



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

## **Daffron Elementary**

Principal: **Stefanie Ramos**

### **Mission Statement:**

The Daffron Community will provide educational opportunities in an environment that encourages self-directed, lifelong learners.

## Planning Timelines and Meeting Dates

- Needs analysis (STAAR GAP Analysis), goal setting, analysis of Critical Actions and strategic planning: **July - September 2017**
- Campus teacher data analysis day: **August - September 2017**
- SBIC Plan due for DBIC review: **October 6, 2017**
- Meeting 1: SBIC approves the improvement plan (by October 4, 2017): **Monday, October 02, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Monday, January 22, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Monday, May 21, 2018**

## 2017-2018 Campus Status Check all that apply

☒ Title III English Language Learner Campus

☐ Non-Title I Campus

☒ Title I School-wide Campus

## Title I Information

Title I Components			
<b>1 (CNA)</b>	Comprehensive Needs Assessment	<b>6 (PI)</b>	Strategies to Increase Parental Involvement
<b>2 (RS)</b>	Reform Strategies	<b>7 (Tran)</b>	Transition
<b>3 (HQ)</b>	Instruction by State Certified Teachers	<b>8 (A)</b>	Teacher Decision-Making Regarding Assessments
<b>4 (PD)</b>	High-Quality Professional Development	<b>9 (M)</b>	Effective and Timely Assistance to Students
<b>5 (R/R)</b>	Strategies to Attract State Certified Teachers	<b>10 (Coord)</b>	Coordination and Integration
Program Funding			
<b>Staffing</b>	<b>\$ 69,325</b>	Total Funding for <b>1</b> Title I Support Teachers	
<b>Parental Engagement</b>	<b>\$ 500.00</b>	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
<b>Student and Campus Capacity Building</b>	<b>\$ 2500.00</b>	Additional Title I Funding (i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities)	

## TEA Strategic Priorities

Every child, prepared for success in college, a career or the military.			
<b>Goal 1</b>	<b><u>Recruit</u>, <u>support</u>, and <u>retain</u> Teachers and Principals</b>	<b>Goal 3</b>	Connect high school to <b><u>career</u></b> and <b><u>college</u></b>
<b>Goal 2</b>	Build a <b><u>foundation</u></b> of <b><u>reading</u></b> and <b><u>mathematics</u></b>	<b>Goal 4</b>	<b><u>Improve</u></b> low-performing schools

Information regarding the TEA Strategic Plan may be accessed here: [http://tea.texas.gov/About\\_TEA/Welcome\\_and\\_Overview/TEA\\_Strategic\\_Plan/](http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/)

## SBIC Committee

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Rachel Webster	Faculty Member	2015	10-02-17	1-22-18	5-29-18
Paula Diaz	Faculty Member	2013	10-02-17	1-22-18	X
Wayra Rodriguez	Faculty Member	2017	10-02-17	1-22-18	5-29-18
Joanne Curley	Faculty Member	2013	10-02-17	1-22-18	5-29-18
Terri Stout	Faculty Member	2010	10-02-17	1-22-18	X
Deana Chandler	Faculty Member, Special Ed	2016	10-02-17	1-22-18	5-29-18
Stefanie Ramos	Principal	2017	10-02-17	1-22-18	X
Jessica Malloy	District Professional	2017	X	X	X
Linda Higbee	Campus Professional, Non-teaching	2016	10-02-17	1-22-18	5-29-18
Hilda Rodriguez	Support Staff Member	2016	10-02-17	1-22-18	X
Jenny Sideris	Parent-Selected by PTA	2016	10-02-17	1-22-18	5-29-18
Carol Jennings	Parent-Selected by Principal	2016	X	1-22-18	5-29-18
Maria Diez	Parent	2017	X	1-22-18	5-29-18
Ashley Mallard	Parent	2017	X	X	X
Gabriella Beltran	Parent	2017	10-02-17	1-22-18	5-29-18
Committee member search still in progress	Parent				
Brandi McPherson	Community Member	2017	X	1-22-18	5-29-18
Michael Grant	Community Member	2017	10-02-17	X	5-29-18
Mooyah Burger	Business Representative	2014	X	X	X
Chick-Fil-A	Business Representative	2014	X	X	X
Pat Rankin	Ad Hoc Member	2013	10-02-17	1-22-18	5-29-18

Information regarding the SBIC Committee, membership, terms, etc. (BQB Local) may be accessed here: <http://pol.tasb.org/Policy/Code/312?filter=BQB>

## District-Wide Goals

1. Increase the percentage of students meeting STAAR Satisfactory performance rates.
2. Ensure that all students meet STAAR and MAP Growth Standards in all subject areas.
3. Increase Satisfactory and Advanced performance rates for Economically Disadvantaged student group – Closing Performance Gaps.
4. Increase the percentage of students meeting STAAR Advanced performance rates.
5. Increase high school graduation rates and ensure students are on track to graduate.
6. Ensure that all students graduate College and Career Ready or are on track to College and Career Readiness.
7. Ensure that all student groups (7 race/ethnicity and Sp.Ed, ELL, ED) meet the Accountability Safeguard measures (60% meet the Approaches Grade Level Standard on STAAR/EOC).

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

Summary of Critical Actions

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

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P<sup>3</sup>A School Wide and Classroom Level diagnostic);
- STAAR/EOC GAP Analyses;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

School Wide and/or Targeted Grade Level Critical Actions
1. Define high-yield instructional strategies in reading and reinforce their use in all classrooms. (PPPA SW #11)
2. Build support structures to enable increasing numbers of students to engage successfully in rigorous coursework. (PPPA SW #10)
3.
4.
<b>Critical Actions to Address Missed State Safeguards:</b> <ul style="list-style-type: none"><li>• Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P<sup>3</sup>A Best Practice #17)</li><li>• Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P<sup>3</sup>A Best Practice #13)</li><li>• Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P<sup>3</sup>A Best Practice #14)</li></ul>

## Critical Action 1

**Critical Action:** Define high-yield instructional strategies and reinforce their use in all classrooms.

<b>Project Lead:</b>	Principals							
<b>Staff, Title I Staff:</b>	Grade level Team Leaders, classroom teachers, librarian, parent volunteers							
<b>Materials and Resources:</b>	PISD Curriculum, library materials, MAP assessment data, Plano Literacy, district instructional specialists							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<input type="checkbox"/> Other:

### Strategies for Accomplishing Critical Action 1:

Action Step <ul style="list-style-type: none"> <li>TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>Title I Component # and Funding Amounts per Action Step</li> </ul>	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<b>Promote a common understanding of high-yield instructional strategies</b> <ul style="list-style-type: none"> <li>Leaders will ensure that all faculty members are skilled in the use of the guided reading by reviewing student data and assessment outcomes.</li> </ul>	Monthly staff meetings  Weekly team meetings  Extended Team Planning Days 1/25,26,27 2/27,28: 3/1 4/17,18,19	Edugence, STAAR, TPRI, Tejas Lee, IRI	<b>Formative Notes:</b> <b>Kindergarten:</b> We have small group instruction focused in individual needs. We use TPRI and Tejas Lee as an interventions and instructional strategies. <b>First Grade:</b> We use TPRI, Tejas Lee, MAP scores and running records to group students and target individual skills. (Bilingual students have access to istation). We focus on using TPRI, Tejas Lee, Words Their Way and Touch Phonics during guided reading groups. Students are grouped based on reading levels. A team member attends district-level guided reading initiative program based on Jan Richardson's "The Next Steps to Guided Reading". <b>Second Grade:</b> Small groups guided reading targeted for individual needs, based on "The Next Step Forward in Guided Reading" by Jan Richardson. Tier 2, and Tier 3 Reading groups meeting daily, where students are shared between classes, with targeted instruction based on TPRI, Tejas Lee, and MAP. Flexible groups using TouchPhonics, and Triumphs. Second Grade team member participates in the campus-wide Guided Reading collaborative study.

		<p><b>Third Grade-</b> We have small group, leveled instruction weekly. We focus on our main reading skill. We use MAP scores and Plano literacy to determine reading groups.</p> <p><b>4th grade:</b> We have small group, leveled instruction weekly. Weekly learning targets focus on specific reading skills. We use STAAR, MAP scores and Plano literacy to determine reading groups. One member participates in the campus-wide Guided Reading collaborative study. 4 members participate in the campus guided reading PLC.</p> <p><b>Fifth Grade:</b> We used Plano Lit, STAAR, and MAP assessments to determine needs and form guided reading groups. Tier groups meet daily for targeted intervention. Guided reading groups are leveled in the classroom based on needs of the students are focused on specific skills. One team member is on the district Guided Reading study and one member is on the campus reading PLC.</p> <p><b>Academic Specialists-</b> We have groups of 4-8 students. Skills align with district curriculum. We use graphic organizers, stem sentences, and National Reading Panel approved Best Practices in Reading 2008. Math uses Jo Boaler's Best Practices of Math.</p> <p><b>Summative:</b> Teachers discussed student data, made small groups, targeted instruction and then assessed students understanding throughout the year. The informal data collection assisted the teachers in adjusting materials, instructional techniques and allowed students to get assistance in areas of weakness. Flexible grouping was utilized and it was reported that the extended planning time during Jan, Feb, and April allowed teachers within the grade level to not only discuss students but was</p>
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<hr/> <ul style="list-style-type: none"> <li>in addition to a faculty survey results reporting about training and perceived competency in guided reading.</li> </ul> <hr/>	<hr/> <p>October 2017 Monthly Staff Meeting: February 21, 2018</p> <hr/>	<hr/> <p>Completed results discussed at staff meeting.</p> <p>PLC Meeting Notes</p> <hr/>	<p>excellent for evaluating their own instruction and to receive assistance and guidance from their peers. Staff reports that student progress has been visible in informal and standard assessment.</p> <hr/> <p><b>Formative:</b> Survey to be done in 2nd semester.</p> <p><b>Summative:</b> Survey written, taken, and results discussed with teachers and staff at February 21, 2018 staff meeting. Plans were made to address teachers' needs with elements of effective Guided Reading small groups and for a district curriculum specialist to give information about best and most current practices. The March 21, 2017 staff meeting was taught by Margaret Dyer and included numerous suggestions, handouts, and references for teacher use.</p> <hr/>
<p>Facilitate staff training in guided reading:</p> <ul style="list-style-type: none"> <li>* Campus wide guided reading collaborative study</li> <li>* Course and webinar training</li> <li>* Opportunities for campus and district PLC learning and implementation</li> </ul>	<hr/> <p>Weekly grade level team meetings</p> <p>Monthly staff meeting</p>	<hr/> <p>Discussion groups, lesson plans, student assessment, personal study journals</p>	<hr/> <p><b>Formative:</b> TL in Grades K-5 worked with their teams to determine the elements of Guided Reading instruction that were effective and less effective in their daily routines. Need for Personal Learning Committee to delve into Guided Reading elements was desired. PLC was established.</p> <p><b>Summative:</b> Several PLC meetings were held. Guided Reading PLC 3-5 and Guided Reading PLC K-2 both used the</p>



<p>TEA Strategic Priorities Goal 2 and Goal 4  Title I Components: 1,2, 4,7, 9, 10  Funding Source: Title I, SCE, State and Local</p>			<p>text <u><i>The Next Step Forward in Guided Reading – Grades K-8.</i></u></p> <p>. In ADDITION, several teachers attended PDH sessions and/or Webinars on Guided Reading topics. The campus staff meetings on February and March were focused on Guided Reading.</p>
<p><b>Reinforce the use of high yield Instructional strategies</b></p> <ul style="list-style-type: none"> <li>● Provide factual feedback on guided reading lessons for self-evaluative and coaching opportunities.</li> </ul>	<p>Weekly Grade Level Meetings</p> <p>Monthly Staff Meetings</p>	<p>Walkthroughs, Teacher peer coaching, Lesson plans, Collegial notes</p>	<p><b>Formative</b></p> <p><b>First Grade</b>-use weekly lesson plans and document the progress of the students within reading groups. Perform informal assessments on students to check progress being made. 2 staff members attended Touch Phonics training so all monolingual staff members are trained. 2 bilingual staff received resources of Fountas and Pinnel Guided Reading. Our team members collaborate and use resources from Jan Richardson’s book based on leveled guided reading lesson plans.</p> <p><b>Second Grade:</b> Keeping students’ needs in mind, team regularly identifies progress, growth, or lack thereof to restructure reading Tier 2 and Tier 3 flexible groups.</p> <p><b>Fourth grade</b>-meet weekly to discuss lesson plans, and specific strategies to use in guided reading lessons.</p> <p><b>Fifth Grade:</b> Team members work closely with reading specialist to determine needs and skills that need to be addressed in guided reading. Team members have discussed concerns specific students during Kid Talk to determine different ways to teach guided reading lessons more effectively.</p> <p><b>Special Education</b></p> <p>As special educators, we continuously monitor students’ progress by assessing our students on a frequent basis. We use each individual students’ progress to drive their instruction. We identify</p>

<hr/> <ul style="list-style-type: none"> <li>Teachers will utilize video of self to reflect and improve practice, analyze and discuss with a teammate.</li> </ul>	<hr/> <p>Monthly November 2017 – February 2018</p>	<hr/> <p>Video recording, self reflective notes, collaboration notes</p>	<p>strengths and weaknesses and target areas of need through annual individual education plans. We use tools such as Plano Literacy Assessments, MAP, TPRI, VB-MAPP, STAR Learning Profiles, Strategic Reading, etc... to make evaluations. We utilize a variety of accommodations such as graphic organizers, visuals, vocabulary-building activities, sentence stems, etc... along with one on one and small group instruction to meet the needs of our students. We are highly trained on any new research based reading strategies that can help our students.</p> <p><b>Summative:</b> Grade Level Team Leaders reported that their teams felt that they had gained stronger Guided Reading Skills through the opportunity of meeting weekly with their teams and in the days of extended team planning. Analyzing student informal assessments, notes from their small groups, and drawing on the expertise of campus academic specialists allowed many teachers to feel more confident. The ongoing staff work with small group instruction, graphic organizers, and guided reading were also strengthening.</p> <hr/> <p><b>Formative:</b> No progress made on use of video by midyear.</p> <p><b>Summative:</b> Came to realize that staff needed foundational skills to feel competent and ready to risk take with a peer on this project. Made an adjustment and all staff participated in watching, discussing and analyzing Guided Reading Videos from Fountas &amp; Pinnell. This goal extended to 2018-2019.</p>
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<ul style="list-style-type: none"> <li>Create and support campus guided reading coaches.</li> </ul>	<p>August – May 2018</p> <p>1 session per semester</p>	<p>additional teachers to PISD Guided Reading Course. Certificate of Completion.</p>	<p><b>Formative:</b> Teachers enrolled and attending course.  <b>Summative:</b> Course completed by the following teachers:</p> <p>Cathy Chomistek  Katie Jones  Barbara Langston  Paula Diaz  Aaron Cota</p>
<ul style="list-style-type: none"> <li>Work collaboratively with certified teachers to create and hold a campus wide professional development in guided reading instructional strategies.</li> </ul> <p><b>TEA Strategic Priorities Goal 2 and Goal 4</b>  <b>Title I Components: 3, 4, 8, 9</b>  <b>Funding Source: Title I, SCE, State and Local</b></p>	<p>October 2017 – May 2018</p>	<p>Attendance Sheet, Lesson Plans. Walkthroughs</p>	<p><b>Formative:</b> Staff meetings scheduled through the year on Questioning, Use of Graphic Organizers, Best Practices in Guided Reading, and ongoing team discussion and implementation of these strategies.</p> <p><b>Summative:</b>  Staff had ongoing training on implementation of AVID organization and notetaking skills for increasing literacy.  EOY Report:  Percent of students who scored a 2 or 3: in 4th and 5th grades:  Agenda 187/210 = 89%  Organizational Tools 176/210 = 84%  2 and 3 column notes 188/210 = 90%  Levels of Questioning 188/210 = 90%</p> <p>All staff participated in numerous discussions and activities targeted guided reading instructional strategies.</p>

## Critical Action 2

**Critical Action:** Build support structures to enable increasing numbers of students to successfully engage in rigorous coursework.

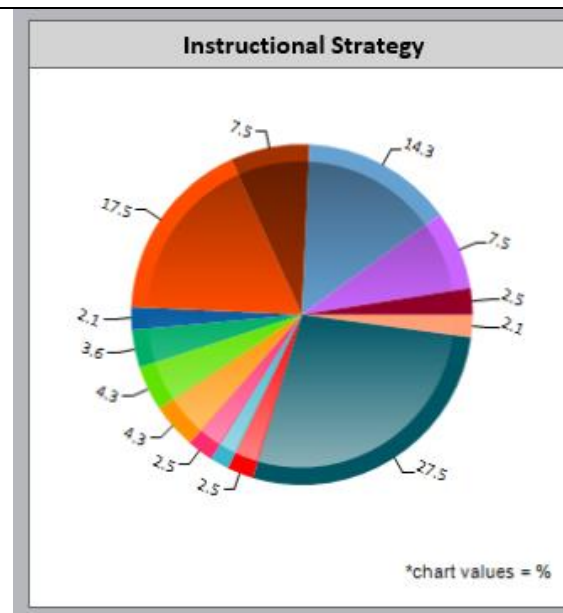
<b>Project Lead:</b>	Principals							
<b>Staff, Title I Staff:</b>	Principals, Grade Level Team Leaders, Grade Level Team Members, Specialists, and Special Education							
<b>Materials and Resources:</b>	PISD Curriculum Database, Lesson Plans, State and Local Assessments, Edugence, and eStar							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<input type="checkbox"/> Other:

### Strategies for Accomplishing Critical Action 2:

Action Step <ul style="list-style-type: none"> <li>TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>Title I Component # and Funding Amounts per Action Step</li> </ul>	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p><b>Set expectations for rigorous coursework.</b></p> <ul style="list-style-type: none"> <li>Ensure that teachers and support staff have clear and accurate understanding of grade level TEKS including Supporting and Readiness standards for the grades below and above.</li> </ul>	August – May 2018 Weekly team meetings	Lesson plans, observed in walkthroughs,	<p><b>Formative Notes:</b></p> <p><b>Kindergarten</b> We use the Curriculum and the TEKS to plan instruction .We meet weekly to address the TEKS that we are going to be focusing on.</p> <p><b>First Grade:</b> We use The curriculum planner to follow the TEKS as we plan our weekly lessons. Using the UBD model, we are able to focus on the end goal and plan our weekly stations accordingly. Lead4ward gives us reference for the supporting and readiness standards that we can apply both in whole group and small group instruction.</p> <p><b>Second Grade:</b> Use of UbD framework to plan instruction, with grade level TEKS, readiness and supporting standards guiding the selection of activities and materials to implement instruction. Use of extended activities for rigorous class activities and homework. See lesson plans.</p> <p><b>Third Grade-</b> We use a digital copy of the TEKS and STAAR quick reference guide for reading. We also use the STAAR assessment guide for math.</p> <p><b>Fourth Grade-</b>Advanced reading plans from curriculum planner are incorporated weekly. Math M3 books are implemented when appropriate.</p>

			<p><b>Fifth Grade:</b> Teachers include TEKS within the lesson plans. Teachers also review previous grade level TEKS to determine what student should know and determine what skills are needed for the next year.</p> <p>Academic Specialists- Use of Lead4ward, Lead4ward app, Motivation Reading and Math reporting categories, and STAAR quick reference sheet</p> <p><b>Special Education</b></p> <p>As special educators, we continuously monitor our student’s progress and utilize state standards above and below the enrolled grade level of our students to determine what goals need to be implemented in our students IEP to fill in gaps and reach state standards. We use Lead4Ward, STAAR Reference Sheets, etc... to monitor the state standards.</p> <p><b>Summative Notes:</b></p> <p>All grade levels and supporting programs utilized the TEKS for all subjects. Grade level, SPECIALS, and SPED team meetings were held weekly in which ongoing discussion of lesson plans included all elements as proscribed by the state and in accordance with PISD policy. Daffron staff reports stronger understanding of both Supporting and Readiness Standards. Instruction based on lesson planning was observed by administration in over 275 walkthroughs throughout the year.</p>
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TEA Strategic Priorities Goal 2 and Goal 4  
 Title I Components: 1, 2, 9  
 Funding Source: Title I, SCE, State and Local



The most used strategies were Cues/Questions 27%, Practice 17.5%, Recognition and Reinforcement 14.3%, Setting Objectives and Feedback were 7.5% of the time. The least used strategies were Experimental Inquiry with 1.8% of the time and Metaphors (0%).

**Provide learning supports for rigorous coursework**

- Support ELL and newcomers English Language Development.
  - ~ Implementation of ELD for targeted students.
  - ~ Utilize word work and vocabulary development in a targeted systematic manner.
  - ~ Provide instructional support in a student's dominant language as possible.

August 2017 – May 2018

Lesson Plans  
 Edugence Data reviews,  
 RTI documentation

**Formative:**

**Kindergarten**

Use targeted ELL strategies. Bilingual uses I-station Technology for instructional support as well as Anchor Charts.

**First Grade:**

Our grade level uses agendas daily to help students stay organized with homework assignments and daily communication with families. We use ELD lessons within our daily curriculum to give language support through sentence frames, vocabulary, sound spell and transfer, oral discussions and peer support.

**Second Grade:**

Bilingual teachers provide instructional support in students' dominant language.

			<p>Teachers use visuals, stem sentences, graphic organizers, anchor charts, vocabulary, interactive word walls.</p> <p><b>Third Grade-</b> We utilize pull-out ELD lessons, rephrasing, use of sentence stems, and peer support in native language.</p> <p><b>Fourth Grade-</b> pull-out ELD lessons with reading and ESL specialist, sentence stems, and peer support in native language. AVID strategies are implemented and weekly binder checks are in effect.</p> <p><b>Fifth Grade:</b> We utilize Avid strategies for implementing organization and parent communication. Team has been focusing on the Organization of the WICOR strategy. Support for ELL's and newcomers provided by classroom teacher and instructional specialist. Teachers utilize word walls, anchor charts, and sentence stems.</p> <p><b>Academic Specialists-</b> pull-out ELD lessons, use sentence stems, math vocabulary including cognates, and visuals/ graphic organizers.</p> <p><b>Special Education</b> In Special Education, we use a variety of ELL strategies such as sentence stems, graphic organizers, visuals paired with vocabulary, etc... to help our students with English language development. We use our bilingual staff and peers to provide native language support for our students as well.</p> <p><b>Summative:</b> Throughout the 17-18 school year, Daffron had a large influx of ELL students. These students and their families have enabled us to increase our daily utilization of pre-teaching vocabulary, the development and use of classroom word walls, and sentence stems. In addition, increased numbers of students received pull out ELD lessons from Literacy and ESL Specialists. The entire staff participated in learning about graphic organizers and then were required to post student examples to a community billboard.</p> <p>In addition, to staff delivered RTI, 11 highly qualified teachers were brought in as tutors and saw more than</p>
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[illegible]



## Critical Action Addressing Missed State Safeguards

### Critical Actions to Address Missed State Safeguards:

- Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P<sup>3</sup>A Best Practice #17)
- Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P<sup>3</sup>A Best Practice #13)
- Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P<sup>3</sup>A Best Practice #14)

<b>Project Lead:</b>	Principal							
<b>Staff, Title I Staff:</b>	Classroom Teachers, Grade Level Team Leaders, SPED Teachers and Instructional Specialists							
<b>Materials and Resources:</b>	District Curriculum, Edugence, Lesson Plans, State and Local Assessments							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<input type="checkbox"/> Other:

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

Action Step <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<b>SW #17 - Proactively develop intervention plans for students performing below grade level</b> *Use student assessment data and teacher input to identify students at each grade level in your school who are going to need additional instructional supports from the first day of school. * Ensure these students receive interventions	August 2017, additional reviews as students are identified	Review assessment data, CMIT, 504, Special Education documentation	<b>Formative:</b> K-5 Grade level teams met with administrators and specialist in August discussing student assessment data and created a plan for target intervention for students performing below grade level. <ul style="list-style-type: none"> <li>• Intervention held throughout first semester.</li> <li>• Mid semester check on results of interventions</li> <li>• Some students referred to CMIT</li> <li>• Understanding of IEP goals and needs for SPED students.</li> <li>• Accommodations &amp; modifications were reviewed as needed.</li> </ul> <b>Summative :</b> <ul style="list-style-type: none"> <li>• Targeted explicit instruction with informal and formal assessment done with all students performing below grade level</li> <li>• Compliance with all CMIT and 504 documentation.</li> <li>• Adherence to all SPED and IEP documents.</li> </ul>

<b>Action Step</b> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
<b>SW #17 - Provide proactive support for students performing below grade level</b> <ul style="list-style-type: none"> <li>• Provide just in time support to ensure that students who are performing below grade level gain prerequisite skills before they are introduced to new content.</li> <li>• Ensure that each unit of student in all core areas has been carefully analyzed to determine the prerequisite skills are needed for the student to be able to engage with the new learning content successfully.</li> </ul>	Support provided daily Tier II and Tier III instruction	Tier II and Tier III Support and documentation  Interventions with Academic Specialists, Special Education Staff  Lesson Plans	<b>Formative:</b> K-5 Grade level teams met with administrators and specialist in August discussing student assessment data and created a plan for target intervention for students performing below grade level. <ul style="list-style-type: none"> <li>• Ongoing discussions of grade level TEKS (both sets of standards) Plano ISD Instructional Timeline and curriculum elements.</li> <li>• Teachers breaking down curriculum utilizing Understanding By Design (UBD) to ensure all elements are specifically targeted and taught</li> <li>• Detailed conversation with 4<sup>th</sup> grade teachers about writing skills needed for Spanish speaking population to be more successful.</li> </ul> <b>Summative :</b> Work continued throughout the year with student needs analyzed and a number of tools used to make sure that teachers instructed students in the core areas in a way that allowed for modelling, shared practice, guided practice and finally independent work to ensure mastery of supporting skills. <ul style="list-style-type: none"> <li>• Quarterly checks on student progress using formal and informal evaluations.</li> <li>• Skillbuilders time used for direct instruction and practice.</li> <li>• Ongoing use of targeted vocabulary building skills, English Language Development, and sentence stems for all English Language Learners as well as Immigrant students and others utilizing either English or Spanish as their dominant language.</li> <li>• Small group tutoring held for all students performing below grade level.</li> </ul>
<b>SW #17 - Provide academic support aligned with the district curriculum</b>	August 2017  Weekly grade level curriculum	District Curriculum Planner, Teacher Lesson Plans,	<b>Formative</b> Instructional Specialists, Title I Specialists and Instructional Support met with every grade level & SPED

<b>Action Step</b> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
<ul style="list-style-type: none"> <li>• Examine any school level interventions to make certain they are tightly aligned with the academic objectives of the district's written curriculum being addressed in the classroom.</li> <li>• Make sure that every instructional minute with school level interventions is aligned to the academic objectives of district written curriculum.</li> </ul>	planning meetings	RTI data in Edugence	staff about the elements of targeted interventions and alignment with the district written curriculum. <ul style="list-style-type: none"> <li>• Expectations of RTI in Plano ISD</li> <li>• Record keeping elements</li> </ul> <b>Summative :</b> Checkpoints and discussion on interventions and their alignment to academic objectives was ongoing and aligned to provide academic support. <ul style="list-style-type: none"> <li>• Additional training was provided to SPED teachers about appropriate accommodations and modifications based on student needs.</li> <li>• Academic Specialists who have both expertise in English and Spanish met with teachers in regards to balanced literacy.</li> <li>• Increased understanding and skill in teaching writing skills to monolingual and bilingual students.</li> </ul>
<b>SW #17 - Evaluate the effectiveness of student interventions</b> <ul style="list-style-type: none"> <li>• Staff will determine how they will evaluation the effectiveness of school-level learning interventions.</li> <li>• Attempt to tie any evaluation to demonstrated student performance.</li> <li>• Abandon interventions that do not increase student performance</li> </ul>	September 2017 Quarterly reviews	Lesson Plans Edugence Data reviews, RTI documentation	<b>Formative:</b> <ul style="list-style-type: none"> <li>• Ongoing collaboration about student needs and best practices in instruction to allow student success with effective learning interventions for both SPED and other students performing below grade level.</li> </ul> <b>Summative :</b> <ul style="list-style-type: none"> <li>• Progress Reports for SPED students on their IEP goals were completed every 9 weeks that shows demonstrated student performance.</li> <li>• Collaboration between SPED teachers and grade level teachers to provide more effective instruction.</li> <li>• Effectiveness of interventions was validated by increased growth and/or proficiency as measured by standardized testing.</li> </ul>
<b>CL #13 - Provide tutorials that target specific objectives.</b> <ul style="list-style-type: none"> <li>• Skill time or intervention groups during the day utilizing teachers or intervention specialists to target student needs.</li> </ul>	Weekly team meetings	Lesson plans	<b>Formative:</b> Weekly team meetings held discussion of student needs and the utilization of additional materials, instructional techniques and collaborative efforts

<b>Action Step</b> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
			<p>between all staff to provide tutorials that target specific areas.</p> <p><b>Summative :</b></p> <ul style="list-style-type: none"> <li>• Classroom tutorials held in grades K-5 with classroom teachers as specialists based on specific student needs.</li> <li>• Highly qualified tutors met with specific students with a specific plan for closing skill gaps and academic weaknesses all of the second semester.</li> <li>• Weekly tutorials in both reading and math were provided in grades 3,4,and 5 both before and after school during second semester</li> </ul>
<p><b>CL #13 - Train and use peer tutors to support student</b></p> <ul style="list-style-type: none"> <li>• Classroom teachers will select students with both academic understanding and good collaborative skills to learn about peer tutoring.</li> <li>• Classroom will implement peer tutoring as appropriate.</li> </ul>	<p>Tutoring 1 day a week.</p>	<p>Classroom teachers are assigning students based on need.</p>	<p><b>Formative:</b> Discussion was held about the use of student tutors. Guidelines established.</p> <p><b>Summative:</b> Peer tutors were utilized in some limited situations including a 3<sup>rd</sup> and 1<sup>st</sup> pairing as well as a 2<sup>nd</sup> and Kinder grouping. Some 5<sup>th</sup> graders were literacy partners with specific Kinder and/or 1<sup>st</sup> grade students to benefit each party.</p> <ul style="list-style-type: none"> <li>• 5<sup>th</sup> grade SPED students met with 3<sup>rd</sup> grade students to read and discuss literary passages for enjoyment and to practice comprehension skills.</li> <li>• Further discussion and future use tabled until August 2018.</li> </ul>
<p><b>CL #14 - Seek support from team members to assist students performing below grade level.</b></p> <ul style="list-style-type: none"> <li>• Deepen understanding of individual student needs for instruction through specific training on utilizing FIE, goal writing, and best practices instruction for SPED students.</li> <li>• Increase collaboration between regular and SPED teachers to increase scaffolded targeted instruction in reading and math for SPED students.</li> </ul>	<p>August 2017 – December 2017. Monthly staff meetings</p>	<p>RTI Notes and Kid Talks; weekly/monthly team meetings</p>	<p><b>Formative:</b> District Specialist held 5 sessions with SPED teachers to increase understanding of effective goal writing and assessment as well as data documentation.</p> <p><b>Summative :</b></p> <ul style="list-style-type: none"> <li>• SPED teachers implemented strategies from the District Training Specialist sessions to utilize best practices.</li> </ul>

<b>Action Step</b> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
<b>CL #14 - Seek support from multiple staff members</b> * Teachers will use flexible grouping of students during instruction and collaboration during team meetings to discuss students who are performing below grade level for additional strategies that may be effective.	Approximately 4 to 6 Kid Talks or RTI meetings per year	RTI Notes and Kid Talks; weekly/monthly team meetings	<ul style="list-style-type: none"> <li>• Ongoing collaboration between SPED and grade level teachers targeting reading and math objectives mastery.</li> </ul> <b>Formative</b> After initial grade level meetings with teachers, specialists and administrators, Kid Talk meetings were held at least monthly to collaborate on specific students. <ul style="list-style-type: none"> <li>• Adherence to IEP and CMIT plans</li> <li>• Seek guidance and training from district personnel in academic and social skill needs.</li> <li>• Daily Skillbuilders Groups for 30 min on targeted skills.</li> </ul> <b>Summative:</b> Monthly Kid Talks, follow up from CMIT and 504 meeting notes and collaboration between classroom, grade level, and specialists working with each child of need. <ul style="list-style-type: none"> <li>• Ongoing use of Skillbuilders time throughout the school year.</li> <li>• Use of 11 Highly Qualified retired teachers as tutors for Math and Literacy during the winter semester. Tutors saw 185 students per week and taught targeted, explicit skills.</li> </ul>
<b>CL #14 - Seek support from parents</b> *Have each teacher team discuss how they could most effectively solicit needed support. Characteristics of communication, such as the following can initiate their brainstorming. <ul style="list-style-type: none"> <li>• Prompt – as soon as students begin to struggle.</li> <li>• Specific – about the exact learning that needs reinforcement</li> <li>• Informative – thorough in detailing tools available to parents</li> </ul> Teachers create samples for use with parents and share as a resource.	August 17 –May 18 Weekly and monthly team meetings.	RTI Notes and Kid Talks; weekly/monthly team meetings	<b>Formative:</b> Staff meeting in August was utilized to present guidelines and discuss elements of effective communication with parents and other shareholders in each students academic life. <ul style="list-style-type: none"> <li>• Scheduled conferences and student reports are the minimum and may not meet struggling student needs</li> <li>• Contact for positive events/academic success encouraged on a regular basis</li> </ul>

<b>Action Step</b> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
<ul style="list-style-type: none"> <li>• Hold a parent meeting focusing on helping students with their homework and in building skills in math and/or reading.</li> </ul>	1 per semester	Attendance sign in sheet	<ul style="list-style-type: none"> <li>• Telephone calls and email in addition to helpful hints on social media tools (Bloomz)</li> </ul> <p><b>Summative:</b></p> <p>Two parent events were held, that allowed teachers to work directly with parents to assist them in 1) Understanding grade level TEKS and the skills that are in processes and 2) Shared materials that were for parent use with the student to help close instructional gaps through consistent practice.</p> <ul style="list-style-type: none"> <li>• Increased SPED parental attendance at evening curriculum nights and open house.</li> </ul>

## Health, Fitness and Attendance

**Critical Action:** The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH, FITNESS and ATTENDANCE of their students. (Required Action Steps per SB 892; Education Code 11.253(d); BQ LEGAL)

### Strategies for Accomplishing Health, Fitness and Attendance Critical Action:

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	<b>COORDINATED SCHOOL HEALTH:</b>			
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.	Principal	Campus Wellness Plan	<p><b>Formative Notes:</b> Assigned members: Traci Schell, Christy Hamilton, Cole Meger, Pat Rankin, Justin Merchant, Melissa Reynolds, Linda Higbee</p> <p><b>Summative Notes:</b> Traci Schell is the Captain. Meetings are set for 9/29, 11/29, 2/28, 5/16. All meetings held and notes attached.</p>
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Jenni Sideris
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	<p><b>Formative</b> - Follow the TEKS and incorporate in lesson plans in the Fitness/Health Room and the Gymnasium.</p> <p><b>Summative:</b> PE reported that all Health/Fitness TEKS were incorporated throughout the grade level classes.</p>
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	<p><b>Formative:</b> Updated monthly in the Fitness/Health Room and the Gymnasium.</p> <p><b>Summative:</b> Bulletin board was changed every quarter and included information on: Muscles, Nutrition, Safety and Good Public Health practices.</p>
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	<p><b>Formative:</b> Monthly via Twitter, Daffron Enews and Classroom Google docs.</p> <p><b>Summative</b> - Success in monthly reporting.</p>

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	<b>FITNESS:</b>			
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	<b>Formative:</b> 3,4,5 students participate in the Fall and Spring. <b>Summative:</b> Fitnessgram completed and data entered for all students in 3,4,5
4 <sup>th</sup> & 7 <sup>th</sup>	Ensure all data for 3 <sup>rd</sup> - 8 <sup>th</sup> grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.	P.E. Teacher	Fitnessgram Student Report	<b>Formative:</b> Reports will be sent home with 4 <sup>th</sup> . <b>Summative:</b> Fitnessgrams included in 6-1-18 Report Card folders for each student.
	<b>PHYSICAL ACTIVITY REQUIREMENTS:</b>			
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	<b>Formative:</b> 150 minutes a week as per student report <b>Summative:</b> Accomplished.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	<b>Formative:</b> Done during physical education as per student report. Currently we do not have enough pedometers for one class and our heart rate monitors are broken. We are putting on our PTA Wish List. <b>Summative:</b> Still in process of acquiring additional heart monitors from central.
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	<b>Formative:</b> District curriculum and lesson plans <b>Summative:</b> Accomplished
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	<b>Formative:</b> 30 minutes of recess daily <b>Summative:</b> Accomplished and supervised by classroom teachers.



Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	<p><b>Formative:</b> Go Noodle and other brain breaks.</p> <p><b>Summative:</b> It was reported to the health committee that brain breaks and short activity periods have been beneficial to all grades. First grade and second teams were exceptional in enacting this program.</p>
	<b>ATTENDANCE:</b>			
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Assistant Principal	Pinnacle, Attendance Sheet	<p><b>Formative:</b> Teachers will call parents after 3 days or partial days of absence.</p> <p>Letters stating attendance policy sent to students with 6 or more days or parts of days.</p> <p>First round of reminders and letters: Week of Sept 25, 2017</p> <p><b>Summative:</b></p> <p>Additional rounds, reminders and phone calls were continued to parents throughout the school year.</p> <p>One student was reported to and seen by Truancy Court.</p> <p>Annual Attendance – 96.34%</p>

## Violence Prevention and Bullying

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

### Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	<b>PREVENTION:</b>			
	Identify high risk areas.	Principal/ Asst. Principal	Staff feedback/survey	<p><b>Formative Notes:</b></p> <ul style="list-style-type: none"> <li>Students learn strategies to equip them for difficult situations (Counseling)</li> <li>Survey report</li> <li>Counselor lesson plans/notes</li> </ul> <p><b>Summative Notes:</b></p> <ul style="list-style-type: none"> <li>All students have received three bully prevention guidance lessons this school year including identification of bully behavior, the three components of bully situation, and strategies to deal with bully behavior.</li> </ul>
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	<p><b>Formative:</b></p> <p>Staff members monitor and address all reported and observed situations.</p> <p><b>Summative:</b> Accomplished</p>
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	<p><b>Formative:</b> Addressed in all classrooms at the beginning of the school year.</p> <p>Parents access and informed in PISD Parent Portal</p> <p><b>Summative:</b> Ongoing discussion and use of Code of Conduct, District Handbook, and Campus Handbook. New and continuing parents encouraged to utilize Parent Portal.</p>
Staff	<b>EDUCATION:</b>			

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Participate in annual staff training on bullying/sexual harassment.	Principal	Handouts/PowerPoint	<p><b>Formative:</b> All staff complete <u>SAFE SCHOOLS: Bullying, Sexual Harassment: Staff/Student and Sexual Harassment: Staff/Staff</u> training in fall 2017.</p> <p><b>Summative:</b> Accomplished</p>
	Review referral process.	Principal or designee	Campus referral plan	<p><b>Formative:</b> Counselor will review district plan at the beginning of school with staff and update as necessary.</p> <p><b>Summative:</b> August 2017 Inservice; frequent collaboration with administrative staff and teaching staff as needed</p>
<b>Staff</b>	<b>INTERVENTION:</b>			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	<p><b>Formative:</b> Each grade level has procedures designed to meet the needs of their students.</p> <p><b>Summative:</b> Ongoing discussion within grade levels and campus. Leadership discussion of more uniform campus wide plan for 18-19.</p>
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Documentation of parent phone calls and conferences</li> <li>• Kid Talk Notes</li> <li>• CMIT notes</li> </ul> <p><b>Summative:</b> Accomplished and documented</p>
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	<p><b>Formative:</b></p> <p>Positive Behavior Support report</p> <p>Restorative Practices training – Counselor Winter 2017</p> <p>Ongoing student conferences with counselor as needed</p> <p>Assistant Principal 17-18</p> <p><b>Summative</b></p> <p>:Positive Behavior Support discussion and behavior plans implemented, reviewed and ended in accordance with</p>

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				individual student needs. AP completed Restorative Practice Training.

**Strategies for Accomplishing Violence Prevention and Bullying Critical Action:**

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
<b>All Students</b>	<b>PREVENTION:</b>			
	Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	<b>Formative:</b> Posted in every class, online for parents as well as student/parent handbook. <b>Summative:</b> Standard and information continued throughout the school year.
	Monitor high risk areas.	All staff	Schedule (if necessary)	<b>Formative:</b> Teachers and staff posted throughout the building to monitor students as well as outside during bus and carpool arrivals and departure times. Teachers actively monitor recess both inside and outside areas. <b>Summative:</b> Monitoring accomplished.
<b>All Students</b>	<b>EDUCATION:</b>			
	Explain referral process/contacts.	All teachers	Referral Plan	<b>Formative:</b> Parent Student Handbook and district policy guide <b>Summative:</b> Accomplished throughout school year.
<b>All Students</b>	<b>INTERVENTION:</b>			
				(Please complete cells below)
	Apply classroom interventions.	All teachers	Classroom Teachers	<b>Formative:</b> STOP-THINK-EVALUATE-PROCEED procedures taught to all students in guidance, posters in each classroom Just Be Kind

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				Calming Tools/Quiet Spot <b>Summative:</b> Positive student interventions held throughout year using these strategies.
	Employ discipline interventions.	Designated staff	Classroom teachers	<b>Formative:</b> Expectations and procedures are in place and are modified/adapted as needed <b>Summative:</b> Accomplished
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Classroom teachers, office staff	<b>Formative:</b> <ul style="list-style-type: none"> <li>Instructional Support Schedules and lesson plans</li> <li>Intervention Specialists (SPED) schedules and lesson plans</li> </ul> TIER III Restorative Practices <b>Summative:</b> Accomplished as needed.
	Conference with parents/students.	Teachers or other staff	Teachers, administrators. Use if conference room for parent meetings when necessary	<b>Formative:</b> Kinder, 1 <sup>st</sup> and 2 <sup>nd</sup> have parent conferences 3X during the year. Grades 3-5 have parent conferences in October. Conferences may be scheduled at any time or interval as needed by the teacher, parent or administrator. CMIT or 504 meetings. <b>Summative:</b> Accomplished by all grade levels.

## Parent Involvement

**Critical Action:** The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

### Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local</b>	Mary Smith Tia Lynch-Green	August 2017 As need arises throughout year. Evidence: Paper documentation, Raptor reports	<b>Formative Notes:</b> Office and Bilingual staff members provided computers and hands on assistance to parents prior to school being in sessions  <b>Summative Notes:</b> Accomplished
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local</b>	PTA Volunteers Teachers	August 2017, as need arises. Evidence – Raptor reports, computers at home program roster, mobile computer lab schedule	<b>Formative:</b> Bilingual families were invited and encouraged to access the Mobile Technology Lab to familiarize themselves with District programs. Mobile Lab secured at Daffron by school counselor and then access through Huffman elementary. <b>Summative:</b> Accomplished
Upgrade and maintain the campus website for easy access and increased communication with the community. <b>Funding source: State and Local</b>	Corina Burton Holly Slotkin	September 2017 or as need arises	<b>Formative:</b> Corina Burton designated webmaster.  <b>Summative:</b> Updated and monitored on an ongoing basis.
Communicate information through eNews and through hard copies when internet access is not available. <b>Funding source: State and Local</b>	Mary Smith	Weekly E-News Daffron website Daffron PTA Newsletter	<b>Formative:</b> Venues established during August 2017.  <b>Summative:</b> Used regularly to communicate
Utilize social media to keep parents and community informed. <b>Funding source: State and Local</b>	Administrators Grade Level Team Leaders	Weekly updates	<b>Formative:</b> Campus: Increased use of Social Media. Sep 2017 – Activation of Facebook Daffron Elementary and Twitter Weekly Bloomz Second grade-Use of Bloomz for communication on a regular basis. A second grade Twitter account is available. Academic Specialists: Use of Bloomz and Facebook for communication and updates.

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
			Fifth Grade: Team sends weekly email via Smore to update parents with curriculum news and calendar information. <b>Summative:</b> Increase in social media usage over previous year.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. <b>Funding source: State and Local</b>	Jenny Sideris	Once a month prior to PTA Board Meeting	<b>Formative:</b> Appointments set <b>Summative:</b> Meetings held monthly
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) <b>Funding source: State and Local</b>	Administrators Counselor PTA Representatives	PTA sponsored events PTA Meetings Informational Meetings	<b>Formative:</b> Ongoing teamwork and events planned with PTA. <b>Summative:</b> Numerous events including several student music presentations, health fair and fun run, as well as in school activities participated in.

## Transition

**Critical Action Step:** The campus will assist students in making a successful transition between early childhood schools to elementary schools and the transition between elementary to middle school.

### Strategies for Accomplishing Transition Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Elementary counselors deliver guidance lessons that support and promote the learning process. <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	Counselor	Weekly guidance lessons	<b>Formative Notes:</b> Fifth grade students visit middle school, middle school counselor visits Daffron, and elementary counselor teaches transition lesson to all fifth grade students.  <b>Summative Notes:</b> Final transition lesson for fifth grade will be completed 5/30/18 including use of combination lock.
Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in pre-kindergarten activities and are encouraged to work with their children at home. All participants go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep. <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	Counselor Child Find Representative Kindergarten Teachers Bilingual Staff	August 2017  May 2018	<b>Formative:</b> Kindergarten: Teachers organize 2 meetings for incoming Kindergarten parents and students to explain and model RAMP Up activities to ensure academic success. Parenting class information offered to kindergarten parents and provided for fifth grade parents at Daffron. <b>Summative:</b> Accomplished
Kindergarten staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	Administrators Kindergarten teachers District personnel and support staff	In transition meetings as the need arises	<b>Formative:</b> Kindergarten: Teachers work collaboratively with Special Education staff members on ARDs and CMIT in order to ensure a smooth transition into Kindergarten. <b>Summative:</b> Accomplished



## State Certified Teachers and Highly Qualified Paraprofessionals

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

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

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

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	August 2017 to May 2018	<b>Formative Notes:</b> Stefanie Ramos attended Arlington Job Fair – May 2018 <b>Summative Notes:</b> Accomplished
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	Monthly Bilingual Stipends, July 2017 to June 2018	<b>Formative:</b> Have hired 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , and 5 <sup>th</sup> grade teachers who all have current certification. <b>Summative:</b> Accomplished
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	August 2017 to May 2018	<b>Formative:</b> Daffron had 3 student teachers from Texas A&M Commerce during the 17-18 school year. <b>Summative:</b> Accomplished
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators. <b>Title I Component 4 and 5</b> <b>Funding source: State and Local</b>	July 2017 to June 2018	<b>Formative</b> <sup>[LH1][JS2][JS3][JS4][JS5]</sup> : Monthly staff meeting, Mini Ed Camp with 3 other PISD elementary schools, and encouraged participation in District SEA <b>Summative:</b> Accomplished
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	July 2017 to June 2018	<b>Formative:</b> Followed all Plano ISD hiring Policy Practices as advised by Plano ISD Certification Office. <b>Summative:</b> Accomplished