



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

## **Rasor Elementary**

Principal: **Zack Pruett**

Mission Statement:

Rasor Elementary, with the community, will give us a safe, caring place to learn and reach our dreams.

**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): **Friday, September 22, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Wednesday, January 24, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Thursday, May 24, 2018**

**2017-2018 Campus Status** Check all that apply

- Title III English Language Learner Campus
  Non-Title I Campus
  Title I School-wide Campus

**Title I Information**

Title I Components			
<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>	\$ 60,000	Total Funding for # Title I Support Teachers	
<b>Parental Engagement</b>	\$ 2,000	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
<b>Student and Campus Capacity Building</b>	\$ 4,000	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>	Recruit, support, and retain Teachers and Principals	<b>Goal 3</b>	Connect high school to career and college
<b>Goal 2</b>	Build a foundation of reading and mathematics	<b>Goal 4</b>	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/](http://tea.texas.gov/About%20TEA/Welcome%20and%20Overview/TEA%20Strategic%20Plan/)

**SBIC Committee**

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Taylor Brooks	Faculty Member	x	x	x	
Lori Pendegrass	Faculty Member		x		
Diana Moore	Faculty Member		x		
Anne Armstrong	Faculty Member	x	x		x
Nicole Reiley	Faculty Member		x		x
Shelby Lujan	Faculty Member, Special Ed	x			
Zack Pruett	Principal		x	x	x
Margaret Dyer	District Professional				
Staci Camp	Campus Professional, Non-teaching		x	x	x
Peggy Bridge	Support Staff Member				x
Chris Summer	Parent-Selected by PTA		x		
Osman Hyder	Parent-Selected by Principal	x	x		
Elisabeth Elliston	Parent		x		x
Traci Hayes	Parent	x		x	
Tory Phelps	Parent				
Lori Phelps	Parent				
Janis Rowe	Community Member		x	x	x
Perry Gaudet	Community Member		x		
Brent McMillan	Business Representative				
James Russell	Business Representative	x			

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

**District-Wide Goals**

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

District-Wide Goals	Title I Components	Applicable Student Groups
<p><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.</p>	<p><b>10 (Coordination and Integration)</b></p>	<p><b>All</b></p>
<p><b>Violence Prevention and Bullying</b></p>	<p><b>10 (Coordination and Integration)</b></p>	<p><b>All</b></p>
<p><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.</p>	<p><b>1 (Comprehensive Needs Assessment)</b> <b>6 (Strategies to Increase Parental Involvement)</b> <b>10 (Coordination and Integration)</b></p>	<p><b>All</b></p>
<p><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.</p>	<p><b>1 (Comprehensive Needs Assessment)</b> <b>7 (Transition)</b> <b>10 (Coordination and Integration)</b></p>	<p><b>All</b></p>
<p><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.</p>	<p><b>1 (Comprehensive Needs Assessment)</b> <b>3 (Instruction by State Certified Staff)</b> <b>4 (High-Quality Professional Development)</b> <b>5 (Strategies to Attract State Certified Teachers)</b> <b>10 (Coordination and Integration)</b></p>	<p><b>All</b></p>

**Summary of Critical Actions**

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

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (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*)

<b>School Wide and/or Targeted Grade Level Critical Actions</b>
1. Increase the Writing STAAR passing rate, specifically males and African American students.
2. Increase the Science STAAR passing rate for all student groups.
3. Meet the social and emotional needs of students through Restorative practices.
<p><b>Critical Actions to Address Missed State Safeguards:</b></p> <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:** Increase the Writing STAAR passing rate, specifically males and African American students.

<b>Project Lead:</b>	Zack Pruett							
<b>Staff, Title I Staff:</b>	All grade levels, AVID, and Instructional Team, Literacy Vertical Team							
<b>Materials and Resources:</b>	The writing process, Mentoring Sentences, Word Work, The Writing Strategies Book by Jennifer Serravallo, AVID Materials							
<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
Train teachers in Empowering Writers	Teachers being trained in a small group per year; ongoing process	<ul style="list-style-type: none"> <li>• 4 teachers trained per year til all trained</li> </ul>	This is an ongoing goal. 3 <sup>rd</sup> and 4 <sup>th</sup> grade teachers were trained during the 2017-2018 school year.
Use strategies from <i>The Writing Strategies Book</i> by Jennifer Serravallo	Overview of book during September Vertical Team meetings; implementing strategies across grade levels and discussing progress within Literacy vertical team	<ul style="list-style-type: none"> <li>• Teachers will use book to help them pinpoint stage of each student</li> <li>• Strategies for the stage then incorporated into writing lessons.</li> <li>• Growth analyzed and process discussed during grade level meetings and vertical team meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• At this point early in the year, teachers are becoming familiar with identifying stages and implementing strategies for that stage.</li> <li>• As the year has progressed, this book has become a resource for teachers when looking for writing strategies for students. This books helps teachers identify which stage students are in and provides strategies for this stage.</li> <li>• This book provided teachers with ideas for increasing writing during station work.</li> </ul>

<p><b>Action Step</b></p> <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>	<p><b>Implementation Timeline per Action Step</b></p>	<p><b>Implementation Evidence per Action Step</b></p>	<p><b>Formative &amp; Summative Notes per Action Step</b></p>
<p>The Literacy Vertical team will meet twice a month to ensure scaffolding across grade levels, keep grade levels connected with district and campus goals, analyze data, and brainstorm strategies for district and campus goals.</p>	<p>Vertical Teams meet twice a month throughout year.</p>		<ul style="list-style-type: none"> <li>• The Literacy Vertical team has a writing initiative that will carry through the year. During the first meeting, it was determined where each grade level is with writing expectations. As meetings move along, the team is working on well-developed grade level expectations that build on each other with strategies designed to develop those expectations and meet each student at the writing stage they are in and moves them forward.</li> <li>• Since the October, the vertical team has put the following goals and action steps in place:</li> <li>• Over several meetings, we developed the following goal and action steps, which grade levels are currently working to implement and are reporting back to the vertical team with how things are going.</li> <li>• <b>Goal: Increase the opportunity for students to write in all subject areas, in order to implement a routine for holding students accountable in applying the targeted skill in their writing.</b></li> <li>• <b>Action Step 1</b> – Keep writing samples (on lined paper) in all subject areas in order to implement a routine for holding students accountable to implement a writing skill that has been targeted. Examples of how this is done? Carefully tracking 3-5 students who reflect writing expectations in the classroom. Samples are brought to vertical team meetings.</li> <li>• <b>Action Step 2</b> – Establish classroom routines across subject areas to increase writing routines. Examples: morning warm-ups, quick writes in science, ss, and math; weekend writing; journal writing with a writing prompt. Teachers will come back to vertical and share</li> </ul>

<p><b>Action Step</b></p> <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>	<p><b>Implementation Timeline per Action Step</b></p>	<p><b>Implementation Evidence per Action Step</b></p>	<p><b>Formative &amp; Summative Notes per Action Step</b></p>
			<p>two ways their grade level has incorporated these.</p> <ul style="list-style-type: none"> <li>• <b>Action Step 3</b> – Develop a system for student accountability for the application of targeted writing skills (capitals, use of transitional words, flipping the sentence, etc.) Examples: rubrics, guiding writing with instant feedback, STAR writing (handwriting, complete sentence, correct capitalization, correct punctuation. Teachers will bring their accountability system to share with vertical team.</li> </ul>
			<ul style="list-style-type: none"> <li>• End of year - These action steps have continued to be carried out throughout the grade level. Students in all grades are writing more across the curriculum, writing during station work, and being held accountable for their writing with rubrics. 4<sup>th</sup> grade has had consults with their teachers to improve their writings (vivid words, complex sentences, correct grammar usage) and have participated in an intensive writing boot camp in preparation for STAAR.</li> </ul>

## Critical Action 2

**Critical Action:** Increase the Science STAAR passing rate for all student groups.

<b>Project Lead:</b>	<b>Zack Pruett</b>							
<b>Staff, Title I Staff:</b>	<b>All grade levels, AVID, and Instructional Team, Science Vertical Team</b>							
<b>Materials and Resources:</b>	<b>Word Walls, Interactive Notebooks, STEM materials</b>							
<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:

<b>Action Step</b> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
The Science Vertical team will meet twice a month to ensure scaffolding across grade levels, keep grade levels connected with district and campus goals, analyze data, and brainstorm strategies for district and campus goals.	Team Meets twice each month	<ul style="list-style-type: none"> <li>Team has an agenda each meeting</li> <li>Agenda will guide classroom expectations school-wide</li> </ul>	<ul style="list-style-type: none"> <li>Team is setting up guidelines for word walls and providing teachers with ideas on how to use them</li> <li>Team suggests word walls for each unit within the classroom but once a unit is over, that word wall goes to all and new word wall is made for current unit. This helps unify units, so students can see connections.</li> <li>Team address academic vocabulary and ways to improve students' understanding of words.</li> <li>Team is having Vocabulary Hat Day, for example, to help build school-wide buy in</li> <li><b>Midyear: Through Science Vertical Team, meetings have focused on the following:</b></li> <li>Grade level appropriate, students will write claims, give evidence and reasoning based on interactive word walls.</li> <li>Students will use sentence stems to draw conclusions from interactive word walls.</li> <li>Students in 2<sup>nd</sup> – 5<sup>th</sup> will take unit assessments to become familiar with multiple choice science questions.</li> </ul>

<p style="text-align: center;"><b>Action Step</b></p> <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>	<p style="text-align: center;"><b>Implementation Timeline per Action Step</b></p>	<p style="text-align: center;"><b>Implementation Evidence per Action Step</b></p>	<p style="text-align: center;"><b>Formative &amp; Summative Notes per Action Step</b></p>
<p>Grade levels will use Word Walls within the classroom and in the grade level hallways.</p>	<ul style="list-style-type: none"> <li>• Per unit of study in classroom</li> <li>• Hallway word walls – once a unit is over, the word wall goes into the hall so it can be referenced throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Per unit of study in classroom</li> <li>• Hallway word walls – once a unit is over, the word wall goes into the hall so it can be referenced throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Team suggests word walls for each unit within the classroom but once a unit is over, that word wall goes to all and new word wall is made for current unit. This helps unify units, so students can see connections</li> <li>• Midyear/End of year: <b>What has taken place in classrooms –</b></li> <li>• Grade level word walls in hallways and in student notebooks organized by units</li> <li>• Drawing conclusions – During STEM Weeks, (we had one in December, will have another in February and at the end of the year.) students record observations during experiments and reflect in their science notebooks. Often after reflecting, students realize where changes in variables need to be made and make improvements to have better outcomes.</li> <li>• Research being done during units of study where students read about a topic within the unit and research it.</li> <li>• Claims and reasoning are extended beyond science class. Students take interest in units and look for book in the library on a related topic. They discuss their findings in these books with the class, which generates questions at the teacher table that can be answered using chrome books to search for the answer.</li> <li>• <b>PE</b> - Science words are up in the gym and are used as a cool down activity. The definition is read and the students guess which word is being described. The first student who guesses correctly moves to the front of the class and leads them back to the grade level.</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>
Teachers in all grade levels will use Word Work as part of their Guided Reading to help build skills with students to improve their reading, writing, and vocabulary skills in all curricular areas.	<ul style="list-style-type: none"> <li>• Daily within Guided Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Daily within Guided Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Though this is not science, the study of words and doing word work will help students in their ability to read and understand words, which in turn will help students better understand what they are reading in science.</li> </ul>
Students will have regular practice learning to draw conclusions during hands on investigations.	<ul style="list-style-type: none"> <li>• All hands on investigations</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly during hands on investigations</li> </ul>	<ul style="list-style-type: none"> <li>• Students identify a claim evidence, and reasoning for all investigations to practice drawing conclusions.</li> <li>• STAAR results are not coming until Summer, so specific results cannot be measured at this time.</li> </ul>

### Critical Action 3

**Critical Action:** Meet the social and emotional needs of students through Restorative practices.

<b>Project Lead:</b>	<b>Zack Pruett</b>							
<b>Staff, Title I Staff:</b>	<b>Rasor Staff</b>							
<b>Materials and Resources:</b>	<b>Restorative Practices</b>							
<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 3:**

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
<ul style="list-style-type: none"> <li>All classes take part in Family Circle Time.</li> </ul>	<ul style="list-style-type: none"> <li>Each morning after announcements</li> </ul>	<ul style="list-style-type: none"> <li>Daily expectation in every classroom each day</li> </ul>	<ul style="list-style-type: none"> <li>Students follow the Restorative Circle protocol each day (talking piece, circle expectations, responding to questions, etc.)</li> </ul>
<ul style="list-style-type: none"> <li>Staff uses Restorative Questioning to problem solve help build relationships when conflicts arise.</li> </ul>	<ul style="list-style-type: none"> <li>Used when a situation needs to be resolved</li> </ul>	<ul style="list-style-type: none"> <li>This could be one-on-one with a teacher, it could be in a small group, or it could be a large group, depending on the situation.</li> </ul>	<ul style="list-style-type: none"> <li>Students respond to the specific questioning in order to understand the results of their actions, to restore a relationship, to be able to understand the importance of empathy</li> </ul>
<ul style="list-style-type: none"> <li>Teachers work through Circle Time, inventories, spending times with students individually and in small groups to better understand the needs/interests of kids.</li> </ul>	<ul style="list-style-type: none"> <li>First 9 weeks of school</li> </ul>	<ul style="list-style-type: none"> <li>Through the circle time, spending time with students, teachers learn what motivates students by understanding</li> </ul>	<ul style="list-style-type: none"> <li>Midyear/End of year: Family time is occurring after announcements in each classroom.</li> <li>Through this time, relationships have been built along with a sense of community within the classroom – they are a family.</li> <li>Restorative chats are being used throughout the day as situations arise. This does mean there isn't a consequence</li> </ul>

<p><b>Action Step</b></p> <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>	<p><b>Implementation Timeline per Action Step</b></p>	<p><b>Implementation Evidence per Action Step</b></p>	<p><b>Formative &amp; Summative Notes per Action Step</b></p>
		<p>what they like, are interested in, and how they respond to others (adult approval, peer approval, etc.)</p>	<p>for a behavior, but it does mean the relationship between the teacher and student/teacher and other students is deepened by talking through a issue to see how it can and should be resolved to restore feelings and/or relationships. Students are even initiating restorative chats with peers.</p> <ul style="list-style-type: none"> <li>• This has cut down significantly on office referrals. When we do get an office referral, we are also using restorative chats to help find the source of why something happened.</li> <li>• <b><i>It's about focusing on why a behavior happened and not solely focusing on the punishment.</i></b></li> </ul>
			<ul style="list-style-type: none"> <li>• As the year comes to an end, Restorative Practices have had a positive impact on our school. We have reduced the number of office referrals by almost half. This is a result of teachers forming significant relationships with their students and working as a family to solve problems. Administrators have also used restorative steps when students are referred to the office. There are in-depth conversations taking place throughout the school to understand the WHY behind a behavior and helping student see their actions have caused others pain/hurt feelings.</li> </ul>

## 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>		<b>Zack Pruett</b>						
<b>Staff, Title I Staff:</b>		<b>Classroom Teachers and Intervention Team</b>						
<b>Materials and Resources:</b>								
<b>Targeted Area:</b>	<input type="checkbox"/> School-wide	<input checked="" type="checkbox"/> Kinder	<input checked="" type="checkbox"/> 1 <sup>st</sup> grade	<input checked="" type="checkbox"/> 2 <sup>nd</sup> grade	<input checked="" type="checkbox"/> 3 <sup>rd</sup> grade	<input checked="" type="checkbox"/> 4 <sup>th</sup> grade	<input checked="" type="checkbox"/> 5 <sup>th</sup> grade	<input type="checkbox"/> Other:

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

<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 - Proactively develop intervention plans for students performing below grade level</b> <ul style="list-style-type: none"> <li>• Lesson plans for interventions are written for all students in all subject area.</li> <li>• Once a plan is taught to student and a target set, the progress is monitored every two weeks and adjustments made as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher plans lesson for interventions each week.</li> <li>• When progress monitoring takes place, adjustments to plan are made for the next lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher plans lesson for interventions each week.</li> <li>• When progress monitoring takes place, adjustments to plan are made for the next lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Progress monitoring taking place every two weeks with adjustments to instruction being made each time.</li> <li>• Specific learning targets are also monitored every two weeks and updated as needed to meet students where they are.</li> </ul>
<b>SW #17 - Provide proactive support for students performing below grade level</b> <p>- Teaching of Reading and Writing strategies occur across the curriculum areas.</p> <p>-After analyzing the data instructional areas are targeted for groups of students with similar needs, following each assessment window.</p>	<ul style="list-style-type: none"> <li>• Teacher plans lesson for interventions each week.</li> <li>• When progress</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher plans lesson for interventions each week.</li> <li>• When progress</li> </ul>	<ul style="list-style-type: none"> <li>• Strong reading skills support science success, so supporting students in reading supports our science goal.</li> <li>• Word work used in every classroom daily/weekly to meet specific needs of students based on weekly monitoring/assessing.</li> </ul>

<p style="text-align: center;"><b>Action Step</b></p> <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>	<p style="text-align: center;"><b>Implementation Timeline per Action Step</b></p>	<p style="text-align: center;"><b>Implementation Evidence per Action Step</b></p>	<p style="text-align: center;"><b>Formative &amp; Summative Notes per Action Step</b></p>
<p>-Strategies for deriving the meaning of vocabulary is taught across all of the disciplines.                      * After grouping students by a word study stage, they are instructed in understanding the patterns and meanings of the words based on their instructional level. At the later stages they focus on word meaning including understanding Greek and Latin roots. This provides a base for academic (science) vocabulary.                      * Use hands on discovery lessons to teach scientific vocabulary in small group intervention.</p>	<p>monitoring takes place, adjustments to plan are made for the next lesson</p>	<p>monitoring takes place, adjustments to plan are made for the next lesson</p>	
<p><b>SW #17 - Provide academic support aligned with the district curriculum</b>                      -The grade level TEKS are aligned with the MAP RIT bands and the support is aligned with these targets.</p>	<ul style="list-style-type: none"> <li>• Teacher plans lesson for interventions each week.</li> <li>• When progress monitoring takes place, adjustments to plan are made for the next lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher plans lesson for interventions each week.</li> <li>• When progress monitoring takes place, adjustments to plan are made for the next lesson</li> </ul>	<ul style="list-style-type: none"> <li>• MAP results guide targeted instruction.</li> <li>• Strands analyzed to measure growth.</li> </ul>
<p><b>SW #17 - Evaluate the effectiveness of student interventions</b>                      -Specific goals for our students are developed based on the student's need.                      - Progress in the targeted interventions are monitored every two weeks. -Specific progress monitoring tools are identified to effectively evaluate the student's progress.                      -The instructional specialists and the classroom teacher meet to review the success of the implemented interventions and revise and adjust instructional strategies as needed.                      -Progress in targeted interventions are monitored every two weeks.</p>	<ul style="list-style-type: none"> <li>• Progress on targets is monitored every two weeks and adjustments made accordingly</li> </ul>	<ul style="list-style-type: none"> <li>• Goal/target set</li> <li>• Progress monitored</li> <li>• Adjustments made when progress is made/not made</li> <li>• Process is repeated on</li> </ul>	<ul style="list-style-type: none"> <li>• Progress monitoring taking place every two weeks with adjustments to instruction being made each time.</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>
		a regular basis	
<b>CL #13 - Provide tutorials that target specific objectives</b> Student data is analyzed and the students are placed in groups with students of like needs based on the researched based components of instructional area for example, understanding nonfiction text, improving vocabulary etc.			<ul style="list-style-type: none"> <li>Progress monitoring taking place every two weeks with adjustments to instruction being made each time.</li> </ul>
<b>CL #13 - Train and use peer tutors to support student</b>			
<b>CL #14 - Seek support from team members to assist students performing below grade level</b> * Students are frequently grouped across grade level classrooms. - Interventionists support students that have common needs from the grade level classrooms and sometimes across grade levels. * Grade level meeting are held monthly to discuss instructional needs of students. * Students will read science text for guided reading to support grade level TEKS.			<ul style="list-style-type: none"> <li>Instructional specialists pull kids according to needs daily/several times each week.</li> </ul>
<b>CL #14 - Seek support from multiple staff members</b> -Our ESL teacher, reading support and our math support provide targeted intervention supporting the classroom teacher and the student's area of need.			<ul style="list-style-type: none"> <li>Instructional specialists pull kids according to needs daily/several times each week</li> </ul>
<b>CL #14 - Seek support from parents</b> <ul style="list-style-type: none"> <li>Teachers are in contact with parents on a regular basis with weekly communication for the grade level, and parents are contacted directly when there is an area of concern and conferences are held in person or by phone, depending on the preference of the parent; face-to-face is the preferred means of conducting conferences.</li> <li>Parents will be invited to participate in science fair as judges.</li> </ul>	<ul style="list-style-type: none"> <li>Weekly newsletters</li> <li>Individual needs addressed as they arise</li> <li>Conferences held in fall for 3-5l and 3 times a year in</li> </ul>	<ul style="list-style-type: none"> <li>Weekly newsletters</li> <li>Individual needs addressed as they arise</li> <li>Conferences held in fall for 3-5l and 3 times a year in</li> </ul>	<ul style="list-style-type: none"> <li>This took place each week of the school year (Friday newsletters sent electronically, emails when needed, phones calls when needed, conferences when needed).</li> <li>Parents participated in history and science fair as judges.</li> </ul>

<p><b>Action Step</b></p> <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>	<p><b>Implementation Timeline per Action Step</b></p>	<p><b>Implementation Evidence per Action Step</b></p>	<p><b>Formative &amp; Summative Notes per Action Step</b></p>
	<p>younger grades.</p> <ul style="list-style-type: none"> <li>• January 12 – Science Fair</li> </ul>	<p>younger grades.</p> <ul style="list-style-type: none"> <li>• January 12 – Science Fair</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	<ul style="list-style-type: none"> <li>Amanda Valentini serves as captain. Amanda sent out health information via email and Rasor eNews on a regular basis throughout the year.</li> </ul>
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Yalan Connell is the PTA Wellness Chair.
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	<ul style="list-style-type: none"> <li>Coach McAlpin and Coach Valentini implement CHS lessons in the fitness room year round.</li> </ul>
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	<ul style="list-style-type: none"> <li>Bulletin boards used in the classroom.</li> </ul>
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	<ul style="list-style-type: none"> <li><a href="http://amandavalentini.wixsite.com/rasorpe">http://amandavalentini.wixsite.com/rasorpe</a> is used. September: PE performance following PTA Meeting; October: Rasor participated in National Walk to School Day; parents are notified of all days through email, newsletters, and eNews.</li> </ul>
<b>FITNESS:</b>				
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	<ul style="list-style-type: none"> <li>Fall testing will be completed in November and spring testing will be completed in March. Data was analyzed</li> </ul>

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				and PE teachers help students create goals to continue towards the individual fitness of each student in upper grades (3-5).
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	<ul style="list-style-type: none"> <li>Data analyzed after testing and information will be sent home in a timely manner.</li> </ul>
<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	<ul style="list-style-type: none"> <li>We get 125 minutes through PE/Fitness classes. The students walk around the gym (20-25 minutes) in the mornings. That is structured time and should be allowed to cover the 10 minute deficit from the required 135 minutes. Students are encouraged to jog or do some sort of MVPA fitness activity the first 25 minutes they are in the gym. This is at least twice a week. The second half of the time they are in the gym, they participate in the planned unit. In fitness, students are moving at least 20 minutes.</li> </ul>
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	<ul style="list-style-type: none"> <li>We purchased pedometers in Spring of 2014. K-5 wears them when they are in fitness.</li> </ul>
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	<ul style="list-style-type: none"> <li>Principal and Assistant Principal observe with power walkthroughs and T-TESS</li> </ul>
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	<ul style="list-style-type: none"> <li>Recess occurs daily in each grade level.</li> </ul>
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	<ul style="list-style-type: none"> <li>Teachers in all grade levels offer brain breaks. Younger grades (K-2)take 10 min brain breaks outside each day.</li> </ul>
<b>ATTENDANCE:</b>				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	<ul style="list-style-type: none"> <li>Bi-weekly reports are run to regularly address tardies, unexcused absences, and excessive excused absences.</li> </ul>

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				<p>Teacher phone calls, letters, and administrator phone calls are all part of the process of monitoring truancy. For students with excessive tardies and unexcused absences who have an IEP or a 504, meetings will be held to address issue before filing truancy</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)
<b>Staff</b>	<b>PREVENTION:</b>			
	Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	<ul style="list-style-type: none"> <li>A duty schedule is followed throughout the year to cover cafeteria, gym, hallways, bus drop off and arrivals, and dismissal areas</li> </ul>
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	<ul style="list-style-type: none"> <li>A duty schedule is followed throughout the year to cover cafeteria, gym, hallways, bus drop off and arrivals, and dismissal areas</li> </ul>
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	<ul style="list-style-type: none"> <li>Handbooks with district and campus expectations are discussed each year and accessible to staff online.</li> </ul>
<b>Staff</b>	<b>EDUCATION:</b>			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	<ul style="list-style-type: none"> <li>District required training on bullying/sexual harassment was conducted at the beginning of the school year.</li> </ul>
	Review referral process.	Principal or designee	Campus referral plan	<ul style="list-style-type: none"> <li>This is discussed at the beginning of each year and updates given as necessary.</li> </ul>
<b>Staff</b>	<b>INTERVENTION:</b>			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	<ul style="list-style-type: none"> <li>Restorative Discipline techniques are used in every classroom and throughout the building.</li> </ul>
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	<ul style="list-style-type: none"> <li>Restorative Discipline methods and systems used regarding referrals. The 2017/2018 school year saw a reduction in referrals and suspensions for students.</li> </ul>
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	<ul style="list-style-type: none"> <li>Restorative Discipline methods and systems used regarding referrals. The 2017/2018 school year saw a reduction in referrals and suspensions for students.</li> </ul>

**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	<ul style="list-style-type: none"> <li>Counselor inform the students of campus conduct expectations through numerous cycles of guidance lessons.</li> </ul>
	Monitor high risk areas.	All staff	Schedule (if necessary)	<ul style="list-style-type: none"> <li>A duty schedule is followed throughout the year to cover cafeteria, gym, hallways, bus drop off and arrivals, and dismissal areas</li> </ul>
<b>All Students</b>	<b>EDUCATION:</b>			
	Explain referral process/contacts.	All teachers	Referral Plan	<ul style="list-style-type: none"> <li>Students are informed of strategies to use for help when having conflict with peers.</li> </ul>
<b>All Students</b>	<b>INTERVENTION:</b>			
				<ul style="list-style-type: none"> <li>(Please complete cells below)</li> </ul>
	Apply classroom interventions.	All teachers	Staff/Discipline management plan for school/grade level	<ul style="list-style-type: none"> <li>Students are informed of strategies to use for help when having conflict with peers.</li> </ul>
	Employ discipline interventions.	Designated staff	Staff/Discipline management plan for school/grade level	<ul style="list-style-type: none"> <li>In classroom and or office referrals are handled on a case by case basis.</li> </ul>
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Teacher/administrator/counselor emotional training information/counseling services	<ul style="list-style-type: none"> <li>Counselor conducts individual and small group counseling as needed to address emotional needs.</li> </ul>
	Conference with parents/students.	Teachers or other staff	Teacher/administrator/counselor	<ul style="list-style-type: none"> <li>Counselor conducts individual and group counseling with students and parents with bullying concerns.</li> </ul>

## 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>	Office Staff	August 2017, during each student registration	<ul style="list-style-type: none"> <li>Parents are given the information needed to go online and register in Parent Portal. We also offer assistance on campus for those who do not have wifi and/or computer access or need a Spanish interpreter.</li> </ul>
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>	Parent Liaison, Title I Coordinator	August 2017, and as new student enroll	<ul style="list-style-type: none"> <li>This hard copy information is sent home to the youngest student in the family.</li> </ul>
Upgrade and maintain the campus website for easy access and increased communication with the community. <b>Funding source: State and Local</b>	Office Staff	August 2017, and as the need arises	<ul style="list-style-type: none"> <li>Maintained and updated on a regular basis.</li> </ul>
Communicate information through eNews and through hard copies when internet access is not available. <b>Funding source: State and Local</b>	Administrators	Weekly, and as the need arises	<ul style="list-style-type: none"> <li>Sent out weekly and more frequently when special events or announcements occur.</li> </ul>
Utilize social media to keep parents and community informed. <b>Funding source: State and Local</b>	Administrators	Weekly during the 2017-2018 school year	<ul style="list-style-type: none"> <li>Posting weekly Smore, special events, and announcements on Twitter and Facebook</li> </ul>
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. <b>Funding source: State and Local</b>	Administrator and PTA representative	Monthly during the school year	<ul style="list-style-type: none"> <li>Monthly meetings held during the school year</li> </ul>
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) <b>Funding source: State and Local</b>	School Staff and PTA	Each on specified nights during 2017-2018	<ul style="list-style-type: none"> <li>Book fair</li> <li>Chic Fil A Night</li> <li>Multicultural Night</li> <li>Color Run</li> </ul>

## 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	A specific date and time to meet with each teacher for each session throughout the year	<ul style="list-style-type: none"> <li>Counselor uses a set curriculum and works with each classroom at a designated date/time to deliver the curriculum.</li> </ul>
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>	Staff	April 2018	<ul style="list-style-type: none"> <li>During Kinder registration, information, packets, and RAMP Up kits are sent home with families</li> <li>Guest speaker from Byrd comes to speak with families about having students ready for Kindergarten and what to expect.</li> </ul>
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>	Staff	Yearly	<ul style="list-style-type: none"> <li>Meetings</li> <li>Classroom visits</li> </ul>
<b>Elementary campuses with full day Pre-K Classes –</b> Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment. <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	NA	NA	NA

## 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	<ul style="list-style-type: none"> <li>Job fair in Spring and Summer</li> </ul>
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	
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	
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	
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	