNA							
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 <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>Proactively develop intervention plans for students performing below grade level</p> <ol style="list-style-type: none"> 1. Share written intervention plans that clearly identify grade level supports and supports' progress, used to assist students who enter class at a below grade level achievement level. These plans should involve district, school and classroom level support to ensure all students reach a high level of academic achievement. <ul style="list-style-type: none"> • Campus utilizes pass up folders, pink and blue cards, Tier II intervention tracking sheets, AIP's; CMIT/504 documentation and SPED accommodations and modifications are shared with receiving grade level teams. Instructional specialists provide pull out Tier III intervention <p>TEA Strategic Priority Goal #2</p>	<p>Pass up folders and pink & blue cards distributed by August 2017</p> <p>Intervention times and plans due by September 2017</p>	<p>Teacher copies of CMIT, 504 and SPED accommodations and modifications, CARE notes, Team Planning notes</p>	<p><u>5th Grade</u> – The student records were reviewed in pass up folders and pink and blue cards. 5th grade collaborated with other staff members to discuss the needs of students based on CMIT, SPED, 505, and Care notes and is currently utilizing these plans.</p> <p><u>4th Grade</u>-Material presented from previous grades were reviewed. Testing data and informal observations were collected and evaluated to determine students needing intervention. We utilize various supports throughout the grade level and campus to reach those students performing below grade level.</p> <p>3rd: We provide ongoing formative and summative assessments to determine students that are in need of intervention. We look over pink and blue cards, Edugence, CARE/CMIT notes, and use the data for targeted instruction, Tier 2, and Tier 3.</p> <p>2nd Grade-Review previous grades information. Testing Data and informal assessments used to determine needs. Use variety of resources to reach below level students.</p> <p>1st- Assessments are ongoing throughout the year to keep track of our students. We document in CARE, Edugence and CMIT meetings. First grade works alongside with the Instructional Specialist and SPED to help accommodate the needs of our students. Our</p>

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			<p>team makes sure to work on activities to target tier 2 students during IE time.</p> <p>K-We provide assessments at the beginning of the year to determine students that are below level. We then document in Edugence, CARE/CMIT meetings and collaborate with Instructional Specialists to make sure needs are being met.</p> <p><u>Instructional Specialist</u> – Currently collaborates with grade levels concerning intervention needs, provides screenings and at mid-year is providing Tier 3 intervention with 50 students.</p> <p>PACE-use testing data and CARE/CMIT notes and plan lessons based on individual student needs. Provide feedback to parents of students who are struggling with the curriculum and provide supports to be more successful in class.</p>
<p>2. Develop, distribute and implement the plan to provide remediation beyond the classroom teacher for students entering a classroom below grade level. Make sure the grade level team, parents, and building specialists are aware that this plan is in place and will be enacted for these students. All information should be shared with the receiving grade level.</p> <ul style="list-style-type: none"> • Complete for students currently identified through SPED, CMIT or 504. Will be ongoing for all students based on assessment. <p>TEA Strategic Priority # 2</p>	<p>Pass up folders – August 2017 CMIT/504 accommodations – August 2017</p> <p>Intervention plans – September 2017</p> <p>SPED Accommodations – August 2017</p>	<p>Assessment data from administrator/TL 1:1 – September 2017</p> <p>Teacher/team copies of CMIT, 504 and SPED notes</p> <p>Adult Temp Worker – Lesson Plans and Testing results – March – May 2018</p>	<p><u>5th grade</u> is collaborating with Specialists in the building to implement plans to provide remediation for students performing below grade level. Students showed growth in areas of concern.</p> <p><u>4th Grade</u>-We attend meetings throughout the year, in order to understand the educational plan that is in place for students performing below grade level.</p> <p>3rd: We collaborate with team, staff, and parents and go over the accommodations that we receive through Sped, 504/CMIT/CARE to make sure we are implementing their accommodations, BIPS, and IEP plans.</p> <p>3rd-5th – Used PISD Funds to hire adult temp. tutor in Spring – PHENOMENAL RESULTS – Virtually every at risk student she assisted ended up close to grade level.</p>

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		<p>Information from district and campus specialists</p>	<p>2nd Grade: We collaborated with all staff, parents and review information on accommodations and plans. Attend meetings throughout the year to have great educational plans.</p> <p><u>Instructional Specialist and Counseling</u> meet with all grade level and special teachers at BOY and as needed to discuss student needs identified through CMIT and 504.</p>
<p>3. Use student assessment data and teacher input to identify the students who will require additional instructional supports from the first day of the school year. Ensure students receive these services.</p> <ul style="list-style-type: none"> • PLC’s, team leaders, counselor, ESL and Instructional Specialists convey the expectation that support starts when the school year begins, or a need arises, using assessment data in Edugence, pass up folders, AIP’s, or SPED, CMIT or 504 information <p>TEA Strategies Priority #2</p>	<p>New move in assessment – September 2017</p> <p>TIER III data – September 2017</p> <p>SPED accommodations, behavior information - August 2017</p> <p>Information disseminated as students qualify for additional services</p>	<p>CARE notes, CMIT and 504 discussion and notes, ARD minutes and information, Data from Edugence</p>	<p><u>5th grade</u> - Using information from Edugence to plan and prepare targeted lessons based on data in Edugence and are documenting progress in Edugence. Students showed progress.</p> <p><u>4th Grade</u>-Our team utilized all materials provided through assessment data and pass up folders on an ongoing basis. As a team, we analyze information and identify students who need services are having their needs met.</p> <p>3rd: Use all data provided to ensure that every child’s needs are being met. We constantly analyze progress and unsatisfactory progress and modify teaching practices while collaborating with staff to ensure success from Day 1.</p> <p>2nd Grade-use all data provided and then continued to monitor student’s progress. Document progress through Edugence.</p> <p><u>Instructional Specialist</u> – gave tests and used BOY data to develop short term goals for intervention for all students with dyslexia and for all Tier III students needing academic intervention.</p> <p>Writing: Writing team is collaborating with other grade levels to provide basic graphic organizers for</p>

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			<p>each step of the writing process to ensure that each child knows the basics.</p> <p>ESL Specialist – gives ELD Language proficiency tests periodically throughout the year to assess growth in English language proficiency. ESL Specialist also looks at TELPAS scores from previous years and MAP/STAAR data to determine language levels of LEP students.</p> <p>Reading: Reading Team is working across grade levels to analyze testing data to identify which reading strands need additional reteach and support across all grade levels on campus.</p> <p>Math Learning Team- Created a school-wide problem solving poster for math and shared with grade level teachers K-5.</p>

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<p>Provide proactive support for students performing below grade level expectations.</p> <p>1. All teachers will provide support to ensure that students performing below grade level gain the 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 the instruction. They must be taught at grade level while simultaneously receiving the necessary review and reinforcement to master grade level TEKS.</p> <ul style="list-style-type: none"> • PLC 's will discuss best practices in the core subject areas to ensure plans are in place. Teachers in grades 4-5 will have AIP's ready for students who did not meet the STAAR passing standard. Grade level teams will discuss student needs at CARE meetings, teams will provide intervention during a specified time each day. <p>TEA Strategic Priority #2</p>	<p>Begin August 2017 for already identified student</p> <p>Begin September 2017 for new move ins</p> <p>Daily Tier II Instruction</p> <p>Tier III instruction several times per week</p> <p>Monthly PLC/CMIT/504/CARE meetings</p> <p>Weekly Team Planning Meetings</p> <p>Guided reading provided daily</p>	<p>Intervention plans, team planning discussions and agendas, CORE subject PLC notes, CARE notes</p>	<p><u>5th grade</u> – Has weekly meetings to discuss lesson plans and meets with Specialists in the building to get strategies and implementation ideas based on student needs. We are actively using guided reading lesson plans. Students made progress.</p> <p><u>4th Grade</u>-Lesson plans are reviewed, TEKS are evaluated, and students' ability are all considered on a daily basis as teachers determine what is taught.</p> <p>3rd: We met bi-weekly in the beginning of the year and now weekly to discuss lesson plans, IE plans, and Word Their Way groups. We are actively discussing student expectations and TEKS for Math, Reading, and Science.</p> <p>2nd Grade: meet weekly to discuss lesson plans, IE goals and WTW groups. Realigned students as needed based on progress in all areas.</p> <p>1st- We meet weekly as a team and discuss learning targets, TEKS and expectations for the week. We are currently focusing our instruction in small group with guided reading and guided math to meet the needs of all of our learners.</p> <p>K-Weekly meetings to discuss lesson plans and learning objectives. We also use CARE, CMIT meetings when needed.</p> <p><u>Instructional Specialist</u> – provides Tier 3 math intervention for grades 3 - 5 that directly impacts student foundational skill building necessary to learn the on-level curriculum.</p>

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<p>2. Teachers/teams will ensure that each unit of study, in all core content areas has been analyzed to determine what necessary prerequisite skills students must possess to be able to engage with the new learning content successfully. Grade levels can also use past information entered into Edugence.</p> <ul style="list-style-type: none"> • Discussions in team planning meetings, PLC subject meetings, CMIT and 504 meetings to ensure all students have the needed prerequisite skills using data from Edugence, CARE, CMIT, Guided Reading, IE Time and AIP's can be used to meet remediation needs. <p>TEA Strategic Priority #2</p>	<p>Intervention plans due September 2017</p> <p>Weekly team planning meetings</p>	<p>Team planning notes</p> <p>CORE subject PLC notes and goals, CARE notes, CMIT/504 discussions and plans, Guided Reading plans, Information from district specialists</p>	<p><u>5th grade</u> – We are currently remediating students using data from Edugence and are documenting in Edugence at least twice a month.</p> <p><u>4th Grade</u>-The team determined tier II and tier III students at the beginning of the year. We created a schedule that would allow teachers to instruct students on grade level material, as well as, filling instructional gaps as needed.</p> <p>3rd: We verified Tier 2 and Tier 3 students at the beginning of the year through pink and blue cards, BOY IRI's, STAAR phases, and MAP scores. Further, we created IE groups, words their way groups to reach all students.</p> <p>2nd grade: We identified students through pass-up cards, and BOY assessments. We created IE groups and spelling groups to target students at their levels.</p> <p><u>Instructional Specialist</u> – monitors, trains and models the development and implementation of short term intervention goals targeting below level skill gaps to be taught during separate intervention sessions that support on-level curriculum success 3 – 5x per week and documentation 2x a month. Students showed growth.</p> <p>PACE-utilize “unit” pre-assessments and determine level of skill and fill in necessary gaps to insure a stronger foundation of unit study</p>

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<p>3. Structure specific opportunities for the prerequisite skills in Intervention time that precede a new unit of study. Have students who need this instruction take part in specific targeted Intervention time within the school day.</p> <ul style="list-style-type: none"> • Grade level teams must turn in their targeted intervention plan by September 30, 2017. Progress will be monitored in team planning meetings, CMIT, 504 meetings and CARE talks. 	<p>Intervention plans due September 2017</p> <p>Weekly team planning meetings</p>	<p>Intervention plans, grade level planning discussions, grade level data discussions, pre-assessment results CARE notes, CMIT/504 discussions and plans</p>	<p><u>5th</u> - During weekly meetings we use data to guide our discussions and plan accordingly to meet student needs.</p> <p><u>4th Grade</u>-Teachers use IE time to ensure students performing below grade level are receiving appropriate time and instruction to learn prerequisite skills.</p> <p>3rd: We utilize IE time as well as Math and Reading blocks to warrant that all students that are performing below grade level /bubble kids are receiving help with vocabulary, pre teaching, and remediation.</p> <p>2nd: Targeted students during IE time as well as time during Math and Reading blocks to help pre-teach or reinforce skills</p> <p>1st - Our team uses the reports from Edugence to plan for the different tiers in our classrooms. We also use the grade level data to cross group for small group instruction across the grade level as needed.</p> <p>ESL Specialist– Meet weekly with classroom teachers to discuss best teaching strategies for ESL students. ESL Specialist will also meet with teachers to collaborate about TELPAS ratings from spring of 2018.</p>
<p>Proactively develop intervention plans for students demonstrating early mastery of the curriculum.</p> <p>1. Teams will determine what grade level supports they can provide for students who demonstrate early mastery of any unit of study, this is not meant as formal PACE identification or assessment.</p> <ul style="list-style-type: none"> • Teachers will plan and discuss each unit of study in their grade level and plan for students that already show mastery of that until. <p>TEA Strategic Priority #2</p>	<p>Weekly team planning meetings</p>	<p>Grade level planning meetings, lesson plans, information from district and campus specialists, planning agendas</p>	<p>5th Grade – During weekly planning discusses strategies and plans to use during I.E. time for students performing above grade level. We collaborate with other specialists in the building to make differentiated lesson plans.</p> <p><u>4th Grade</u>-As lesson planning takes place, teachers considered what material will be taught and means of going about creating lessons that will provide enrichment. IE time is often used as an opportunity to extend learning. Planning time is also used in order to ensure teachers are communicating means of providing various extensions across the grade level.</p>

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<p>2. Teams must be consistent on the methods they use to identify early mastery.</p> <ul style="list-style-type: none"> • Teams will continue to use pre-assessments from the curriculum planner. They will also provide extension time each day. <p>TEA Strategic Priority #2</p> <p>3. Teams can decide on extension options for the 2017-2018 school year. They will consider options such as: grouping students across teachers for specific units of study, advanced learning projects, specialized computer activities that extend learning relative to specific TEKS being taught.</p> <ul style="list-style-type: none"> • PLC’s and grade level teams will develop options for students who have already mastered specific areas of the curriculum being taught. They will use grade level materials, input from district and campus specialists, PACE and Math Rocks teachers. <p>TEA Strategic Priority #2</p> <p>Evaluate the effectiveness of student interventions. Abandon interventions that do not result in increased student performance.</p> <p>As grade levels determine how you will evaluate the effectiveness of learning interventions that are provided. Clearly identify the processes that you will use to determine if the supports lead to improved outcomes. These could be academic or behaviors interventions.</p> <ul style="list-style-type: none"> • Ongoing discussions at team planning about what is working and what is not. Input from campus and district specialists. Documentation for successful and unsuccessful interventions at CMIT, CARE and 504 <p>TEA Strategic Priority #2</p>	<p>Weekly team planning meetings</p> <p>Weekly team planning meetings</p> <p>Monthly CARE meetings</p> <p>Discussions at monthly PLC meetings</p> <p>August 2017 – District curriculum specialists presented to Stinson teachers</p> <p>Weekly team planning meetings</p> <p>Monthly CARE meetings</p> <p>Tier II intervention documentation every 9 weeks</p>	<p>Pre-assessments, weekly lesson plans</p> <p>Pre-assessments discussed at planning and team meetings, grade level extension plans, walk-throughs during extension time</p> <p>Team planning discussions, team planning agendas, core subject PLC discussions and goals.</p>	<p>3rd: During weekly team meetings, we discuss current IE activities. Once a month we bring new ideas/activities to continue capitalizing on higher level thinking during our IE block to extend all students.</p> <p>2nd grade: Discussed weekly what kids were needed to target. Set up file folders with various math and reading intervention activities at all levels.</p> <p>1st- Edugence data is used for a math Mix Up across the grade level. We have one group that is above level and we are able to work on challenging material and their needs during this time.</p> <p>K-We look at Edugence data to determine what to teach next to students who have already shown mastery.</p> <p>ESL Specialist – Provides instructional coaching with classroom teachers to guide and create lessons for ESL students at Advanced or Advanced High levels. These students are primarily served by the classroom teachers with targeted support from ESL Specialist as needed.</p> <p>PACE- review pre-assessment and tier instruction and depth of unit study. Differentiate among the GT students through product choice and higher level questioning.</p> <p>Writing: Collaborated with all teachers to reach their grade level goals for the next grade level in writing. Ex: sentence, paragraphs, etc.</p>

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			<p>Technology: Working with district technology committee to come up with a plan to prevent and actively monitor Chromebook behaviors. Developed "First three days Rollout" document.</p> <p>Reading: Working with the critical vocabulary lists developed from district curriculum, as a team we collaborated to create visual and written vocabulary definitions that span from kinder to 5th grade. These are displayed at the end of school-wide morning announcements and teachers can use to teach review, on-level and upcoming critical vocabulary for reading instruction.</p> <p>5th Grade Uses reassessment to determine if students have already mastered curriculum. Students are provided differentiated stations based on MAP strands to help students make academic growth. 5th grade is collaborating with other Specialists in the building to extend curriculum. 5th grade high performing students did not show the growth we wanted on Reading MAP.</p> <p>ESL Specialist - met with the LPAC committee after each grading period to discuss the effectiveness of ESL instructional interventions and made any necessary changes or additions to accommodations and interventions for each LEP and monitored student.</p> <p>5th - Based on MAP and other assessments will show flexible grouping and activities based on data.</p> <p>5th - Has weekly and monthly meetings to update student progress.</p>

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			<p><u>Instructional Specialist</u> – participates in all CMIT and 504 meetings as well as with individual teachers to address student academic and behavioral needs. Sent reminders related to due dates for Plano Literacy and AMC Anywhere testing, as well as RTI documentation.</p> <p>K-Weekly meetings and monthly CARE meetings to discuss and update student progress.</p> <p>1st- We meet monthly for CARE meetings and as needed for CMIT meetings. In January we had a staffing meeting about the lowest students in first grade where we addressed concerns and made strategic plans and set goals to help the students reach success.</p> <p>4th Grade-Our team identifies whether or not interventions are effective through the use of formal and informal assessments and observations. MAP testing is one standard assessment that is used two times, at minimum, throughout the year. Classroom exercises, levels of questioning, and performance tasks are also used to identify concepts that have been grasped or missed.</p> <p>3rd: We utilize and modify summative, formative assessments, daily interventions/activities, to make sure TEKS are effectively met for students. Monthly we discuss our CARE kids and attend CMIT meetings to make sure accommodations are successful.</p>

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			2 nd grade: Meet to discuss CARE kids, attend CMIT meetings, document progress of interventions and make sure TEKS are being met in all lessons.

Critical Action 2

Critical Action:

Project Lead:	Principal, Assistant Principal, Learning Team Chairs (PLC), Grade level Team Leaders, Special Education Team Leader, PACE Specialist							
Staff, Title I Staff:	Instructional Specialist, Learning Team members (PLC), all teaching staff							
Materials and Resources:	TEKS, PISD Curriculum, Learning Team Goals, district curriculum specialists, Stinson data analysis							
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 checked="" type="checkbox"/> Other: PACE, Math Rocks

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>Teaching staff sets and shares expectations for rigorous coursework</p> <p>All building teaching staff will have the expectation that all students can participate in rigorous coursework at their level.</p> <ul style="list-style-type: none"> • Starting the first day of school teachers will talk about growth mindset and having high expectations for yourself. Lesson plans will reflect rigorous coursework, team planning discussions, walk-throughs, CMIT, 504, SPED discussions and coursework. Pre-assessments will also be used. <p>TEA Strategic Priority # 2</p>	<p>August 2017 – staff training on growth mindset and differentiating for station work.</p> <p>September 2018 – team data analysis questions turned in</p> <p>Weekly team planning with differentiated instruction discussions.</p>	<p>Team planning discussions and agendas,</p> <p>CMIT, 504, and SPED discussions and minutes,</p> <p>lesson plans,</p> <p>information from the counselor,</p> <p>information from campus and district specialists</p>	<p>5th grade provides rigorous coursework based on student needs and continuously discuss Growth Mindset with students. We provide SEL lessons daily throughout the year.</p> <p>K-Introduce growth mindset and continue to provide SEL lessons through the year.</p> <p><u>4th Grade</u>-Grade level teachers are continuously working with students to develop a growth mindset that believes in meeting high expectations from within themselves, not just those set by parents and educators.</p> <p>Conversations and everyday practices are structured to foster lifelong learners.</p> <p>3rd: Continue growth mindset activities/discussions in the classroom to set high expectations and confidence for self. We use task performances from the curriculum as pre-assessments to determine student mastery.</p> <p>2nd Grade: continue discussing growth mindset discussions during daily morning meetings. Discuss during performance tasks as pre-assessments.</p>

Critical Action 3

Critical Action:

Project Lead:	Principal, Assistant Principal, Counselor, Social-Emotional and Behavior Learning Team Chairs, Grade Level Team Leaders							
Staff, Title I Staff:	Instructional specialist, PACE Specialist, ESL Specialist, Special Education Team Members, all campus staff							
Materials and Resources:	PISD Social Emotional Standards, TEKS, Information from Momentous Institute, Information from district Specialists, Stinson Counselor							
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 3:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step <p>Teachers/grade levels will designate a time they will have a morning or closing class meeting. In these meetings they will address resiliency and moving past mistakes and perceived failures, skills needed to maintain positive relationships with individuals and in groups, decision making skills, problem solving skills and responsible behaviors, in school, personal and community contexts</p> <p>1. Grade levels turned in their SEL plans to the Principal and Assistant Principal</p> <ul style="list-style-type: none"> • Teachers will use <u>The Morning Meeting Book</u> by Roxanne Kriete as well as <u>Doing Math in Morning Meetings</u>, <u>Doing LA in Morning Meetings</u> and <u>Doing Science in Morning Meetings</u> by Andy Dousis and Margaret Berry Wilson to guide lessons...as well as class needs. K-1 will use the Second Step Curriculum. <p>TEA Strategic Priorities #1 and #2</p>	<p>September 8. 2017 – plans turned in to Principal of when they will be doing class meetings</p>	<p>Walk-throughs during morning and/or closing meetings. BOY, MOY and EOY student surveys on effectiveness of class meetings</p>	<p>5th grade has daily Morning Meetings and Restorative Meetings for issues that arise during the school day. <u>4th Grade</u>-Morning meetings and various forms of circle time are used across the grade level to create opportunities to share means of developing a set of skills that can be applied to school and other events throughout their lives.</p> <p>3rd: Morning meetings, closing circle meetings, and Calm down areas are utilized within the grades level to help students self-regulate, form meaningful attachments, teach empathy for others, which leads to receptive learners.</p> <p>2nd Grade: Morning meetings done daily and utilized SEL learning books, created morning meeting book with questions as thinking points for students.</p> <p>1st- Second Step Curriculum lessons, morning meetings. Calm down baskets.</p> <p>K-We have morning and closing meetings daily. We also have daily SEL lessons from the Second Step Curriculum.</p> <p>SEL- LT –Continue to share ideas with team members for Circle Time. Books were added to the professional library. Our LT made a resource for teachers who needed more SEL ideas.</p>

Action Step <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step 	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			<p>PACE- Closing meetings that provide a “temperature” check of the level of understanding of the topic of discussion/research. Also to provide some self-reflection of the day’s work.</p>
<p>Students will develop and demonstrate self-management skills, regulate emotions and monitor behaviors related to school and life success.</p> <ol style="list-style-type: none"> Teachers will help students develop a plan to regulate emotions and monitor their own behavior <ul style="list-style-type: none"> Teachers will have a classroom cool down area with specific items to give students a place to calm down and regulate their emotions. How to use this area will be pre-taught Students will use Think Sheets to help them work through a situation and be able to come up with a plan to solve it. The campus will begin to use a Restorative Discipline process allowing students to fix their problem and remain in their classroom <p>TEA Strategic Priorities # 1 and # 4</p>	<p>Weekly, Bi-weekly or daily SEL lessons</p> <p>Monthly information from behavior and SEL PLC</p> <p>Calm down areas established by October 2017 and students are taught how to use them effectively</p>	<p>Lesson plans, Office Referral tracking sheets, Behavior tracking spreadsheet, Use of calm down areas in classrooms</p>	<p>5th grade has calm down areas in their rooms to help student’s self-regulation throughout the day. We incorporate think sheets when situations arise that need further examination. We had less office referrals.</p> <p><u>4th Grade</u>-Each 4th Grade classroom has some type of calm down basket that allows students to step away at times of frustration.</p> <p>3rd: Morning meetings, closing circle meetings, and Calm down areas are utilized within the grades level to help students self-regulate, form meaningful attachments, teach empathy for others, which leads to receptive learners. Each teacher has a calm down area provided in their classroom.</p> <p>2nd grade: Morning meetings and calm down areas utilized in classrooms to help students with self-regulations. Teachers use Think Sheets to help students work on actions of behaviors.</p> <p>K-Each classroom has a calm down area with supplies to help students self-regulate throughout the day.</p> <p>SEL – LT – Collaborated to create a resource for teachers to use to help students self-regulate. Less office referrals occurred.</p> <p>PACE- a “Keep it Calm Corner” is provided with regulating tools (i.e. squeeze balls, stretch bands, etc.)</p> <p>PACE also provided prescribed “SEL lessons” directed specifically to the gifted and talented population.</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	Meetings were conducted. Goals were established and met (increased use of pedometers by staff, increased participation by students in various initiatives including bring healthy foods to school. Progress was documented by team.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	The Campus Wellness Team meets 4 times a year after school to discuss health, wellness and physical activities that are going on throughout or school and community. Our parent team members are Daniela Pezzo and Lien Lam.
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	Fitness room along with gym and outside park provided ample settings to meet health and physical fitness needs. Curriculum and TEKS were effectively delivered throughout year.
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	We have a bulletin board outside our gym that has our district wide unit material. We change this board at the beginning of each unit.
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter and/or web page.	Campus Wellness Captain/Principal	Campus Wellness Plan	We have used enews and our web pages to communicate ro parents and community members about Family Game Night as well as off campus district tournaments, such as the basketball hoop shoot and bowling tournaments.
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	We test grades 3-5 twice a year for physical strength and endurance, flexibility and body composition through the use of

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				Fitnessgram software. We test at the beginning of the year and again at the end of the year to check 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.	P.E. Teacher	Fitnessgram Student Report	Coaches enter all Fitnessgram scores by the posted deadline and send home every 4 th graders Student Report home that shows each category of the Fitnessgram and how well they improved that 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	Daily lesson plans may be provided by P.E./Fitness Teacher	Coaches regularly provided sufficient minutes while also achieving moderate to vigorous activity in structured settings.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	We use pedometers during several of our Fitness workouts. At the end of class we check students steps and discuss the results. We also have a few heart rate monitors that students can instantly check their heart rates before, during and after exercises.
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	Curriculum was adequately followed throughout course of year.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	Ample observations and feedback provided sufficient evidence of daily unstructured play.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	Observations provided ample evidence of brain breaks in all grade level settings.
ATTENDANCE:				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Secretary and AP followed up with families and nurse when applicable to address medical and other reasons behind chronic absences.

Violence Prevention and Bullying

Critical Action: VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (Required Action Steps per HB 283)

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	PREVENTION:			
	Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	<p>Formative Notes: 5th grade has increased the amount of active monitoring in the halls between transitions 4th Grade identified the hallways, the playground, and the cafeteria as high-risk areas for potentially violent behavior and various forms of bullying. 3rd: We identify high-risk areas such as lunch, recess, and specials. 2nd Grade: Identified high risk areas at lunch, recess and specials times.</p> <p>PACE-offers an extra eye for observations and monitoring in high risk areas as well as class. Also provides anonymous reporting of bullying behaviors.</p> <p>Technology: Created a working google doc for ideas on digital citizenship that would address cyberbullying, digital safety, and digital dilemmas. Summative Notes: Completed in an on-going manner in a campus-wide effort. 6/1/18</p>
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	<p>5th -. Increased supervision cut down on negative behaviors in all areas. 4th Grade actively monitors high risk areas during unstructured times. 3rd: Actively monitor, use our counselor and administrators, and SEL activities.</p>

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				<p>2nd grade-established teacher stations during recess to actively monitor students at recess and lunch</p> <p>Staff monitoring closely during recess.</p> <p>Communicate with teachers (grade level, Specials, etc.) when special arrangements are to be made in regard to prevention of student conflict.</p>
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook, Campus Handbook	Completed June 2018
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	Completed August 2017
	Review referral process.	Principal or designee	Campus referral plan	Completed August 2017
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Ongoing collaboration within building and throughout district Completed 6/1/18
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	Ongoing Completed 6/1/18
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Ongoing collaboration to develop effective intervention strategies and procedures Completed 6/1/18

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	Ongoing Weekly citizenship reminders/challenges on announcements School-wide kindness board Completed 6/1/18
	Monitor high risk areas.	All staff	Schedule (if necessary)	Ongoing Completed 6/1/18
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	Ongoing Completed 6/1/18
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions.	All teachers	Guidance lessons Social Emotional Plan	Ongoing Completed 6/1/18
	Employ discipline interventions.	Designated staff	Campus Discipline Plan, Behavior Matrix	<u>Instructional Specialist</u> : trained in Nonviolent Crisis Intervention Completed 6/1/18
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Individual student tracking sheets, positive behavior support tracking sheets	Ongoing Completed 6/1/18
	Conference with parents/students.	Teachers or other staff	Records of conferences, CMIT meetings, office referrals	Ongoing Completed 6/1/18

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 Funding Sources: SCE, Title I and Local</p>	Campus secretary, principal and CTA	Completed September 2017, report run by Secretary	<p>Formative Notes: 5th grade implements Bloomz and teacher pages on pisd.edu/Stinson. K-All teachers use Seesaw to communicate with parents</p> <p>Summative Notes: 5th grade - Had less issues with parent communication. We found it best to communicate using Pinnacle. 2nd grade: All teachers utilized Bloomz as communication tool with parents</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 Funding Sources: SCE, Title I and Local</p>	Principal, counselor and classroom teachers	August 2016, BOY questionnaires were given to parents asking if they had computer access	AP and CMIT members followed up with specific families expressing a need for computer. All needy families were provided computers for home in a timely manner thanks to district resources.
<p>Upgrade and maintain the campus website for easy access and increased communication with the community.</p> <p>Funding source: State and Local</p>	CTA and Principal	Website will continue to be updated throughout the school year	Effectively updated in a timely manner
<p>Communicate information through eNews and through hard copies when internet access is not available.</p> <p>Funding source: State and Local</p>	CTA, Principal and Assistant Principal	E-news will go out weekly throughout the school year to keep parents updates on school and district events	E-News sent weekly and as needed during special initiatives and announcements.
<p>Utilize social media to keep parents and community informed.</p> <p>Funding source: State and Local</p>	CTA, Classroom teachers, Principal and Assistant principal	The CTA, principal and Assistant principal will use Twitter and Facebook to promote campus events and activities. Teachers in K-2 will use See Saw and in 3-5 will	Bloomz used for written and pictorial communication with parents on the grade level. Teachers also used Twitter to post

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
		use Bloomz to communicate with their parents on classroom activities.	
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Principal and Assistant Principal	Set up regular meeting with PTA President, Jeri Duncan. Attend Stinson PTA Board Meetings and General Meetings held monthly	Effective communication this year with PTA president. Family needs were handled through collaborative two way communications.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local	Principal, Assistant Principal, counselor	June 2017, meet with incoming and outgoing PTA presidents to go over calendar for upcoming school year events	PTA president worked well with counselor and office prior to setting up programs that met campus needs.

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. Title I Components: 7 Funding source: State and Local	Counselor	Spring 2018	AP, counselor, and Kindergarten TL went to Early Childhood Centers for visits with incoming students in May 2018. Feedback was positive.
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. Title I Components: 7 Funding source: State and Local	Counselor / Kindergarten teachers / Office staff	Spring 2018	Kindergarten round up was a successful collaborative activity conducted by office staff, counselor, and several volunteers. K teachers were instrumental in providing overview to incoming parents as well as providing materials for the children.
Kindergarten staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) Title I Components: 7 Funding source: State and Local	Sped Staff / K teachers / principals / counselor	On – going / ARDs scheduled primarily Spring 2018	Sped staff, K teachers worked very effectively in determining the needs of the incoming K students.
Elementary campuses with full day Pre-K Classes – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment. Title I Components: 7 Funding source: State and Local	N/A	N/A	N/A

State Certified Teachers and Highly Qualified Paraprofessionals

Critical Action: The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

Project Lead:	Plano ISD HR Employee Recruitment & Retention Department
Staff, Title I Staff:	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
Materials and Resources:	Operating Fund, HR Budget, Campus/Curriculum Budget

Strategies for Accomplishing State Certified Teachers and Highly Qualified Paraprofessionals Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. Title I Component 5 Funding source: State and Local	August 2017 to May 2018	Formative Notes: Summative Notes:
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	
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	
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators. Title I Component 4 and 5 Funding source: State and Local	July 2017 to June 2018	
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. Title I Component 5 Funding source: State and Local	July 2017 to June 2018	