



**Plano Independent School District
Campus Improvement Plan**

Dooley Elementary School

2425 San Gabriel

Plano, TX 75074

2018-2019

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Vision and Mission Statements for District and Campus

Plano ISD Vision Statement

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

Plano ISD Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

District Goals

Plano ISD has two major ongoing district goals:

- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Campus Mission Statement

The mission of Dooley Elementary is to provide each student with an excellent education.

Campus Information

Administration Team

Principal, Tramy Tran

Assistant Principal, Cyndy Reagan

About Us

We are embarking on our second year as the administrative team of Dooley Elementary.

Campus Status

Non-Title I Campus

X Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 08/29/2018 03:30 pm

Meeting 2: Progress monitoring and review of strategic plan - 01/29/2019 03:30 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/15/2019 03:30 pm

State Goals and Objectives

The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.

Objective #2 - Students will be encouraged and challenged to meet their full educational potential.

Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.

Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

Goal #1 - **Recruit, support,** and **retain** Teachers and Principals.

Goal #2 - Build a **foundation** of **reading** and **mathematics**.

Goal #3 - Connect high school to **career** and **college**.

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/

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Lauren Torres	Faculty Member	2016	X	X	X
Andrea Sigala	Faculty Member	2016	X	X	X
Jill Bastian	Faculty Member	2018	X	X	
Angie Kloppmann	Faculty Member	2018	X	X	X
Aisha Malik	Faculty Member	2017	X	X	X
Carol Truscott	Faculty Member, Special Ed	2018	X	X	X
Tramy Tran	Principal	2016	X	X	X
Fannysteen Mays	District Professional	2014			
Ramona Cartwright	Campus Professional, Non-teaching	2014	X	X	
Cyndy Reagan	Support Staff Member	2017	X	X	X
Tanji Johnson	Parent-Selected by PTA	2016	X	X	X
Elizabeth Fenter	Parent-Selected by Principal	2018	X	X	X
Hattie Fowler	Parent	2016	X	X	X
Diana Overhauser	Parent	2014			X
Amy Helmke	Parent	2014		X	
Kent Seaver	Parent	2017		X	X
Lauren Shaw	Community Member	2016	X	X	
Jeff Fenter	Community Member	2018			
Aaron Rollins	Business Representative	2017			
Courtney Craven	Business Representative	2017	X	X	X

State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD’s compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state’s eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

SCE Program Funding

SCE Total	\$139113.78	State Compensatory Ed funds allocated for allowable supplemental resources and 2 staff.
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Title I Program Information

Title I - Schoolwide Components

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by state certified qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards.
5. Strategies to attract state certified high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I, Part A Program Funding

Staffing	\$70800	Total Funding for 1 Title I Support Teachers (including tutoring, adult temp staff) and for 0 Paraprofessionals.
Professional and Consulting Services	\$5161	Campus contracts a consultant to train staff on instructional strategies.
Supplies and Materials	\$1790	Instructional supplies (i.e. software) used to enrich student learning, training materials used to support on-going professional learning.
Other Operating	\$500	Additional Title I Funding used to increase student and campus capacity (i.e. educational student field trip opportunities, registration for staff professional development, student snacks, student enrichment opportunities).
Parental Engagement	\$1016	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)

Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	<p>Monitor 1 population performs comparably or better than the district on STAAR (looking at last year's 5th graders).</p> <p>Our ESL program has prepared our students for Exit.</p> <p>Our Economically Disadvantaged population does better in math than the other special groups.</p>	<p>Our Special Education population under performs on STAAR in all subjects compared to the district (looking at last year's 5th graders).</p> <p>The Economically Disadvantaged group performs lower than the campus rate on STAAR.</p>	<p>Social-emotional support for our at-risk groups to help them maximize their learning.</p> <p>Build background knowledge in our economically disadvantaged groups.</p> <p>Our special education population significantly under performs on STAAR.</p>
Student Achievement	<p>Kinder, 1st, and 2nd grade MAP growth are at least 85% showing within or above one standard deviation of growth in both math and reading.</p> <p>5th Grade STAAR Approaches Expectations within district passing percentage.</p>	<p>Raise MAP growth achievement in grades 3rd-5th.</p> <p>Increase STAAR percentage passing in 3rd and 4th Reading/Math and 5th Science.</p> <p>Communication among grade levels about OUR kids (sharing of students) and meeting their academic/social needs.</p>	<p>Increase STAAR percentage passing in 3rd and 4th Reading/Math and 5th Science.</p> <p>Raise MAP growth achievement in grades 3rd-5th.</p> <p>Consistency of practices for academics and behavioral practices to be implemented on each grade level and school-wide.</p>
School Culture and Climate	<p>Safety systems are in place. Dooley is a safe and orderly place.</p>	<p>Need for more variety of opportunities to gather input from students and parents.</p>	<p>Need for more variety of opportunities to gather input from students and parents.</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	<p>There are several methods used to communicate with parents.</p> <p>Teacher groups are used to make specific decisions.</p> <p>Overall, there are positive feelings toward our campus at Dooley from teachers and students.</p>	<p>Make campus data more readily available and transparent to school community.</p> <p>Continued emphasis on safety procedures and classroom culture of emotional safety.</p> <p>More extra-curricular activities/clubs for our low SES students who cannot participate due to lack of transportation/funding.</p> <p>Striving towards a climate where teachers feel emotional safety to express dissenting opinions</p> <p>Implementing more SEL activities in the classroom and parent training on SEL.</p>	<p>Implementing more SEL activities in the classroom and parent training on SEL.</p> <p>Striving towards a climate where teachers feel emotional safety to express dissenting opinions</p>
Staff Quality/ Professional Development	<p>All teachers are highly qualified.</p> <p>Mentoring program is really helpful and supportive for new teachers.</p> <p>Our teacher retention rate is good.</p> <p>Our professional development is personalized through our 7.5 hours.</p> <p>Walkthroughs and T-TESS supports teacher continuous improvements.</p>	<p>Specific training for teachers to support students' different needs.</p> <p>New paraprofessionals need more training to better perform in their assignments.</p> <p>Professional development should closer reflect grade levels' needs (use data to better curriculum/learning needs).</p> <p>Observing master teachers at other campuses, so teachers can get new ideas.</p>	<p>Use MAP/STAAR results to drive professional development for staff.</p> <p>Paraprofessional (teaching assistant) training.</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Curriculum, Instruction, Assessment	<p>Grade levels have begun to plan by the units rather than week by week.</p> <p>We have a school-wide problem solving plan.</p> <p>Teachers are becoming more familiar with examining data to provide targeted instruction.</p>	<p>Improvement towards vertical alignment and knowing our TEKS.</p> <p>Designing plans with appropriate learning progressions complete with formative/summative assessments and exemplars.</p> <p>Need to be faithful to math and literacy block recommendations by the district. Math to include Number Talks; literacy block to include word work with Words Their Way.</p>	<p>Designing plans with appropriate learning progressions complete with formative/summative assessments and exemplars.</p> <p>Improvement towards vertical alignment and knowing our TEKS.</p> <p>Need to be faithful to math and literacy block recommendations by the district. Math to include Number Talks; literacy block to include word work with Words Their Way.ct.</p>
Family and Community Involvement	<p>Family and community members are involved in the school.</p> <p>Mentoring program has and continues to expand.</p>	<p>Need to increase parent involvement among low SES and ESL parents.</p> <p>Communicating with families in languages other than English, Spanish, and Vietnamese.</p>	<p>Communicating with families in languages other than English, Spanish, and Vietnamese.</p> <p>Need to increase parent involvement among low SES and ESL parents.</p>
School Context and Organization	<p>Teachers have a voice in decision making on school policies.</p> <p>We expect students to get at least a full year of growth.</p>	<p>A couple of staff members do not feel appreciated, that their opinion does not matter, and they they are not valued.</p> <p>Improvement of collaborative teams towards building a campus PLC.</p>	<p>Better system for staff and parents to alert Admin when they have a complaint of problem that needs immediate action.</p> <p>Find out from staff what would help make them be appreciated, find out ways to do it. "Love Languages" We are not mind readers, we need people to tell us.</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
		More formal ways for teachers, parents and community to let admin know when the wheels are falling off.	
Technology	We have 1-1 chromebooks and most staff is willing to be trained. We have several master teachers of technology who are abreast of the newest practices and willing to train the staff. When teachers and students understand the purpose of technology it provides extensions as students move at their own pace and it enhances curriculum.	Some of the staff feel unprepared, apprehensive, and less proficient in the best practices of technology integration. Additionally, some staff may be afraid of what they don't know.	Timely licensing for technology applications after they are rolled out Assessment of the use of technology in the classrooms. How are we assessing the effectiveness? Is it content driven or a game? In depth technology PD - not just small snippets - dig deeper not wider

Critical Action #1

<p>Problem Statement</p>	<p>The percentage of students meeting the Approaches, Meets, & Masters Grade Level Standard is below the district average in the following groups:</p> <p>3rd Math: 77% / 50% / 23% - District: 86% / 63% / 40% 3rd Reading: 80% / 51% / 35% - District: 85% / 56% / 38% 4th Math: 81% / 34% / 13% - District: 83% / 59% / 39% 4th Reading: 73% / 45% / 19% - District: 81% / 60% / 38% 4th Writing: *** / 45% / 8% - District: *** / 54% / 21% 5th Math: *** / 52% / 25% - District: *** / 68% / 44% 5th Reading: 81% / *** / 38% - District: 86% / *** / 40% 5th Science: 67% / 27% / 6% - District: 81% / 50% / 26%</p> <p>Similarly, the campus PES score based on MAP is outside of the PES Lower Bound for Growth Performance in the following groups:</p> <p>2nd Math: Quintile 1 2nd Reading: Quintile 5 3rd Math: Quintile 1-5 3rd Reading: Quintile 1-3, and 5 3rd Science: Quintile 1-2, and 5 4th Math: Quintile 4 4th Reading: Quintile 1-2 4th Science: Quintile 1-3 5th Math: *** 5th Reading: Quintile 1 and 4 5th Science: Quintile 1, 4, and 5</p>
<p>Root Cause and Strategy</p>	<p>(a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning, instruction, and assessment with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses. (c) We will address the responsiveness to student needs by ensuring that there are structures in place to support Social and Emotional Learning.</p>
<p>Goal</p>	<p>Increase the percentage of all students performing at the Approaches grade level standard to decrease the gap between the campus and district to meet the district average performance.</p>
<p>Project Lead</p>	<p>Principals and Leadership Design Team</p>
<p>Staff, Title I Staff</p>	<p>All Grade Level Teachers; All Special Education Teachers; All Academic Support Teachers; Title I Adult Temps</p>

Materials and Resources	PISD Elementary Curriculum Planner; Lead4ward Field Guides/Snapshots; Countdown to Math/Reading/Writing; Edugence; Teacher Observations; KidTalk
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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>Root Cause (a) Activities: Effective Planning</p> <p>1. District curriculum and instruction team members will provide staff training on district planning protocols.</p> <p>2. Use the Collaborative Team Meeting Cyclical Agenda to be fully aware of learning outcomes of the district curriculum: ~ Ask self, "What is it that you were wanting students to know or be able to do as a result of this lesson (or homework assignment, strategy, field trip, etc.)?" ~ Use the Lead4ward Snapshots and Field Guides to dissect the TEKS to design the Evidences of Learning that represents development of language and cognition (depth & complexity). ~ Design WICORized lessons to incorporate development of language and cognition (depth and complexity).</p> <p>3. Study curricular connections within and across school levels: ~ Plan for vertical team discussions within the campus and mid-year and end-of-year to compare progress within and across grade levels identifying celebrations and areas for growth. ~ Build the skills of grade level teams through discussions on</p>	Teach Like a Champion Campus Book Study	6399 – Supplies and Materials (Instructional Supplies)	1084	<p>Weekly Collaborative Team Meetings</p> <p>Quarterly V-Team Meetings</p> <p>Weekly Walkthroughs</p> <p>Quarterly Extended Block Planning Days</p>	<p>Collaborative Meeting Notes</p> <p>Lesson Plans shared on Google Drive/Shared Drive Grade Level Data Sheets</p> <p>KidTalk Notes</p> <p>Extended Block Schedule/Unit plans</p> <p>Campus Flexible PD Agendas and Sign-in</p>	<p>Improve Academic Performance</p> <p>Increase Teacher Quality</p>	<p>Some Progress Action Step 1- District staff provided PD on Planning Protocol I in August as part of BOY PD.</p> <p>Action Step 2- Teams are regularly following the cyclical agenda. The evidences as listed are all in place.</p> <p>Action Step 3- Vertical Teams have the option to meet once a month with representatives attending from each grade level team, Specials and Special Education. Despite this set-up we would like to allow for grade levels to meet with their neighboring grade for more in depth discussion of transition.</p> <p>Action Step 4- Admin concentrated on full observations complete with pre/post conference with</p>	<p>Some Progress Action Step 1- District staff provided PD on Planning Protocol II on January 7th.</p> <p>Action Step 2- Teams are regularly following the cyclical agenda. The evidences as listed are all in place.</p> <p>Action Step 3- We will redesign our designated V-Team days to group our teams with a neighboring grade instead of grouping by subject. Admin will share this idea with V-Team Leads.</p> <p>Action Step 4- Administration will begin to implement a more walk through schedule in order to assure consistent and regular documentation in each classroom.</p> <p>Action Step 5- This happens regularly</p>	<p>Significant Progress Action Step 1- Achieved.</p> <p>Action Step 2- Teams are regularly following the cyclical agenda. The evidences as listed are all in place.</p> <p>Action Step 3- We redesigned and re-organized V-Teams to meet with neighboring grade for the last two months of the school year to allow for a different aspect of vertical team examination and improvement of curricular connections.</p> <p>Action Step 4- This continues to be a work in progress to make walkthroughs more meaningful feedback for teachers.</p> <p>Action Step 5- This happens regularly at extended day planning on</p>	1, 2, 3, 4, 8, 9

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<p>how transitions across grade levels affect achievement gains for each core subject area and how one might minimize any disruptions in learning by referencing the Vertical Alignment Tool on the curriculum planner.</p> <p>4. Weekly Walk Throughs by Administration and C&I team to document implementation of the plans into instructional practice.</p> <p>5. Extended time will be provided for teams to implement the planning protocols for unit instructional planning.</p>							<p>more than 2/3 of staff. A walkthrough schedule will be created to assure consistent and regular feedback to each classroom.</p> <p>Action Step 5-This happens regularly at extended day planning on Wednesdays and Quarterly on extended block planning days.</p>	<p>at extended day planning on Wednesdays and Quarterly on extended block planning days.</p>	<p>Wednesdays and Quarterly on extended block planning days.</p>	
<p>Root Cause (b) Activities: Effective Data Analysis to determine Intervention/Enrichment</p> <p>1. Use the curriculum to diagnose learning problems by developing Exemplars for each standard taught: ~ Ask self, "How do I know if students have learned the standard?" to determine if it is a curricular issue due to vertical alignment or an instructional issue. ~ Share and compare the Evidences of Learning against the Exemplar, at all three levels of thinking, weekly during planning to improve teaching and learning in each classroom. ~ Study and implement strategies from Teach Like a Champion 2.0 in developing</p>	<p>Use of Title I Funds to Employ Adult Temps</p> <hr/> <p>Intervention Materials such as Countdown to Math/Reading/Writing for 3rd-5th grade.</p>	<p>6117 – Professional Salaries (Adult Temp)</p> <hr/> <p>6399 – Supplies and Materials (Instructional Supplies)</p>	<p>4561</p> <hr/> <p>1790</p>	<p>Weekly Collaborative Team Meetings</p> <p>Monthly V-Team Meetings</p>	<p>Refined Pyramid of Intervention poster/handout</p> <p>Tier II and III Documentation in Edugence</p> <p>Time Sheets/Tier II and III Documentation</p> <p>Lesson Plans shared on Google Drive/Shared Drive</p>	<p>Improve Academic Performance</p>	<p>Some Progress Action Step 1-The concept of developing Exemplars was presented to staff at BOY August PD. This continues to be a work in progress as Admin and attend Relay GSE and share with staff.</p> <p>Action Step 2- Formal KidTalk is scheduled to occur at least once during the first three grading periods with Admin which is followed up by CMIT/504 meetings to</p>	<p>Some Progress Action Step 1-The use of curriculum to diagnose learning problems is ongoing. Teams continue to learn how to create exemplars and compare student evidences of learning. Lesson plans are shared with team members and administration on the Google Drive/Shared Drive and Tier 2 & 3 documentation is entered into Edugence with fidelity.</p>	<p>Significant Progress Action Step 1-The use of curriculum to diagnose learning problems is ongoing. Teams continue to learn how to create exemplars and compare student evidences of learning. This examination of exemplars will be extended into Reading and Writing, as the focus this year has been mainly on mathematics. Teachers have been provided with Teach Like a Champion 2.0 to</p>	<p>1, 2, 3, 4, 8, 9</p>

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<p>and reviewing exemplars and student work.</p> <p>2. Ask self, " What do I do if students did not master the standard?" in order to proactively develop intervention plans for students performing below grade level. ~ Design and Academic Support Team to review and refine our "Pyramid of Interventions of Tier I, II, and III" and share with faculty. ~ Determine what constitutes Tier III and what interventions should be delivered at Tier II and III. ~ Campus Administrators and Academic Support Teachers to work with classroom teachers to ensure that effective Tier II and III intervention is occurring for those students identified to receive intervention through Guided Reading and Guided Math instruction. ~ Employ Part-time Adult Temps to provide intervention for 3rd-5th graders who have previously failed STAAR or are designed as Tier III intervention in Math or Reading</p> <p>3. Provide proactive support for students performing below grade level. ~ Academic Support Team and classroom teachers systematically will engage in analysis of student data to identify and design intervention programming for Tier II and III.</p>	Short Reads/Levelled Readers for Guided Reading	6399 – Supplies and Materials (Instructional Supplies)	1500		<p>Extended Block Schedule/Unit plans shared in Google Drive</p> <p>Campus Flexible PD Agendas and Sign-in</p> <p>Collaboration Lesson Plans with PACE teachers</p> <p>MakerSpace sign-up.</p> <p>Campus MLP Sign-in Sheets</p>		<p>document progress of Tier II/III students.</p> <p>Action Step 3- Adjustment of student groups based on data analysis and student needs is ongoing. Teachers are learning to recognize gaps through data analysis H/M/L and identify high leverage points to move them forward. Morning Meetings, to address SEL needs, are implemented across all grade levels. SEL materials were purchased at the beginning of the year and SEL boxes were created. Students have benefited from these materials.</p> <p>Action Step 4- Flexible grouping occurs in Kinder, 1st, 2nd grade for Reading and Math. Some flexible grouping occurs in 3rd grade for both subjects. Instructional Support collaborates with each grade to</p>	<p>Action Step 2- With increased implementation data meetings to review common formative assessments to determine students who did not master the standard(s), Tier II/III students are identified with targeted instruction through collaboration with campus administration and instructional support. Intention remains to employ Part-time Adult Temps in April to support the 5th graders who need to re-take the STAAR for the 2nd administration. There is only funding of a little more than \$3000, which equates to 13 eight hour days for one adult temp. Because of this limited funding, there is not enough to employ for a longer duration to support grades 3rd and 4th.</p> <p>Action Step 3- Progress continues</p>	<p>identify a couple of instructional strategies to apply for the focus of their professional goal for the next school year.</p> <p>Action Step 2- Adult Temps were employed in April/May to support intervention for 3rd-5th grade students. We are still waiting on the results for 3rd and 4th Grade. 5th grade math/reading STAAR results show greater than 85% meeting standards. The campus continues to refine our Response to Intervention strategies as well as identification of Tier II/III. District will request the ARPE department to come provide training on the Intervention Documentation Module of Edugence.</p> <p>Action Step 3- SEL has been a large focus for our campus this year. Our PTA funded</p>	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>~ All teachers to KNOW each student and recognize gaps between student experience/knowledge and curricular demands so that sufficient background knowledge or pre-loading is provided as intervention or through tutorials.</p> <p>~ Incorporate Morning Meetings/Closing Circles with fidelity as a means to better KNOW each student and support their social-emotional growth.</p> <p>4. Proactively develop intervention plans for students demonstrating late mastery of the curriculum.</p> <p>~ Campus Administrators and Academic Support Teachers to work individually with teachers to assist teachers in designing lessons that go deeper in level of thinking.</p> <p>~ Possible considerations to include may be flexible grouping these students across teachers, providing specialized computer software to extend learning, etc.</p> <p>~ Purchase Countdown to STAAR Math/Reading/Writing to support intervention towards TEKS mastery</p> <p>~ Purchase additional short reads guided reading materials to expand the selection of high interest leveled readers.</p> <p>5. Ask self, "What do I do if students mastered the standard early?" in order to provide enhanced learning opportunities for students</p>							<p>provide pull-out intervention for identified students demonstrating late mastery of curriculum.</p> <p>Countdown to Math/Writing/Reading was purchased for 3rd, 4th, 5th grades.</p> <p>Action Step 5-PACE enrichment classes & possible PACE referrals & all teachers completing annual required PACE updates are extension opportunities for students demonstrating early mastery of the standards. MakerSpace is available school-wide every Monday regardless of STEM challenge and out PACE teacher is available to help.</p> <p>Action Step 6-Tier 2 and 3 documentation, test results (classroom, campus and district) give data to support effectiveness of interventions and academic support</p>	<p>as described in the short term monitoring column.</p> <p>Action Step 4- Students with late mastery of the curriculum are supported through ongoing endeavors and include input and assistance from instructional support team as described in the short-term monitoring column.</p> <p>Action Step 5-PACE Teacher provides grade level teachers with enrichment resources and have been able to continue to provide enrichment classes for students who master the standards early. MakerSpace continues to be available school-wide every Monday regardless of STEM challenge and out PACE teacher is available to help.</p> <p>Action Step 6- Data Sheets and Edugence provide</p>	<p>SEL Tool boxes for each classroom as responses to support students' and staffs' well-being.</p> <p>Action Step 4- Students with late mastery of the curriculum are supported through ongoing endeavors and include input and assistance from instructional support team as described in the short-term monitoring column.</p> <p>Action Step 5- All teachers who are required to keep their GT update have completed the requirement. Effective lesson planning continues to be a focus with more frequent common formative assessments so that data meetings can routinely and systematically take place.</p> <p>Action Step 6- This is a continuous ongoing effort as we are moving in the correct position as we become more effective with pro-</p>	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>demonstrating early mastery of the curriculum. ~ Work with campus PACE teacher to design enrichment learning opportunities and activities (Logic Matrices, KenKen Puzzles and MakerSpace) for these students who demonstrate early mastery of curriculum as possible evidence for referral to the PACE program. ~ All teachers to complete the annual PACE update requirement for professional development.</p> <p>6. Evaluate the effectiveness of academic support and student interventions. ~ Examine any school level intervention to make certain that they are tightly aligned (targeted) with academic objective of TEKS as assessed through various forms of diagnostics (MAP, TPRI/Tejas Lee, Plano Lit, AMC, STAAR Item Analysis, TELPAS, IPT, Evidences of Learning, etc.). ~ Systematically review Evidences of Learning, Tier II and III documentation along with the district Benchmark of MAP/TPRI/Tejas Lee/AMC/Plano Lit Diagnostics during Weekly Team Planning, KidTalk and CMIT to determine effectiveness of academic support and interventions.</p>							<p>efforts. Systematic review of data is ongoing and a learning piece for all teachers. Continued progress with making sure academic support (including special education team) communicates often with classroom teachers to align support and learning for students receiving pull-out instruction.</p>	<p>instructional teams with BOY and MOY analysis of student growth. This continues to be an area of growth as we learn how to effectively create common formative assessments for more frequent review of progress. KidTalk is followed up by more formal CMIT/504/SpEd staffing to ensure closer examination of student needs. In some instances, the review of data has resulted in a referral for special education qualifying students for services.</p>	<p>active identification of intervention and enrichment.</p>	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>Root Cause (c) Activities: Social Emotional Learning</p> <p>1. Establish and implement a school-wide system to promote the social and emotional health of students. ~ Campus committee (Staff and Counselor) will determine best practices and create resources and visuals to promote social emotional health school-wide. ~ Campus committee and leadership team will monitor and support the implementation of Social and Emotional practices. ~ Provide for Student Snacks for morning, during the day, and after school tutorials so that students are motivated to learn. ~ Provide for Student Snacks for STAAR testing.</p>	<p>Student Snacks for tutorials and STAAR Testing</p>	<p>6499 – Other Operating (Student Snacks)</p>	<p>600</p>	<p>Weekly School-wide Friday Morning Meetings</p> <p>Monthly Collaborative Team Meeting with Safe and Orderly Team</p>	<p>School-wide Student Management Plan</p> <p>Weekly Friday Morning Meeting Agenda</p> <p>School-wide AVID Competition to #BeExemplary</p>	<p>Improve School Climate</p> <p>Improve Academic Performance</p> <p>Improve Learning Time</p>	<p>Some Progress Action Step 1- Character Trait of the Month, Golden Tickets, school-wide Zones of Regulation, Morning /Closing Circles, Friday Morning Meetings, Lunch Buddy mentors for certain students, and SEL boxes are ongoing evidences of campus SEL endeavors. Creation of Dragons Den to support students' emotional needs is underway to reduce disruption in the classroom/grade level area so learning can occur for the majority of students.</p>	<p>Significant Progress Action Step 1-All previous endeavors remain intact. FMM is contributing to a sense of campus community. Lunch Buddies are having an impact by providing certain students consistent and ongoing support through the development of trusting and meaningful adult relationships. Dragons Den continues to be refined to meet the needs of students who need extra behavioral support. Suggested PD for the future might include coping training.</p>	<p>On Track to Make Progress Action Step 1 - We have continued to excel and improve in social emotional support for students.</p>	<p>1, 2, 3, 4, 8, 9</p>

Critical Action #2

Problem Statement	The Collaborative Teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC process (policies and practices).
Root Cause and Strategy	(a) We will address the need for Collaborative Teams to operate at an autonomous level as described by Collaborate Teams that Transform PLC by ensuring that there are adequate structures and systems in place to provide input and review of data for continuous improvement for student achievement within a safe, orderly and collaborative school community.
Goal	Increase the collaboration among teacher teams through implementing the PLC process and attain success with the HRS Critical Commitment Level I.
Project Lead	Principals and Leadership Design Team
Staff, Title I Staff	Grade Level Teachers, Special Education Teachers, Academic Support Teachers, Counselor, Librarian, Nurse, Secretary, Office Manager
Materials and Resources	HRS Resources; Weekly/Monthly Agendas; Google Suite

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>1. Grade level teams will use weekly extended day and extended block planning time to implement the planning protocols for unit instructional planning (schedule of weekly extended day and extended block planning, meeting notes, walk through data, documents/notes)</p> <p>2. Clearly define school vision, mission, goals and values through teacher professional learning- (Specific and intentional redesign andPDH)</p> <p>3. Train and model the three foundational ideas of PLC: focus on learning, build a</p>				<p>Weekly Collaborative Team Meetings</p> <p>Quarterly V-Team Meetings</p> <p>Weekly Walkthroughs</p> <p>Quarterly Extended Block Planning Days</p>	<p>Collaborative Meeting Notes</p> <p>Lesson Plans shared on Google Drive/Shared Drive</p> <p>Grade Level Data Sheets</p> <p>KidTalk Notes</p>	<p>Increase Teacher Quality</p> <p>Improve Academic Performance</p> <p>Increase Leadership Effectiveness</p>	<p>Some Progress Action Step 1- Grade level teams use weekly extended planning to implement protocols for unit instructional planning.</p> <p>Action Step 2- Professional learning opportunities for the staff have been intentionally chosen to help build language and cognition with complexity. The school-wide use of</p>	<p>Some Progress Action Step 1- Progress continues as described in short term monitoring.</p> <p>Action Step 2- Admin has collaborated with district curriculum to provide meaningful professional learning for staff to build language and cognition. Such PD includes math problem solving, use of exemplars,</p>	<p>Some Progress Action Step 1- Progress continues as described in short/intermediate term monitoring.</p> <p>Action Step 2- In reviewing this action step and reflecting for the future, campus will focus on application of learning next year from all of the PD provided over the course of this past year.</p> <p>Action Step 3-</p>	1, 2, 3, 4, 8, 9

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>collaborative culture, and focus on results- (Teacher professional learning, collaborative team planning, Campus data analysis meetings)</p> <p>4. Collaborative teams will embed the PLC process in their district provided extended planning opportunities (exit tickets, agendas with summative notes, schedule of extended team planning, lesson plan)</p> <p>5. We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses. Teachers will analyze assessment data and use it to plan for instruction. Teacher will monitor and collect data using the following questions to create common, formative assessment What do we want students to know? How do we know? What if they don't learn it? What if they already know?</p>					<p>Extended Block Schedule/Unit plans</p> <p>Campus Flexible PD Agendas and Sign-in</p>		<p>the UPSE problem solving model and number talks help the students, as well as the teachers, to build language and cognition in mathematics.</p> <p>Action Step 3- Dooley staff members are consistently collaborating in order to increase academic results through the use of exemplars (Relay GSE technique), as well as SEL lessons and incentives, which are used to improve motivation and build character. Friday morning meetings bring the school together to build a sense of community and improve our school culture.</p> <p>Action Step 4- Collaborative teams continue to use an agenda to facilitate planning sessions. During extended planning sessions, Lead4ward Field Guides and TEKS are used to create a monthly unit</p>	<p>planning protocols I and II, GLAD strategies, HRS Safe and Collaborative Culture, Zones of Regulation, and Impact Statement. We don't do PLC, we are made up of various collaborative teams that constitutes a PLC.</p> <p>Action Step 3- The progress is steady as described in short term monitoring.</p> <p>Action Step 4- The progress is steady as described in short term monitoring.</p> <p>Action Step 5- Planning Protocol I, and II have been provided. Teachers compare exemplars, using formative and summative assessments, which are used to adjust instruction in order to meet the needs of all students. Exemplars and assessments drive our instruction and help to ensure that lessons are</p>	<p>Focus on Results will be the continuing action for the next school year, as the first two have been steadily engrained.</p> <p>Action Step 4- The progress is steady as described in short/intermediate term monitoring.</p> <p>Action Step 5- This will be our main focus this next school year and will extend the data meetings to include reading and writing, aside from mathematics (our main focus for this school year).</p>	

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
							<p>plan that ensures all TEKS are being taught.</p> <p>Action Step 5- Implementation of Planning Protocol I is underway as preparation for Planning Protocol II is being made.</p>	<p>designed to build cognition and language with depth and complexity.</p>		

Critical Action #3

Problem Statement	The STAAR Component Score (Overall Student Achievement Domain) for Asian was not met (Target 73% - Met 53%).
Root Cause and Strategy	(a) We will address the need to improve the student achievement score for Asian students in order to meet state safeguards by identifying the students in this demographic group and providing targeted intervention to build language and cognition.
Goal	Increase Student Achievement Score for identified Asian students.
Project Lead	Principals, ESL Specialist, and Leadership Design Team
Staff, Title I Staff	Grade Level Teachers, Special Education Teachers, Academic Support Teachers, Counselor, Librarian, Nurse, Secretary, Office Manager
Materials and Resources	PISD Elementary Curriculum Planner; Lead4ward Field Guides/Snapshots; Countdown to Math/Reading/Writing; Edugence; Teacher Observations; KidTalk

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
<p>Root Cause Activities: Increase Student Achievement for Asian Students</p> <p>1. Identify the list of Asian Students in tested population</p> <p>2. Monitor the progress of these students using District Assessments and Evidences of Learning compared against designed Exemplars for each standard assessed.</p> <p>3. Ensure that if student is identified as a Beginning/Intermediate on TELPAS that ESL Specialist provides systematic language development lessons for students so that at least one year's growth is evident on TELPAS.</p>				Review progress of these students monthly	<p>Student Work Samples</p> <p>Edugence</p> <p>Lesson Plans</p>	Increase Academic Performance	<p>Some Progress</p> <p>1. ESL Specialist has taken the lead on supporting grade levels and special education with the list of Asian students in tested population.</p> <p>2. ESL Specialist is working with grade levels to collect student work and compare against exemplars to monitor student progress. Review of student work is a work in progress as campus is learning this new protocol of</p>	<p>Some Progress</p> <p>1. ESL Specialist continues to support grade levels and special education with the list of Asian students in tested population.</p> <p>2. ESL Specialist continues to work with grade levels to collect student work and compare against exemplars to monitor student progress.</p> <p>3. Continues to occur as described in short-term monitoring.</p>	<p>Significant Progress</p> <p>Based on NWEA Proficiency Projection, our Achievement for Asian Students should be met with at least 73% meeting standards.</p>	1, 2, 3, 4, 8, 9

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
4. Intentionally build vocabulary and build cognition into daily lessons.							<p>progress monitoring.</p> <p>3. ESL Specialist supports/coaches Kinder-2nd grade teachers on providing language support in the classroom. ESL Specialist provides pull out support for Beginning/Intermediate students in 3rd-5th. Systematic ELD assessment was given to all Kinder and 1st students as well as Beg/Int students in 3rd-5th grade to help with proper language support/instruction.</p> <p>4. Lesson planning continues to include language and cognition building for all students, with greater intention on these identified Asian students.</p>	4. District Services provided PD on language building to support teachers on intentional language /cognition development strategies.		

Health, Fitness and Attendance

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)

COORDINATED SCHOOL HEALTH

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
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	Monthly Project Team Meetings as needed	This Team meets throughout the year to measure progress and evaluate effectiveness of school wellness program.	This Action Step has been met as described.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Completed by August 2018 Meeting	Mrs. Fowler is the parent representative on the Campus Wellness Team.	This Action Step has been met as described.
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	Weekly Lessons by Grade Level and PE staff	The Campus Wellness Team, which includes the school nurse, school counselor, PE teacher, and one teacher from each instructional	This Action Step has been met as described.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
					team, meet periodically to ensure that this curriculum is delivered in the appropriate setting. Weekly lesson plans are created and implemented.	
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	Review each nine week grading period	There are designated health bulletin boards posted around the school and maintained by members of the Campus Wellness Team. Locations include in front of the building, in the gym (HIP board which changes monthly), and in the cafeteria.	This Action Step has been met as described.
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	As the need arises	This Action Step is met through our SMORES, Thursday Packets, Social	This Action Step has been met as described.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
					Media, and School Messenger Phone Blasts.	

FITNESS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	As the need arises	PE Teacher ensures that all eligible students participate in the Fitnessgram in the Fall and Spring semesters. Fall 2018 Fitnessgram has been completed	This Action Step has been met as described.
4th & 7th	Ensure all data for 3rd - 8th 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	As the need arises	PE Teacher will ensure that Fitness Report Cards are printed and sent home for the designated grade levels in the Spring of 2019.	This Action Step has been met as described.

PHYSICAL ACTIVITY REQUIREMENTS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
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	Daily/Weekly Lesson Plans by PE Staff	Students receive at least 150 minutes of physical education class each week. PE lesson plans are posted in the PE Office each week. Kinder students have a second recess time daily, which appears to be beneficial for students.	This Action Step has been met as described.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	As need arises	PE Teacher uses pedometers and heart rate monitors with 3rd-5th grade students. This Action Step is met with K-2 students through an ongoing focus on fitness.	This Action Step has been met as described.
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has	Principal	Yearly Plan Form	Daily/Weekly Lesson Plans by PE Staff	PE Teacher develops and implements weekly lessons	This Action Step has been met as described.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
	students active at least 70%-90% of class time.				that are sequentially and developmentally appropriate engaging students to be active 70%-90% of the PE class period.	
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	Daily/Weekly Lesson Plans by Grade Level Teachers and PE Staff	Classroom teachers follow district weather policy regarding outdoor play. When outdoor play is not feasible, alternative indoor unstructured play is provided. Kindergarten has adopted a second recess into their schedule that approximates an additional 15 minutes in the morning. This has resulted in	This Action Step has been met as described.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
					improved focus and learning during instructional time.	
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	Daily/Weekly Lesson Plans by Grade Level Teachers	All classroom teachers implement some form of brain break into their instructional day. This includes Go Noodle and yoga techniques. Additionally, teachers incorporate SEL learning into brain breaks, teaching students to self-advocate and let teachers know when they need a break.	This Action Step has been met as described.

ATTENDANCE

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Weekly Meetings between Admin and Attendance Clerk	A campus plan to monitor attendance has been shared with staff. It includes a process for when teachers contact parents, when administration contacts parents, and when truancy warning letters are sent home to parents. The Campus Assistant Principal works closely with the Secretary to monitor student attendance in collaboration with teachers. Student attendance concerns are also discussed	This Action Step has been met as described.

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Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
					in CMIT meetings.	

Violence Prevention and Bullying

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)

STAFF PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	Monthly Collaborative Team Meetings for Safety/Security Project Team	High-risk areas have been identified and teachers are stationed in those areas during arrival, dismissal, and recess to monitor and supervise student interaction and conduct.	This Action Step has been met as described; however, examination for continuous improvement is always occurring.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Daily	Parameters have been set for students and high-risk areas are monitored by teachers during arrival, dismissal, and recess to supervise student interaction and conduct.	This Action Step has been met as described; however, examination for continuous improvement is always occurring.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Daily	Student code of conduct posted in the front office. Parents sign a document acknowledging receipt of the code of conduct. Each grade level has a behavior management plan that supports the student code of conduct. Teachers are to report major violations of the student code of conduct to Administration via an Office Referral whenever bullying or harassment are suspected. To encourage positive behavioral choices, students are acknowledged for	This Action Step has been met as described.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				demonstrating specific character traits at weekly Friday Morning Meetings and AVID points are also awarded as incentives for positive behavioral choices.	

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	Completed by December 2018	Training was held in the Fall of 2018 at a whole staff training meeting. Also, mandatory Safe Schools Online Training on Sexual Harassment (Student to Student; Staff to Student) required of all staff was completed by the end of the first semester in compliance with	This Action Step has been met as described.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				the district timeline.	
Review referral process.	Principal or designee	Campus referral plan	Review every nine weeks.	Our referral process is continually being reviewed with ongoing development of our school-wide Scholar Dollar Student Management Plan. Teachers contact Admin using an Office Referral form when there is a violation of the student code of conduct that involves bullying, harassment or when there is chronic misbehavior causing disruption to learning.	This Action Step has been met as described; however, examination for continuous improvement is always occurring.

STAFF INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Review every nine weeks.	Staff collaboration to design behavioral intervention plans is conducted through KidTalk, CMIT/504 meetings, and staffings. Teachers use Restorative Circles or SEL Tools to address and mitigate behavioral issues when appropriate. Additionally, teachers implement specific discipline management strategies daily for individual students, as needed. Mr. Sanders, campus SEL Teacher, monitors student data and provides updates to help	This Action Step has been met as described; however, examination for continuous improvement is always occurring.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				evaluate the success of specific student behavioral interventions.	
Implement campus referral plan.	Principal or designee	Campus Referral Plan	Review every nine weeks	Our referral process is continually being reviewed with ongoing development of our school-wide Scholar Dollar Student Management Plan. Teachers contact Admin using an Office Referral form when there is a violation of the student code of conduct that involves bullying, harassment or when there is chronic misbehavior causing disruption to learning.	This Action Step has been met as described; however, examination for continuous improvement is always occurring.
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Daily	Positive Behavior Support training	This Action Step has been met as

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				modules, Behavior Management Visual Supports such as Mind Jars, Cool Down areas, SEL Tools, Success Charts are utilized when appropriate to support the social-emotional needs of students as well as Morning Meetings/Closing Circles. Teachers use Restorative Circles to address and mitigate behavioral issues when appropriate. Additionally, teachers implement specific discipline management strategies daily for individual students, as needed. Mr.	described; however, examination for continuous improvement is always occurring.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				Sanders, campus SEL Teacher, monitors student data and provides updates to help evaluate the success of specific student behavioral interventions.	

STUDENT PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Daily	Campus rules are posted in hallways and students are reminded daily of expectations with the Dooley Pledge recitation. This Action Step is also addressed through: Friday Morning Meetings, Daily Circles, SEL lessons and strategies implemented in	This Action Step has been met as described..

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				classrooms each day. All students are Self-managers in training and earn Scholar Dollars school-wide in exchange for privileges and rewards. Dooley Dragons are respectful, responsible and ready to learn.	
Monitor high risk areas.	All staff	Schedule (if necessary)	Daily	Teachers are stationed in identified high-risk areas during arrival, dismissal, and recess to monitor and supervise student interaction and conduct.	This Action Step has been met as described.

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	Review every nine weeks	The referral process is explained to all students in classroom	This Action Step has been met as described.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				meetings and reinforced individually, as needed. Our referral process is continually being reviewed with ongoing development of our school-wide Scholar Dollar Student Management Plan. Teachers contact Admin using an Office Referral form when there is a violation of the student code of conduct that involves bullying, harassment or when there is chronic misbehavior causing disruption to learning.	

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Grade Level Specific Discipline Plan	As the need arises	Positive Behavior Support training modules, Behavior Management Visual Supports such as Mind Jars, SEL Tools, Cool Down areas, Success Charts are utilized when appropriate to support the social-emotional needs of students as well as Morning Meetings/Closing Circles. Teachers use Restorative Circles to address and mitigate behavioral issues when appropriate. Additionally, teachers implement specific discipline management strategies daily	This Action Step has been met as described; however, examination for continuous improvement is always occurring.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				for individual students, as needed. Mr. Sanders, campus SEL Teacher, monitors student data and provides updates to help evaluate the success of specific student behavioral interventions.	
Employ discipline interventions.	Designated staff	KidTalk Meetings	As the need arises	Positive Behavior Support training modules, Behavior Management Visual Supports such as Mind Jars, SEL Tools, Cool Down areas, Success Charts are utilized when appropriate to support the social-emotional needs of students as well as Morning Meetings/Closing Circles.	This Action Step has been met as described; however, examination for continuous improvement is always occurring.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				<p>Teachers use Restorative Circles to address and mitigate behavioral issues when appropriate. Additionally, teachers implement specific discipline management strategies daily for individual students, as needed. Mr. Sanders, campus SEL Teacher, monitors student data and provides updates to help evaluate the success of specific student behavioral interventions. This is an ongoing and collective endeavor involving communication between teachers, grade</p>	

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				level teams, administration and parents.	
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Bird Center Consultation	As the need arises	Administration has consulted with Bird Center and staff at Family and Student Services and implemented Restorative Discipline practices when students are referred to the office for disciplinary actions. Creative consequences and Restorative Circles/Contracts have been devised as tools to manage/prevent further misbehavior.	This Action Step has been met as described; however, examination for continuous improvement is always occurring.
Conference with parents/students.	Teachers or other staff	Campus Monitoring and Intervention Team	As the need arises	When necessary, Admin Team has reached out to parents and engaged them in	This Action Step has been met as described.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				Restorative Disciplinary practices. Phone conferences or home visits have occurred when parents are unable to come to the campus for meetings.	

Parent 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.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
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	Principals	Principals, Office Manager, Secretary, CTA, Nurse, Counselor	As need arises when there is a new enrollment	Office Team provided 2.5 days of Parent Orientation to allow parents to register via Parent Portal. Nearly 100% of our parents at Dooley are registered through Parent Portal. In March, office team will identify parents of newly enrolled students to Dooley this year, who still do not have access to parent portal, and contact them to help with registering through Parent Portal.	At this point in the school year, 100% of Dooley Parents have a Parent Portal Account. Whether they are accessing the Portal frequently, that is something to evaluate for improvement.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
<p>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</p>	<p>CMIT Coordinators</p>	<p>Campus Monitoring and Intervention Team</p>	<p>Quarterly KidTalk/CMIT Meetings</p>	<p>This occurs and families are identified through our KidTalk meetings and are followed up with CMIT/504/special education staffing/meetings with parents.</p>	<p>There were at least 4 Computers @ Home applications provided this school year. Campus has worked with District Mobile Computer Lab to be available at Los Rios Apartments in September.</p>
<p>Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</p>	<p>Principals, CTA</p>	<p>CTA District Webpage Training</p>	<p>Reviewed for updates monthly</p>	<p>This continues to be a work in progress as our CTA is new to his position in September/October. He has been trained to support our website.</p>	<p>This continues to be a work in progress as our CTA is new to his position in September/October. He has been trained to support our website.</p>
<p>Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local</p>	<p>Principals</p>	<p>Principals; SMORE newsletters; copy center; Thursday Packets</p>	<p>Weekly SMORE Newsletter through Dragon Tales e-news</p>	<p>This occurs regularly and through collaboration of our PTA to provide relevant, timely information of</p>	<p>This action step has been met as described.</p>

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				happenings on campus.	
Utilize social media to keep parents and community informed. Funding source: State and Local	All Teachers, Principals, Dooley PTA	Facebook and Twitter	Daily/Weekly Postings on Twitter/Facebook	Grade Levels have Twitter accounts to Tweet and share grade level happenings. The school's Facebook/Twitter Feed is linked to our school website.	This action step has been met as described.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	PTA Board; Principal	PTA Board Meetings; Principals; Staff Representative	Monthly Dooley PTA Board Meeting	Principal attends PTA Board Meetings monthly and works with PTA to support student/family needs.	This action step has been met as described.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	Principals; PTA Board	PTA Board; Principal; PTA Events; Calendar for 18-19	Monthly updates through Dooley PTA Board Meetings to refine PTA Events Calendar for 18-19	This is on-going collaboration as evidenced by our events calendar for 18-19.	This action step has been met as described.
Coordinate a Parent Academy inviting parents of all of our students who are identified as Beginning/Intermediate on TELPAS to help support them in learning Plano's educational system.	Principals	Principal Office Team ESL Teacher Title I and III Funds (Parent Snack: \$300) School Messenger	Monthly/Quarterly Meetings as planned on Dooley Site Calendar	With the instructional needs for students taking precedence, this action step has	There has been efforts to reach out to individual families on an as needed basis. Adult Temps

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
<ul style="list-style-type: none"> - Discover ways to reach out to each individual family to personally invite to Parent Academy and find the time of day that would best fit their schedule to coordinate meeting times. - Employ Adult Temp to help plan/reach out to parents who speak languages other than English, Spanish, and Vietnamese. (Title I Parent Engagement : \$716) <p>Funding source: State and Local</p>				<p>been slow to materialize. However, admin/teachers have reached out individually to those parents who students have been identified of needing extra academic, social, and/or emotional support.</p>	<p>were not employed to help translate because parents in the Dooley community wished to offer their translation services at no cost to the campus.</p>
<p>Coordinate Quarterly/Monthly "Talk with Tran" targeting parents of students new to Dooley.</p> <ul style="list-style-type: none"> - Reach out to these parents individually to learn the best time of day that they would be able to attend a "Talk with Tran" session. - Employ Adult Temp to help plan/reach out to parents who speak languages other than English, Spanish, and Vietnamese. (Title I Parent Engagement : \$716) <p>Funding source: State and Local</p>	Principals	Principal Office Team School Messenger Title I and Title III Funds (Parent Snacks: \$300)	Monthly/Quarterly Meetings as planned on Dooley Site Calendar	<p>With the instructional needs for students taking precedence, this action step has been slow to materialize. However, admin/teachers have reached out individually to those parents who students have been identified of needing extra</p>	<p>With the instructional needs for students taking precedence, this action step has been slow to materialize. However, admin/teachers have reached out individually to those parents who students have been identified of needing extra</p>

Dooley Elementary School – 2018-2019 Campus Improvement Plan

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				academic, social, and/or emotional support.	academic, social, and/or emotional support.
Plan Ramp Up Meetings in April 2019 for incoming Kinder parents.	Principals, Kinder Team	Principal Office Team School Messenger Title I Funds (Parent Involvement: \$1000)	By May 2019	Meetings will be scheduled in April for incoming Kinder parents.	Meetings was scheduled in April for incoming Kinder parents. There was good attendance by future Dooley parents.

Transition

The campus will assist students in making a successful transition between elementary school to middle school.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
<p>Elementary counselors deliver guidance lessons that support and promote the learning process.</p> <p>Title I Components: 7 Funding source: State and Local</p>	School Counselor	District Curriculum	Weekly Lesson Plans for each grade	School counselor and special education counselor have provided lessons that support and promote the learning process.	This Action Step has been met as described; however, examination for continuous improvement is always occurring.
<p>Elementary staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions)</p> <p>Title I Components: 7 Funding source: State and Local</p>	Kinder Team; School Counselor; Special Education Team Leader	Transition Books Attend Open Houses	Once per semester	Pre-K staff has been excellent in reaching out to Dooley to support the transition students to Dooley.	This Action Step has been met as described; however, examination for continuous improvement is always occurring.
<p>Elementary Title I Campuses – 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. Participants will go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep.</p> <p>Title I Components: 7</p>	Kinder Team	Ramp-Up Kits	By end of May 2019	Admin is working to purchase additional RAMP-up kits for these meetings with parents, which are intended to be scheduled in April/May 2019.	This Action Step has been met as described; however, examination for continuous improvement is always occurring.













Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Funding source: State and Local					
<p>Elementary Campuses with full day Pre-K – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment.</p> <p>Title I Components: 7</p> <p>Funding source: State and Local</p>	N/A			N/A to Dooley; however, we will be providing a transition book individualized for those students with special needs enrolling at Dooley as a Kindergartner.	N/A to Dooley; however, we will be providing a transition book individualized for those students with special needs enrolling at Dooley as a Kindergartner.

State Certified Teachers and Highly Qualified Paraprofessionals

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. by the Title I Component 4 and 5 Funding source: State and Local	Professional Learning Department, Curriculum Department, and Campus Administrators	Profesional Learning Department; Elementary Curriculum Department; Assessment, Accountability, and Program Evaluation Department; My Learning Plan; T-TESS Goals	As the need arises	Professional Development is provided through designated district PD days and Campus Trade Days. There are additional opportunities provided by the district for teachers to accrue personal trade hours after school and on Trade Saturdays. Topics are varied to meet the individual professional goals of each teacher.	This Action Step has been met as described; however, examination for continuous improvement is always occurring.

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Lauren Torres	Faculty Member	2016	X 		
Andrea Sigala	Faculty Member	2016	X 		
Jill Bastian	Faculty Member	2018	X 		
Angie Kloppmann	Faculty Member	2018	X 		
Aisha Malik	Faculty Member	2017	X 		
Carol Truscott	Faculty Member, Special Ed	2018	X 		
Tramy Tran	Principal	2016	X		
Fannysteen Mays	District Professional	2014			
Ramona Cartwright	Campus Professional, Non-teaching	2014	X 		
Cyndy Reagan	Support Staff Member	2017	X 		
Tanji Johnson	Parent-Selected by PTA	2016	X 		
Elizabeth Fenter	Parent-Selected by Principal	2018	X 		
Hattie Fowler	Parent	2016	X 		
Diana Overhauser	Parent	2014			
Amy Helmke	Parent	2014			
Kent Seaver	Parent	2017			
Lauren Shaw	Community Member	2016	X 		
Jeff Fenter	Community Member	2018			
Aaron Rollins	Business Representative	2017			
Courtney Craven	Business Representative	2017	X 