



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Andrews Elementary

Principal: **Dr. Joy Lovell**

Mission Statement:

The Andrews community works in unity to ensure the development of responsible and successful 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): **Monday, October 02, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Monday, February 05, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Wednesday, May 30, 2018**

2017-2018 Campus Status Check all that apply

☒ Title III English Language Learner Campus

☒ Non-Title I Campus

☐ Title I School-wide Campus

Title I Information

Title I Components			
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
Michelle Klena	Faculty Member	2017	x	X	x
Traci Rezaie	Faculty Member	2017	x	X	X
Ashlee Moore	Faculty Member	2016	x	X	X
Dawn Wood	Faculty Member	2016	x	X	X
Catie Coons	Faculty Member	2016	x	X	X
Leslie Goodfellow	Faculty Member, Special Ed	2016	x	X	X
Dr. Joy Lovell	Principal	2013	x	X	X
Ashley Helms	District Professional	2017			X
Julianne Sherbert	Campus Professional, Non-teaching	2016	x	X	X
Priya Subramanian	Support Staff Member	2017	x	X	X
Jennifer Nicholson	Parent-Selected by PTA	2017	x		X
Ashli Young	Parent-Selected by Principal	2017	x	X	
Raji Venkatesh	Parent	2016		X	X
Sathya Renukaprasad	Parent	2017	x		
Anthony Orchard	Parent	2016	x		X
Lila Dennis	Parent	2017	x		X
Gail Bond	Community Member	2016	x	X	X
Jennifer Norwood	Community Member	2017	x	X	X
Brad Clements	Business Representative	2015		X	
Kim Sunlin	Business Representative	2017	x	X	X
Jigyasa Sethi	Ad Hoc Member ^{Optional}	2016	x	X	X
Jennifer Bonfessuto	Ad Hoc Member	2017	x	X	X

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 Sped, ELL, ED) meet the Accountability Safeguard measures (60% meet the Approaches Grade Level Standard on STAAR/EOC).

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

Summary of Critical Actions

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

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

School Wide and/or Targeted Grade Level Critical Actions

1. Increase the writing proficiency level of all students, grades K-5.

2. Supplement classroom intervention with targeted support for students who perform below grade-level to decrease performance gaps.

3. Increase the master's proficiency level of all students in grades 3-5.

4. Use technology more efficiently in the classroom and communicate more effectively with parents.

Critical Actions to Address Missed State Safeguards:

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

Critical Action 1

Critical Action: Increase the writing proficiency level of all students, grades K-5.

Project Lead:	Administrators, Instructional Specialists & Team Leaders							
Staff, Title I Staff:	All Classroom Teachers							
Materials and Resources:	Writing progression, list of upcoming trainings, ESL support, TEKS							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 1:

Action Step		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 				
1. Develop a plan of writing progression from kinder through fifth that the whole school is aware of and works toward.		October 2017	Written progression shared with all staff through PLC/Team meetings	Formative Notes: a. Kinder-Kindergarten will be able to write a simple sentence with directionality beginning with a capital letter and ending with punctuation. b. 1st-First grade will be able to write a simple sentence with independently incorporating adjectives. c. 2nd-Second grade will be able to move toward writing complex sentences by including prepositions. d. 3rd-Third grade will be able to write a variety of sentences, in a paragraph, using correct subject-verb agreement. e. 4th- Fourth grade will incorporate transition words while staying on topic/responding to the given prompt. f. 5th- Fifth grade will create multi-paragraph essay with effective introductions and conclusions. This progression was finalized at the PLC meeting in October. The plan will include discussion about editing marks, handwriting/grip, writing samples, and a checklist from grade to grade.

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			Summative Notes: The writing progression was developed and shared to the whole school. It will be discussed at the beginning of the year with the whole staff again so that we can continue to work on our progression.
1. Teachers will be properly trained/mentored	As the need arises and as trainings are available	Training notes, PLC meeting agendas	Formative Notes: a. Trainings /Workshops-Jeff Anderson, etc. b. Train the trainer and then train all staff c. Goal for next meeting: Mentor sentences, sentence stems, getting together to see what works Summative Notes: Teachers would like more training and purchase Jivey mentor sentences for all grade level, including Kindergarten.
2. Target ESL students to help with vocabulary and sentence structure	Daily in class	ESL exit criteria, writing samples	Formative Notes: Use of sentence stems Summative Notes: TELPAS scores have not been received so we do not have a final list of ESL students who exited. Teachers do feel that the sentence stems and structure were helpful.

Critical Action 2

Critical Action: Supplement classroom intervention with targeted support for students who perform below grade-level to decrease performance gaps.

Project Lead:	Administrators, Instructional Specialists & Team Leaders							
Staff, Title I Staff:	All Classroom Teachers							
Materials and Resources:	MAP, STAAR, TELPAS, TPRI, Common Assessments (formative/summative), Curriculum Planner, multimodal opportunities, Edugence, DesCartes							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 2:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • 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
1. Utilize class by RIT on Edugence and use DesCartes to target the intervention at the instructional level during IE time.	Monthly during Team meetings	Intervention plans, Edugence data	Formative Notes: Teachers are accessing class by RIT to form different groups and plan IE time (TEKS @ instructional levels) Summative Notes: All grade levels utilizes the class by RIT available on Edugence and the Learning Continuum (DeCartes) to form flexible groups and to target intervention and enrichment for student learning.
2. Brainstorm technology options that provide computer software that meets the needs of struggling students.	Weekly during planning	Differentiated technology stations	Formative Notes: Teachers are using DreamBox, FrontRow Ed, and Prodigy. Administrators are looking into School-Wide FrontRow Ed access. Summative Notes: All grade levels shares technology that helps struggling learners with targeted instruction and identifies technology for enrichment purposes.

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
3. Teams will how to evaluate the effectiveness of any school-level learning interventions provided. For any support programs, strategies, or materials, processes will be clearly identified to determine if the support led to improved outcomes.	Weekly during team meetings; monthly during PLC meetings	RtI in Edugence; MAP data	<p>Formative Notes: Teachers are documenting interventions and progress monitoring in Edugence; use of MAP, Plano Literacy, TPRI, and IRI's</p> <p>Summative Notes: Improved outcomes were seen in Tier II and Tier III students. These outcomes were seen in many forms of data:</p> <ul style="list-style-type: none"> • MAP Scores • Plano Literacy • IRI's • STAAR • TPRI • Classroom assignments and assessments • Formal and informal assessments

Critical Action 3

Critical Action: Increase the master's proficiency level of all students in grades 3-5.

Project Lead:	Administrators, Instructional Specialists & Team Leaders							
Staff, Title I Staff:	All Classroom Teachers							
Materials and Resources:	Curriculum Planner, Data (MAP, STAAR, Common Assessments), Dreambox, Lead4ward							
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 • 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
1. Goal setting conferences with all students, grades 3-5	Minimum of 3 times per year – Oct., Jan., and May	Goal setting form	Formative Notes: Teachers will work with students throughout the year to set specific math goals. Teachers will use preassessments and MAPP strands/PES scores to help guide conference BOY, MOY, and EOY. Summative Notes: This was done formally and informally in every classroom.
2. Use Dreambox for differentiation, fluency and closing gaps	Weekly during team planning; Monthly at PLC meetings	Dreambox documentation	Formative Notes: Dreambox as part of station activities in all math classrooms All staff who work with students in math should watch the Dreambox webinar recording Discussion on a school-wide incentive plan to go along with Dreambox (leaderboard, etc). Summative Notes: All grade levels were able to use Dreambox for differentiation in the classroom.

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
3. All grade levels use the common vocabulary from Lead4ward	Monthly at PLC meetings	Lead4ward vocabulary; lesson plans; word walls	<p>Formative Notes: Common vocabulary across grade levels posted in hallways or on a vocabulary wall (gym/library). This should be something that is student led and could possibly be added into Makerspace.</p> <p>Summative Notes: Grade Level Vocabulary will be housed with the corresponding team leaders over summer break until Math PLC reconvenes in 2018-2019. We will consider adding Math Vocabulary/Games Station into Makerspace with Technology component for 2018-2019.</p>
4. All grade levels will teach “number sense” to enable students to have a deeper understanding of numbers.	Weekly during planning	Grade level agendas; lesson plans	<p>Formative Notes: Catie Coons will provide staff development using resources by Annie Felter – “Sense Making”</p> <p>Summative Notes: Number sense training was provided to staff in February.</p>
5. Hold a Math night for students and parents to attend.	February 13 th , 2018	Math night PLC notes, games and lessons from event	<p>Formative: Andrews has not had a curriculum night for a few years and would love to have this to help parents know what to do at home with their students in regards to math and our SBIC goal.</p> <p>Summative Notes: Math Night had about 150 visitors who took part in 6 different stations in the school. Materials were made that could also go home that corresponded with stations.</p>

Critical Action 4

Critical Action: Use technology more efficiently in the classroom and to communicate more effectively with parents.

Project Lead:	Administrators, Instructional Specialists & Team Leaders							
Staff, Title I Staff:	All Classroom Teachers							
Materials and Resources:	S'more, Twitter, Remind, Digital Citizenship lesson plans							
Targeted Area:	<input 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 4:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step		Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
1. Incorporate digital citizenship lessons as part of curriculum		At least once per semester	Lesson Plans	Formative Notes: 2nd grade: is incorporating digital citizenship lessons before allowing students on google classroom to remind them of proper online etiquette. Counselor is providing lessons in her guidance to the whole school Summative Notes: All grades have used the lessons on digital citizenship provided by the district. 5th grade has had to improvise and add additional lessons to. CTA will be creating digital citizenship units in google classroom for students to 'earn back chrome book privileges when correct digital citizenship is not followed.
2. Increase the use of differentiated technology stations and student-centered activities		Weekly during station time	Differentiation in lesson plans	Formative Notes: PE: has started using technology this year with I-pads teaching the students how to keep score in bowling and other games. They enter their own score using apps. They also will eventually enter

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>and calculate their own pedometer steps and heart rates during exercise and jogging club.</p> <p>3rd grade is implementing more Discovery Ed lessons. They are also starting Dreambox, are excited to see the future lessons.</p> <p>3rd and 5th grades are working on the web based Frontrowed.com as well as self-grading Google quizzes.</p> <p>Art: is trying to get digital portfolios for each student beginning with 3rd grade using Creatubbles.</p> <p>2nd grade: is incorporating digital citizenship lessons before allowing students on google classroom to remind them of proper online etiquette.</p> <p>1st grade has started google classroom and are planning on adding reading assignments, links to websites, as well as not-really-homework homework :) The goal is to have everybody on google classroom by the end of the year. Upper grades already employ google classroom to share assignments. Younger grades are well on their way to accomplishing this.</p> <p>Many grades are making sure to use Webdesk and show students how to access Webdesk at home.</p> <p>Music and many other classes are using Class Dojo</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>to increase student participation, encourage appropriate behavior</p> <p>Summative Notes: All grade levels and specials are finding themselves using technology frequently.</p>
<p>3. Use a variety of communication with parents and community</p>	<p>Weekly</p>	<p>S'more, Twitter, Remind</p>	<p>Formative Notes: Common mode of communication with parents is weekly S'more. All classes are using Remind (as needed) Many teachers are using Class Dojo as a tool to share student work and progress.</p> <p>Every grade is using Twitter to share happenings in their grade level.</p> <p>Teachers are planning on using Webdesk more effectively by making sure students know how to log into Webdesk from home as well.</p> <p>Summative Notes: All grades use s'more to communicate with parents. Twitter and Remind are additional tools they frequently use. K, 1 use class dojo, but they are the only ones happy with the way class dojo works. Concern was raised that there was too much communication to where parents are probably not reading the s'more and whether there was a simpler way to disseminate weekly information. This will continue to be a topic next year.</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	Team will meet in October 2017 to make goals and plans for the 17-18 school year.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Parent is Allison Yarbrough.
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	Coordinated Health Curriculum is followed throughout the year with health videos used weekly in fitness. Healthy in Plano corner
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	Available in fitness room for class discussion
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	National Walk to School October 4 th Family Walk Night October 12 th Walk 'n Roll Wednesdays beginning in September thru May Use of Remind, eNews and marquee to inform parents
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Specific testing in aiming, throwing, and catching
4 th & 7 th	Ensure all data for 3 rd - 8 th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.	P.E. Teacher	Fitnessgram Student Report	Fitness gram scores are printed and sent home in EOY report cards

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	PHYSICAL ACTIVITY REQUIREMENTS:			
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	All students receive 150 minutes of P.E. per week.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Pedometers and heart rate monitors were used.
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	Staff follows the curriculum provided by PSD.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	Each grade level receives 30 minutes of recess per day.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	Brain breaks are online for use in classroom setting. Brain breaks sent out in staff weekly newsletter.
	ATTENDANCE:			
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Students are required to bring a parent note to excuse absences. If more than 3 days, a doctor's note is required.

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	Teachers and staff will identify areas where bullying might occur. Communication about morning and afternoon duties is ongoing throughout the year.
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	Staff will actively monitor all high risk areas.
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook, Campus Handbook	"Take a Stand, Lend a Hand" Stop Bullying posters will be posted in the common areas – hallways, bathrooms, etc.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	Staff was trained on sexual harassment and bullying during the PDH at the beginning of the school year.
	Review referral process.	Principal or designee	Campus referral plan	Staff knows to refer to administration or counselor if an accusation and/or bullying has occurred.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Guidance lessons will be taught through the year on bullying, anti-victimization, along with relationship skills for social emotional learning.
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	Referral to administration if bullying has occurred.
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	R-Time will be presented weekly by the classroom teacher. These class meetings or community circles will help establish

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				respect, manners, and build positive relationships among students.

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	Weekly Class meetings, R-Time, or community circles. Students will be taught social emotional learning in the following areas: self-awareness, self-management, and social awareness, relationship skills, and responsible decision making.
	Monitor high risk areas.	All staff	Schedule (if necessary)	Arrival and dismissal schedule was created and is actively monitored for effectiveness and changed when needed.
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	Counselor must teach at least 3 Bullying and Prevention lessons to students.
All Students	INTERVENTION:			
				(Please complete cells below)
	Apply classroom interventions.	All teachers	Classroom teachers	Use of conflict wheel to help with students to resolve conflict. R-Time lessons used weekly to build positive relationships. Teach and use "I" statements when working through conflicts. "I" statements will be posted in the classrooms.
	Employ discipline interventions.	Designated staff	Think It Over Sheets Andrews Pledge	Interventions such as success charts are used when needed.
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Peer Discipline Partners, Parent resources	Parent phone calls, conference with parents, documentation of a plan, student success charts
	Conference with parents/students.	Teachers or other staff	Teachers, counselors, administrators	Kid Talk notes, CMIT meetings, parent conferences

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. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	All Staff SMORE Weekly newsletters Hardcopies of information	Administrative Team, Summer of 2017- Beginning of 2017 school year, as the need arises	Encouraged parents to sign up for school and district e-news at Parent Information Nights and throughout the year. Grade-level teams will send out weekly information.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	All Staff Teams reports	August 2017, as the need arises - Campus Portal Reports	Hard copies of newsletters sent home with students as needed
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Teacher Liaison CTA Administrators	As needed	CTA maintained website when needed. Website has completely been renovated for the school year.
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	eNews SMORE	Weekly	Weekly community SMORE will be sent out through eNews every Friday and Grade-level smore's are sent out every Tuesday.
Utilize social media to keep parents and community informed. Funding source: State and Local	SMORE TWITTER Classroom DOJO CTA/Administrators All Staff	Weekly throughout school year	Weekly community SMORE will be sent out through eNews. Use of Twitter, Remind, and Class Dojo to showcase pictures and events at school.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Principal PTA staff representative	Minimum of once per month	Monthly PTA board meetings held at school and individual meetings as needed.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	PTA chair Counselor	Parenting Classes offered throughout the 2017-2018 school year	4 parenting classes will be held throughout the school year.

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	May 2018	Formative Notes: Transition lesson for fifth graders entering middle school will be done in May. Parenting class for Middle School held in May. Counselor will meet with middle school CMIT/504 chair to discuss students going to middle school. Summative Notes: Guidance lessons were provided to students on a bi-weekly basis. Most lessons centered on the SEL topics of the month.
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	April 2018	Parenting class will be offered in April 2018. A flier will be given to those parents enrolling through Kindergarten round-up in March.
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	Kindergarten teachers and counselor	April 2018	Eagles Nest – Beginning of May Kindergarten teachers visit PreK schools to observe students with special needs prior to the transition ARD Kindergarten teachers collaborate with the Special Education staff at PreK sites to develop goals and schedules for transition ARDs. Counselor meets with PreK counselor on students currently in CMIT/504 the spring before enrollment.

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Elementary campuses with full day Pre-K Classes – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment. Title I Components: 7 Funding source: State and Local	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	Lists of highly qualified candidates are sent to schools when asked for certain positions.
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	Andrews is not a bilingual campus.
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. Title I Component 5 Funding source: State and Local	August 2017 to May 2018	Andrews hosts several student teachers in the fall and spring semesters.
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	My Learning Plan updates teachers on on-going professional development opportunities.
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	Andrews follows all hiring procedures outlined by Plano ISD.