



**Plano Independent School District
Campus Improvement Plan**

Haun Elementary School

4500 Quincy Lane

Plano, TX 75024

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

Established in 1997 and named for Bettye Haun, our mission is to provide a nurturing, safe community in which children experience the challenge and joy of learning and the sense of belonging as they prepare for the opportunities of tomorrow.

Campus Information

Administration Team

Principal, Jayne Smith

Assistant Principal, Ty Karl

About Us

At Haun, we love, laugh, and learn together!

Campus Status

X Non-Title I Campus

Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 09/05/2018 11:30 am

Meeting 2: Progress monitoring and review of strategic plan - 02/04/2019 11:30 am

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/20/2019 03:00 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
Joy Paradiso	Faculty Member	2018		X	X
Tara Kneafsey	Faculty Member	2018	X	X	X
Kathy Podnieks	Faculty Member	2018	X	X	X
Rachael Taylor	Faculty Member	2018	X	X	
Michael Talamantez	Faculty Member	2018	X	X	X
Andrea Rich	Faculty Member, Special Ed	2016	X	X	
Jayne Smith	Principal	2007	X	X	X
Eryn Gradig	District Professional	2017	X	X	X
Julie Yang	Campus Professional, Non-teaching	2018	X	X	X
Candi Rains	Support Staff Member	2016	X		X
Vandita Parikh	Parent-Selected by PTA	2018			
Yuki Olinger	Parent-Selected by Principal	2017			
Melanie Davis	Parent	2018			
Amrita Bhattacharya	Parent	2018		X	
Toya Robinson	Parent	2017	X		
Melanie Chevalier	Parent	2018			
Dori Berg	Community Member	2018	X		
Diana Koon	Community Member	2018	X		
David Huffman	Business Representative	2018	X		X
Jason Bell	Business Representative	2018	X	X	X
Ty Karl	Principal	2017	X	X	X

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Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Marjorie Edge	Campus Professional, Non-teaching	1997	X	X	X
Beth Raines	Parent	2018	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	\$69,664.00	State Compensatory Ed funds allocated for allowable supplemental resources and 1 staff.
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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	All teachers want to meet the needs of all our learners. The school population is tolerant and accepting of one another.	We want to find other ways to learn about and support our various cultures.	Administration will create a survey to gain a better understanding of exactly what staff is needing. Once completed, we will take results and develop a plan to support them.
Student Achievement	Mathematics in all areas was strong. Growth from 3-4 and 4-5 was strong in math and reading.	We want to improve our writing STAAR performance.	This is one of our critical action goals within our CIP document.
School Culture and Climate	With our SEL practices utilizing the Husky Promise, community circles and morning greeters, we feel Haun has a warm and inviting environment.	We need to further investigate our behavioral management system to understand the why behind disruptive students' behaviors and develop and put in place supports for those children.	We have created a collaborative learning group to do a book study on Discipline with Dignity, and we will include specialists from the district to collaborate with this team. Their findings will be shared with the staff during faculty meetings.
Staff Quality/ Professional Development	We feel we are welcoming to all with our focus on social emotional learning.	We want to seek further training on behavior supports for some of our children.	We have created a collaborative learning group to do a book study on Discipline with Dignity, and we will include specialists from the district to collaborate with this team. Their findings will be shared with the staff during faculty meetings.
Curriculum, Instruction, Assessment	MAP scores and various data assessments are utilized in several	We need resources, projects and learning tools to meet the needs of our high achieving students.	We will invite district curriculum staff out for support and develop additional strategies within our vertical teams and

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?
	grade levels to differentiate. Pre-assessment drives our enrichment.		grade level teams. Our differentiated learning collaborative team will additionally support this need.
Family and Community Involvement	We have a strong PTA with numerous inclusive family events. The majority of our parents have strong collaborative relationships with staff.	We want to increase cultural awareness at Haun.	We are including books in our library of various languages. Teachers are continuing to intentionally include within their lessons stories from other cultures to celebrate those children and make connections between all stakeholders.
School Context and Organization	Students and parents love Haun. Extended planning allows time for data analysis. Collaborative teams help make campus decisions.	There is a need for grading practices to be aligned within grade levels and vertically.	As a PLC community this will become an expectation and team leaders and administration will hold team members accountable.
Technology	Technology is utilized in all subject areas at Haun, and there is always someone to support the staff when needed.	We need to become proficient at using GoGuardian in order to protect and guide our students with technology use.	District tech team has trained numerous staff members before school started. We will continue having the tech team out four times this year to support each grade level.

Critical Action #1

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	There is a lack of knowledge about the PLC process, policies and practices. We will address the need for teacher teams and collaborative groups to effectively address curriculum, assessment, instruction and the achievement of all students by ensuring the PLC process is implemented consistently using the districts' PLC protocol with fidelity.
Goal	Increase student achievement by implementing the PLC process and attain success with HRS Critical Commitment Level 1.
Project Lead	Principal, Assistant Principal and all Team Leaders
Staff, Title I Staff	All grade level teachers, support and specialist teachers and SPED department
Materials and Resources	TEKS, PISD Curriculum planning, Edugence, Collaborative Teams that Transform Schools

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 #)
Team Leaders' book study with Learning by Doing: A Handbook for Professional Learning Communities at Work.				Monthly team leader meetings	Meeting notes	Increase Academic Performance	Some Progress Monthly team leader meetings included studying purpose of developing a HRS community and how to create collaborative teams.		Significant Progress Team Leaders reviewed and discussed elements of the book, developing a stronger understanding of the PLC process. These practices were implemented during team meetings, resulting in more effective planning practices.	
Identify team norms and protocols to guide us in working together.				Weekly team meetings and monthly team leader meetings	Meeting notes	Increase Teacher Quality	Some Progress Team norms were developed by individual teams before school began. Norms are included on most agendas.	Some Progress Team leaders shared and reflected upon team norms. Teams adjust norms as needed.	Significant Progress Norms were developed and established for each team, and were revisited as needed. Norms	

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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 #)
									were included on all extended planning agendas.	
District curriculum and instruction team members will provide staff training on district planning protocols.				August, 2018 (additional support as need arises)	MLP signup sheet	Increase Teacher Quality	Some Progress Grade levels received training on planning protocols before school began from district curriculum team. (August/2018)	Some Progress Planning Protocol #2 including formative and summative common assessments is scheduled for February 27, 2019	Significant Progress Teams have expressed a strong desire to receive further supports for Common Formative Assessments. Second grade, for example, began to incorporate these immediately following the district training. Resources will be provided during the 2019-2020 school year to support this area.	
Extended time will be provided for teams to implement the planning protocols for unit instructional planning with agendas with time included for reflection on practices and student work.				Once a month	Agendas and plans	Increase Academic Performance	Some Progress Grades K-5 receive extended planning each month. Currently they include analyzing TEKS, summative assessments, and planning lessons to support student learning	Significant Progress Grade levels have begun including discussions on formative assessments and are reflecting on "what worked" in their instruction.	Significant Progress Extended planning opportunities allowed teams time to develop a stronger understanding of their TEKS, the vertical alignment of content areas, and to reflect on their instructional practices. Each team was asked to complete the district survey, which should reflect the benefits teams received from this time.	

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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 #)
Include vertical alignment meetings to analyze data, study standards and discuss instructional practices.				Once every six weeks	Agendas and reflections from the meetings	Increase Academic Performance	Some Progress Vertical team meetings were held twice the first semester for math, reading, writing and technology. TEKS and instructional practices were studied and a better understanding of alignment was developed.	Some Progress K-2 and 3-5 met January 30, 2019 to reflect upon, discuss and continue to vertically align writing rubrics and expectations.	Some Progress While K-2 and 3-5 did not have the opportunity to meet regularly, each team discussed vertical alignment during their weekly team plannings. This allowed them to develop a stronger understanding of what their role in the 'big picture' was for student achievement. K-2 teams specifically mentioned the focus on vertical alignment their teams held, and the benefit they saw in this approach.	
District assessment and curriculum department team members will provide staff training on district assessments and MAP testing.				August/September 2018 (additional support as need arises)	Meeting notes	Increase Academic Performance	Some Progress Assessment, Research, and Program Evaluation Department provided staff training on MAP, STAAR, and TELPAS assessments. Curriculum department is scheduled to provide staff training on formative assessments in February 2019.		Some Progress Staff reported that the February meeting with the Assessment department was beneficial. A desire for additional supports has been expressed by teams, and will be put into place for the 2019-2020 school year.	
Grade level teams will intentionally plan opportunities for oral language				Weekly team meetings/ Monthly extended planning	Lesson Plans/Meeting Notes	Increased Academic Performance	On Track to Make Progress	On Track to Make Progress	On Track to Make Progress	

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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 #)
acquisition, reading and writing to make academic language comprehensible for English language learners							Assessment, Research, and Program Evaluation department provided TELPAS training for grades K-2 in December 2018.	ESL specialist will train staff February 6, 2019 on ESL strategies including writing and vocabulary development.	In order to see an increase in student growth (TELPAS and STAAR), additional supports are still needed in this area.	

Critical Action #2

Problem Statement	At the campus there are inconsistent/varied uses of instructional strategies in writing impacting student performance.
Root Cause and Strategy	Lack of vertical knowledge related to writing standards (TEKS and curriculum), no formal campus-wide writing program/instruction
Goal	Increase student achievement in writing to meet or exceed district averages in approaches, meets and masters grade level standard.
Project Lead	Administration, Team Leaders
Staff, Title I Staff	Grade level teachers
Materials and Resources	TEKS, PISD Curriculum

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 #)
Develop consistency and understanding of TEKS between and within the grade levels including expectations, best practices and resources used.				Weekly grade level meetings Writing vertical team meetings 6 times a year	Agendas, student writing samples, STAAR measurements	Improve Academic Performance	On Track to Make Progress During planning, teams are working to develop an understanding of writing. The implementation of a Writing Vertical Team should help support their understanding.	Significant Progress Teams use extended planning time to plan units, which includes analyzing TEKS. Vertical alignment is discussed during this time, as well as during Vertical Team Meetings. Additionally, all classroom teachers received 1.5 hours of writing training from district personnel, which focused on understanding the TEKS.	Significant Progress Classroom teachers have reported growth for both themselves and their students as a result of the focus on writing standards. Dedicating time to analyze the vertical alignment of standards allowed each team to maintain focus on what was most critical for their students.	
3rd, 4th grade staff and specialists attendance at district writing inservice	district training			October 2018	Sign-up with district	Increase Teacher Quality	On Track to Make Progress All teachers attended training,	Some Progress 3rd and 4th grade teachers implement writing	Significant Progress 3rd and 4th grade teachers report	

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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 #)
							developed an understanding of the new curriculum, and its components	curriculum. Direct writing instruction occurs regularly, including the use of mentor sentences, revising/editing strategies, and formal writing processes.	that the resources provided this school year supported their growth in understanding the writing TEKS.	
Include teacher modeling and analyzing student samples during writing instruction				Weekly grade level meetings Writing vertical team meetings 6 times a year	Agendas, student writing samples, STAAR measurements, reflections from staff concerning student growth and the impact of modeling	Increase Teacher Quality, Improve Academic Performance	On Track to Make Progress Teams are working to develop an understanding of new writing curriculum (mentor sentences, modeling, etc.)	Some Progress Direct writing instruction occurs across the campus, including the use of mentor sentences, revising/editing strategies, and formal writing processes. Grade level teams report that they compare student writing samples to gain an understanding of grade level progress. Additionally, during Writing Vertical Team meetings, student samples are reviewed to gain a stronger understanding of 4th grade writing standards (a paper with a score of a '2' compared to that of a '4').	Some Progress Through formal and informal observations, administration noticed that direct instruction occurred throughout the building. Student writing samples were analyzed periodically, but more emphasis could be placed on this reflection piece moving forward.	
Develop and utilize vertically aligned rubrics and develop an understanding of those rubrics within staff members and students.				Weekly grade level meetings and faculty meetings	Teacher reflections, Quick Checks with students	Increase Teacher Quality, Improve Academic Performance	On Track to Make Progress Writing Vertical Team planned out topics for monthly	Some Progress Writing Vertical team created rubrics/checklists, which have been	Significant Progress Rubrics, which were developed early in the year,	

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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 #)
							meetings, which include developing and understanding writing rubrics for each grade.	incorporated into each grade level's writing instruction. During a January faculty meeting, K-2 and 3-5 teams met to discuss writing and the use of their rubrics.	were utilized by each grade level. Classroom teachers shared that these were a valuable resource and will continue to be used moving forward, as they supported their understanding of student expectations.	
Maximize student writing potential by intentionally planning for a 30 minute dedicated writing block.				Weekly grade level meetings	Master Schedule and PWT data	Improve Academic Performance	Some Progress Every grade level was required to submit specific times that writing instruction will occur. These times were included in the Master Schedule	Significant Progress Teachers closely follow writing curriculum, and break apart the TEKS related to writing. Teams have found ways to provide writing intervention. Kindergarten, for example, groups students across the grade based on writing assessments.	Significant Progress Intentionally following writing on the Master Schedule has proven to be beneficial, as all grade levels held themselves accountable for daily writing instruction. As the year progressed, teams began to redesign how the time was used. First grade, for example, began to incorporate writing conferences into their instructional time.	
Implement graphic organizers for the writing process 2-5				Weekly grade level meetings, writing instruction in the grade levels	Lessons, student work	Improve Academic Performance	On Track to Make Progress Writing Vertical Team has plans to develop and implement graphic organizers and writing/revising	Some Progress All grade levels are currently implementing some form of graphic organizer and/or checklist to support student writing. These	Significant Progress Each grade level incorporates some form of graphic organizer to support their instruction. Third grade, for	

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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 #)
							checklists across the campus.	resources are consistent across the grade level.	example, uses 'bubble maps' and the 'writing pillars' to help students organize their ideas	
Include purposeful planning, instruction and accountability for editing and revising during the modeling writing process by teacher and within student writing				Weekly grade level meetings, writing instruction in the grade levels, vertical writing team	student writing, STAAR measurements, reflections from staff during team meetings.	Increase Teacher Quality, Improve Academic Performance	On Track to Make Progress Grade levels are developing an understanding of writing TEKS, as well as best practices for revising/editing. The use of mentor sentences and strategies from Jeff Anderson's 'Power of Patterns' will be implemented into writing instruction.	Some Progress Grade levels continue to develop an understanding of effective writing instruction. Teachers model the revising/editing process, and the use of 'checklists' support students when working independently.	Significant Progress Each team utilized a grade appropriate form of revising/editing. Fourth grade incorporated this into their conferencing time with students, while first grade utilized a checklist for students to self-monitor their writing.	

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	Committee will meet on the following days: *September 25, 2018 *November 27, 2018 *February 26, 2019 *April 30, 2019		Teams met regularly and accomplished all goals.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	First meeting date scheduled for September 25, 2018, with parents included		Teams met regularly and accomplished all goals. Parents were involved throughout the process.
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	All required curriculum units will be taught throughout the year		Through both formal and informal observations, administration reported that the components of the program

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
						were delivered in the appropriate setting.
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	Will be located in the gym, with a completion date of September 1, 2018		The health bulletin board was updated throughout the school year.
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	October 1, 2018		All relevant news was communicated through the school e-news, which is sent out weekly. Additionally, the calendar on the campus website is maintained to include all important events.

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	Pre-Test - December 2018 Post-Test - May 2019		Assessments were completed as

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
						planned, with results shared with all students and parents.
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	May 24, 2019		All student data was included on report cards, prior to staff sending them home with students.

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	All students will receive required minutes, with Master Schedule reflecting this time.		All students participated in the required minutes throughout the year.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	October 2018		Through 'Jogging Club' P.E. Teachers were able to track student activity.
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has	Principal	Yearly Plan Form	Daily district provided curriculum		P.E. Teachers followed district curriculum

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.					throughout the year. All activities provided were developmentally appropriate.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	Master schedule reflects daily unstructured recess time		Each grade level was provided 30 minutes of recess each day, during which students were allowed unstructured play. The master schedule reflects this time.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	Teachers provide brain breaks each day		Administration reports, through informal observations, that brain breaks were provided each day across the campus.

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 attendance reports sent to Assistant Principal		Assistant principal maintained attendance records and worked with classroom teachers and parents to address any concerns.

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 staff meetings will address staff concerns		Staff feedback was taken throughout the year, both formally and informally. Recently, staff responded to a survey, which asked for individual and grade level needs.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	August 2018, with adjustments to schedule as needed		Schedule adjustments were made as needed throughout the year. Special Education, for example, adjusted their staff assignments based on the needs of a particular grade

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					level during their recess time.
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	August 2018, with monthly meetings providing behavioral supports and strategies	Team Leaders reviewed code of conduct and campus handbook with staff in August 2018	
Community circles	Counselor	All Teachers/Morning Meeting Book	Daily community circles in each classroom		Community circles took place in all grade levels, daily.

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	August 2018	Staff completed training via Safe Schools videos in August 2018	
Review referral process.	Principal or designee	Campus referral plan	August 2018	Referral process was discussed with teams in August 2018.	

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	Monthly Kid Talk and CMIT meetings to provide behavior strategies and support		Support Staff (Instructional Specialist, Counselor, ESL) and Administration met with teams as needs arose. During this time, intervention strategies (academic and/or behavioral).
Implement campus referral plan.	Principal or designee	Campus Referral Plan	As needed, principals will follow all established protocols		Administration ensured staff followed all appropriate protocols.
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	As needed, principals will follow all established protocols, including Social and Emotional practices		All established protocols were followed. Staff as a whole focused on Social and Emotional practices, and were introduced to Restorative Circles in April 2019.

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	August 2018, with reviews as needed		Campus expectations are clearly stated, and reinforced throughout the year. The 'Husky Promise' supports the campus' belief for student behavior, and is read each week on the morning announcements.
Monitor high risk areas.	All staff	Schedule (if necessary)	August 2018, with adjustments to schedule as needed		Schedule changes were made as necessary. Due to safety concerns, recess times and dismissal procedures were adjusted once construction began on the building in March. Staff schedules, specifically Special Education, were adapted to meet the needs of their students

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					throughout the year.
Citizenship Celebrations	Counselor	All Staff, School-Wide Assemblies	4 School-Wide Assemblies		Students were celebrated at each of the four school-wide assemblies. Celebrations include, but are not limited to, FISH Awards and Clean Awards. Additionally, teams celebrated students on a weekly basis with their 'Catch of the Week' winners, which recognizes good citizenship.

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	August 2018 parent information night		Staff communicated this information to parents at the beginning of the year.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Anti-bullying guidance lesson	Counselor	Anti-Bullying Curriculum	3 times/year		The school counselor provided all required instruction to students, as well as additional interventions for those in need of further support.
R-Time social skills training	Counselor	All Teachers/R-Time curriculum	Weekly lessons taught in classroom		Staff utilized morning circle time to incorporate these social skills lessons.
Conflict Resolution	Counselor	Kelso's Choice	August 2018		The school counselor provided support for these strategies, both within in classroom and the grade levels. Teachers were given the 'Kelso's Choices' poster, and were asked to use it for conflict resolution with their students.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Personal Safety Guidance Lessons	Counselor	Personal Safety Curriculum	3 times/year		The school counselor provided all required instruction to students.

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	All staff/CMIT and 504 Teams	Monthly meetings		Support Staff (Instructional Specialist, Counselor, ESL) and Administration met with teams as needs arose. During this time, intervention strategies (academic and/or behavioral). Response-to-Intervention goals were planned and monitored during this time.
Employ discipline interventions.	Designated staff	Classroom teachers/Behavioral support team	Monthly meetings		Support Staff (Instructional Specialist,

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					Counselor, ESL) and Administration met with teams as needs arose. During this time, behavioral strategies were discussed. Additionally, the Special Education team met with teams in February to provide strategies for use in the classroom.
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	CMIT/504 Teams	Monthly meetings		
Conference with parents/students.	Teachers or other staff	Classroom teachers	Fall conference in 3-5, 3 conferences in K-2, as need arises in all grades		All parents were provided an opportunity to meet with teachers.
Buddy Bench during recess	Counselor	All Staff	Students instructed of purpose in August 2018		The 'Buddy Bench' was explicitly taught by each grade level.

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	Principal/Office Secretary	Office Staff/Classroom Teachers/District Registration Site	Weekly email communication with parents	Parents registered via Parent Portal during registration. Weekly communication is sent through e-news.	E-News and Phone Master messages were sent regularly, informing the community of important events, dates, etc.
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	Principal	CTA/District technology team	As need arises	Documentation of resources given to parents, maintained by CTA	CTA continued to monitor this need throughout the year.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Principal	CTA	Monthly updates posted on various mediums	School website provides updated information on campus events, district news, etc.	Campus website was maintained throughout the year.
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Principal	Office Manager	Weekly enews communication	Weekly emails will be sent via e-news	E-News and Phone Master messages were sent regularly, informing the community of

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					important events, dates, etc.
Utilize social media to keep parents and community informed. Funding source: State and Local	Principal	Classroom Teachers, CTA/Social Media Accounts	Weekly updates to various communication mediums	Parents and community are informed about classroom/school events through campus Facebook and Twitter accounts. Grade levels send weekly emails regarding grade-level specific happenings.	Social media accounts were regularly updated.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Principal	PTA President and representatives	Monthly Meetings	PTA president and representatives will meet monthly with principal in order to discuss school events.	Monthly meetings were held between the PTA President and Principal.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	Counselor	PTA	6 presentations for the 2018-2019 school year	Presentations will include social-emotional learning workshops for parents and testing/assessment informational seminar	All presentations were held, with attendance tracked by PTA and the school Counselor.

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
Elementary counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding source: State and Local	Counselor	District Anti-Bullying Curriculum	Bi-Weekly lessons		School counselor provided all district/state required lessons to students.
Elementary 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	Special Education Team Leader	Pre-K Staff, CMIT/504/ARD Teams	Annual ARD meeting for Pre-K transition to K		The Special Education staff met with Pre-K staff as needed to discuss the transition from Pre-K to Elementary. Documentation of the plan can be found in the ARD paperwork.
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.	n/a	n/a	n/a	n/a	n/a

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Title I Components: 7 Funding source: State and Local					
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. Title I Components: 7 Funding source: State and Local	n/a	n/a	n/a	n/a	n/a

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	All staff, District Personnel	Monthly Staff Meetings		All teachers were provided 7.5 hours of relevant professional learning. Additionally, all teachers documented 7.5 hours of self-selected professional learning. Throughout the year, additional staff trainings were provided on an as-needed basis.

SBIC Goal Feedback

Goal 1: *Increase student achievement by implementing the PLC process and attain success with HRS Critical Commitment Level 1.*

Action Steps:

1. Team Leaders' book study with Learning by Doing: A Handbook for Professional Learning Communities at Work.
2. Identify team norms and protocols to guide us in working together.
3. Extended time will be provided for teams to implement the planning protocols for unit instructional planning with agendas with time included for reflection on practices and student work.
4. District curriculum and instruction team members will provide staff training on district planning protocols.
5. Include vertical alignment meetings to analyze data, study standards and discuss instructional practices.
6. District assessment and curriculum department team members will provide staff training on district assessments and MAP testing.

Notes and Evidence:

1. Team Norms https://docs.google.com/document/d/1A98sIFMH6h5MWRMLvLsWgA1kuPfCn64rVtzFCq_NJzs/edit
2. We follow the planning protocol each time we meet to discuss an academic subject.

<https://docs.google.com/document/d/1jllRRNOk4KK27toMCDYof5KEfRpbPHoaprsOCprgLpo/edit>

3. Agendas for extending planning

<https://docs.google.com/document/d/1Dz1Xsj9wiN-g1Mq03CpXRyXUY7CorPUvymepnQC1BfY/edit>

SBIC Goal Feedback

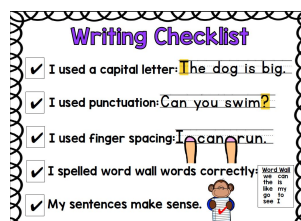
Goal 2: Increase student achievement in writing to meet or exceed district averages in approaches, meets and masters grade level standard.

Action Steps:

1. Develop consistency and understanding of TEKS between and within the grade levels including expectations, best practices and resources used.
2. 3rd, 4th grade staff and specialists attendance at district writing inservice.
3. Include teacher modeling and analyzing student samples during writing instruction.
4. Develop and utilize vertically aligned rubrics and develop an understanding of those rubrics within staff members and students.
5. Maximize student writing potential by intentionally planning for a 30 minute writing block.
6. Implement graphic organizers for the writing process 2-5.
7. Include purposeful planning, instruction and accountability for editing and revising during the modeling writing process by teacher and within student writing.

Notes and Evidence:

1. We have incorporated a writer's checklist for all first grade students to use during their writing.

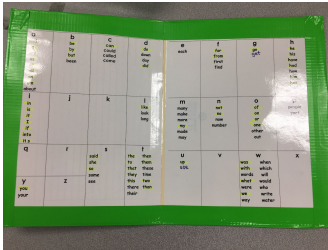


SBIC Goal Feedback

2. Mentor sentences are being taught weekly.

<https://docs.google.com/presentation/d/1UUKNsX0aqRwTHxlq2F9yyqd2TTf9J6JynJK2cVBbPs/edit#slide=id.p>

3. Each student has a high frequency word folder that they use during their writing to assist with spelling.



4. Writing is being taught daily with a teacher lesson, teacher modeling of writing, individual writing time, conferencing with students, and sharing of writing out loud to either a friend or the class.

SBIC Goal Feedback

Goal 1: *Increase student achievement by implementing the PLC process and attain success with HRS Critical Commitment Level 1.*

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Notes and Evidence:

-4th grade wrote Team Norms at the beginning of the year and on occasion we revisited the goals to be sure we are still on track.

-The 4th grade team appreciates the dedication to honoring our planning time and the extended planning time. It allowed us to meet the goals of the planning protocol.

- The training from Jennifer Ruth was beneficial and we look forward to having a similar training at the beginning of the next school year.

SBIC Goal Feedback

Goal 2: *Increase student achievement in writing to meet or exceed district averages in approaches, meets and masters grade level standard.*

Action Steps:

1. Develop consistency and understanding of TEKS between and within the grade levels including expectations, best practices and resources used.
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6. Implement graphic organizers for the writing process 2-5.
7. Include purposeful planning, instruction and accountability for editing and revising during the modeling writing process by teacher and within student writing.

Notes and Evidence:

- 4th grade faithfully met each action step.
- Implemented writing conferences.
- Utilized TEA released scored writing samples in order to ensure that we met the needs of our students.
-

SBIC Goal Feedback

Goal 1: *Increase student achievement by implementing the PLC process and attain success with HRS Critical Commitment Level 1.*

Action Steps:

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Notes and Evidence:

We have set [Team Norms](#) and referred back to them to keep ourselves accountable. These helped us stay focused and maximize our team planning, especially extended planning.

Agendas for extended planning have helped us stay efficient, organized, and focused on the right work.

[Extended Planning Agenda 9/20/18](#)

[Extended Planning Agenda 10/25/18](#)

[Extended Planning Agenda 11/29/18](#)

[Extended Planning Agenda 2/5/19](#)

[Extended Planning Agenda 3/5/19](#)

SBIC Goal Feedback

[Extended Planning Agenda 4/2/19](#)

Our extended planning time was focused on planning instruction, reflecting on teaching, and deconstructing TEKS with the goal of meeting individual student needs of achievement.

We also have a [weekly meeting schedule](#) to keep our weeks organized and to help us come to planning prepared.

Goal 2: *Increase student achievement in writing to meet or exceed district averages in approaches, meets and masters grade level standard.*

Action Steps:

1. Develop consistency and understanding of TEKS between and within the grade levels including expectations, best practices and resources used.
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5. Maximize student writing potential by intentionally planning for a 30 minute writing block.
6. Implement graphic organizers for the writing process 2-5.
7. Include purposeful planning, instruction and accountability for editing and revising during the modeling writing process by teacher and within student writing.

Notes and Evidence:

Kindergarten, first, and second grade teachers met to vertically align writing instruction. Two important topics discussed were handwriting instruction and writing rubrics.

SBIC Goal Feedback

We made a [plan](#) to focus on handwriting instruction, not just at the [beginning of the year](#), but throughout the year, to increase writing fluency within all three grade levels. Kindergarten decided to devote one day of writing instruction a week to handwriting. We saw improvement in their writing formation, increasing their writing stamina and dexterity. We also found that this helped our students produce quality work they are proud of, making their writing easier to read.

We have schoolwide writing process vocabulary and have focused on this in kindergarten, particularly with revising and editing. First grade made a [revising and editing checklist](#) that we brought to kindergarten. We taught our kids how to do these steps (either individually for some, or with prompting for others) and are hoping they will transition fluidly to first grade writing. Some students are even able to self edit and self revise, even though our TEK is “with adult assistance.”

We implemented [differentiated writing classes](#) which helped us solve two problems--dedicating 30 minutes to writing 5 days a week with fidelity and differentiating writing instruction to meet all writer's needs. We saw benefits in both our struggling writers and our most advanced writers--our struggling writers were able to have the dedicated space/lessons to slow down and master basic writing skills before moving on, while our advanced writers were able to learn at a faster pace and develop skills not normally taught in kindergarten. Three other classes work in between that at a typically progressing kindergarten sequence, following Plano's Writer's Workshop curriculum. All classes practice modeling, conferring, sharing, and individual writing each day.

We have also noticed that our writing groups have brought us more collaboration as a team in our writing planning and reflection. In the past, when we have not focused on writing with intentionality, we talked about writing planning very little. This year, we plan writing weekly, like all other subjects and reflect informally constantly and formally every month or so.

PLANO INDEPENDENT SCHOOL DISTRICT



Site Based Improvement Committee

February 2019



Agenda

- SBIC Overview
- High Reliability School Framework
- 2018-2019 Campus Goals Updates
- Upcoming Dates

Purpose of SBIC

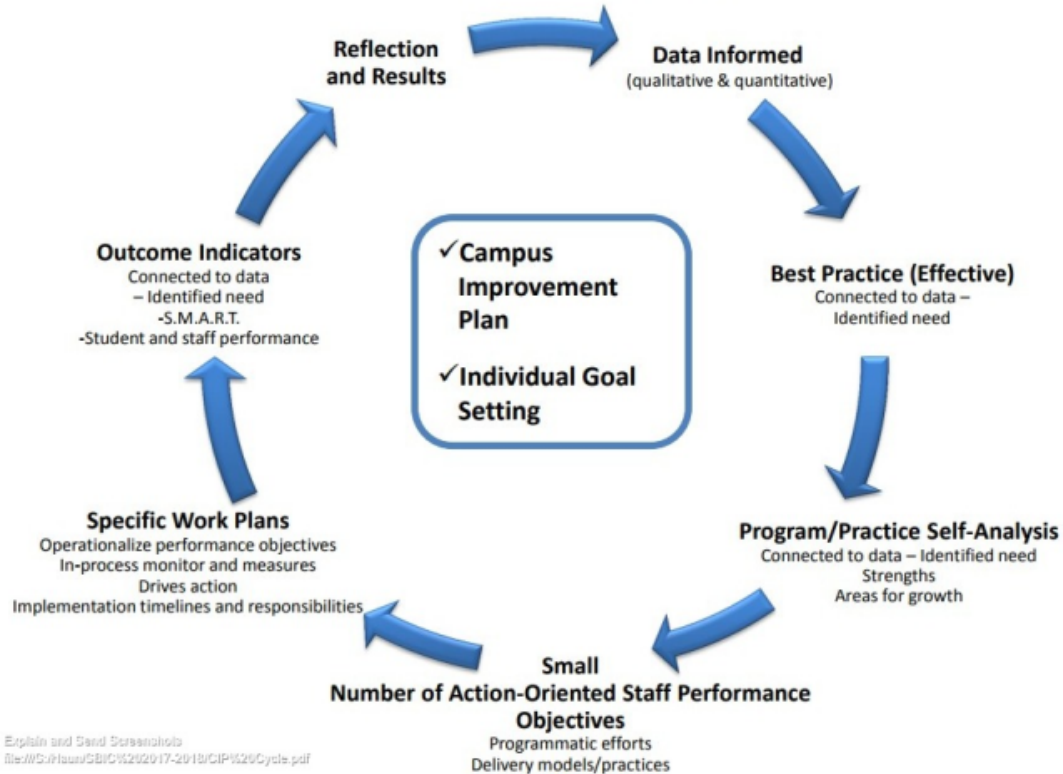


- Meet for the purpose of implementing planning processes and school-based decision making in accordance with Board policy and administrative procedures.
- To examine multiple sources of data to identify priorities and summarize needs and direction of the school
- Each year the principals, with the assistance of the committee, shall develop, review, and revise the campus improvement plan.

Continuous Improvement Cycle



Continuous Improvement Cycle





High Reliability Schools Framework

- *District Initiative*
- *Research Based*
- *Focus on Systems*

for

Teacher Efficiency

&

Student Achievement



High Reliability Schools Framework

- 5 Competency-Based Education
- 4 Standards-Referenced Reporting
- 3 Guaranteed and Viable Curriculum
- 2 Effective Teaching in Every Classroom
- 1 Safe and Collaborative Culture



Professional Learning Community (PLC) Process

Focused on the right work:

- What is it we want our students to know/be able to do?
- How will we know if each student has learned it?
- How will we respond when some students do not learn it?
- How will we extend learning for students who have demonstrated mastery?

Critical Action #1



Increase student achievement by implementing the PLC process & effectively monitoring practice as it relates to HRS Critical Commitment Level 1.



Action Steps

- Extended Planning opportunities for teachers
- Collaboration with District representatives on effective planning protocols
- Vertical alignment of curriculum and instructional practices
- Leadership team will conduct a book study on collaborative teams



Evidence:

- Teams analyze TEKS, discuss intervention/enrichment during Extended Planning (Once/month)
- District provided training on Planning Protocols in August 2018. Additional training on Formative Assessments to be held in February 2019
- Vertical Team meetings are held regularly to focus on campus alignment in all content areas
- Team Leaders are studying *Learning by Doing: A Handbook for PLCs at Work* by Richard DuFour

Critical Action #2



Increase student achievement by implementing a schoolwide, consistent writing program & move students to Meet & Masters achievement levels in 4th grade writing STAAR.



Action Steps

- Implementation of rubrics and graphic organizers in 2nd-5th grade classrooms
- Dedicated writing instruction in all classrooms
- Vertical alignment of writing curriculum and instructional practices
- District-led writing training for 3rd and 4th grade teachers, as well as support staff



Evidence:

- Writing Vertical Team has studied writing TEKS, developed campus-wide rubrics and writing checklists
- Master schedule allocates 30 minutes of writing instruction in all grade levels
- Curriculum department provided training on writing instruction in January 2019
- Grade levels implement mentor sentences, modeling strategies, and lessons from *Powers of Pattern* and *Writing Strategies that Work*

Future Meetings



May 20, 2019 (3:00-4:00)

- ❖ Share summative measures.
- ❖ Compare summative measures to target measures.
- ❖ Evaluate effectiveness of action steps

SBIC Goal Feedback

Goal 1: *Increase student achievement by implementing the PLC process and attain success with HRS Critical Commitment Level 1.*

Action Steps:

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6. District assessment and curriculum department team members will provide staff training on district assessments and MAP testing.

Notes and Evidence:

1. Application of readings and discussion during team planning
2. Established, revised, and regularly revised team norms throughout our planning and extended planning sessions.
3. Extended plannings were regularly implemented throughout the year. Planning protocol was followed with fidelity for each academic unit of learning even on days when extended planning was not provided. Our team established a calendar in September to outline all dates for planning units according to the district pacing guide. Some planning time was dedicated to reflection on pre and post assessments as well as writing samples. We implemented common formative assessments towards the end of the year and plan to implement in the future.
4. All team participated in district training for planning protocol. Dr. Beachy, Margaret Dyer, and Ginger Teaff all came out to support our second grade team planning throughout the year.

SBIC Goal Feedback

5. Vertical alignment was at the forefront of our unit planning with regularly reviewing of the TEKS. Spring “Brainboost groups” were created using data from MAP in order to reteach and extend student learning based on TEKS.
6. Candi Rains supported our team as needed with MAP through an Edugence training.

Goal 2: *Increase student achievement in writing to meet or exceed district averages in approaches, meets and masters grade level standard.*

Action Steps:

1. Develop consistency and understanding of TEKS between and within the grade levels including expectations, best practices and resources used.
2. 3rd, 4th grade staff and specialists attendance at district writing inservice.
3. Include teacher modeling and analyzing student samples during writing instruction.
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6. Implement graphic organizers for the writing process 2-5.
7. Include purposeful planning, instruction and accountability for editing and revising during the modeling writing process by teacher and within student writing.

SBIC Goal Feedback

Notes and Evidence:

SBIC Goal Feedback

Goal 1: *Increase student achievement by implementing the PLC process and attain success with HRS Critical Commitment Level 1.*

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Notes and Evidence:

- During extended planning, we've unpacked TEKS for new units. We also look at the unit assessment and planned with the end in mind.

SBIC Goal Feedback

Goal 2: *Increase student achievement in writing to meet or exceed district averages in approaches, meets and masters grade level standard.*

Action Steps:

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7. Include purposeful planning, instruction and accountability for editing and revising during the modeling writing process by teacher and within student writing.

Notes and Evidence:

- Breaking apart TEKS at each new unit.
- Shared writing experiences where teachers model writing before students work on independent writing.
- In the upcoming semester, we are starting a paragraph of the week, where we take students through the writing process each day and students will have a weekly published paragraph.
- We implement rubrics from writing team, as well as, the writing guide that Candi modified for us. It is aligned with 4th grade writing guide.
- We use bubble maps, pillars, and graphic organizers for each writing genre. We also implement a revising/editing checklist so students can self monitor.

SBIC Goal Feedback

Goal 1: Increase student achievement by implementing the PLC process and attain success with HRS Critical Commitment Level 1.

Action Steps:

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Notes and Evidence:

#2 We created team norms at the beginning of the year, but discovered they needed to be updated mid-year. We found that the team norms we first came up with needed to be more well thought out and intentional. We collaborated as a team and each shared which team goals would best impact children. It helped us move forward and grow in areas we were struggling with, and we realized that true collaboration would help us reach our goal of putting kids first.

#3 We tried to be more intentional about how we used our extended planning time. We used the time to unpack teks for upcoming units, go over the assessments, and we mapped out more specific weekly activities. We also used the time to talk about student work, and we compared some of our data, such as end of the year MAP scores.

SBIC Goal Feedback

Goal 2: *Increase student achievement in writing to meet or exceed district averages in approaches, meets and masters grade level standard.*

Action Steps:

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7. Include purposeful planning, instruction and accountability for editing and revising during the modeling writing process by teacher and within student writing.

Notes and Evidence:

#2 We were able to collaborate with 4th grade at the district writing inservice. We looked over writing samples and discussed strengths and areas for growth. We discussed how 3rd grade could better support 4th grade with the writing standards.

SBIC Goal Feedback

#4 and #6 We used vertically aligned rubrics for our writing samples this semester. For our planning process, we had the kids fill in graphic organizers to help organize their ideas. I put both our persuasive letter and persuasive essay rubrics in your box, as well as the graphic organizers we used.

#7 We used an editing and revising checklist for students to edit their own writing and peer edit. We modeled how to use the checklist by revising and editing our own writing we had modeled with the kids throughout the process. I put a copy of the checklist in your box.

#3 We were very intentional about modeling each step of the writing process and creating our own writing samples with the kids each day before having them work on their writing.