Plano Independent School District
Campus Improvement Plan

Forman Elementary

3600 Timberline Drive

Plano, TX 75074

2018-2019

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Vision and Mission Statements for District and Campus

Plano ISD Vision Statement

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

Plano ISD Mission Statement

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

District Goals

Plano ISD has two major ongoing district goals:
- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Campus Mission Statement

To ensure that ALL students experience one year of social, emotional, and academic growth.

Campus Information

Administration Team

Principal, Carmen Casamayor-Ryan

Assistant Principal, Kalvin Burkley

About Us

Forman Elementary is a school family where we work together so that every child is successful.
We are a Title 1 campus who serves around 570 students.
To meet the needs of our students, we have after school clubs such as Future Engineers Club, Girl Power and Student Council.

Campus Status

Non-Title I Campus

X Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

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

Meeting 2: Progress monitoring and review of strategic plan - 01/31/2019

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/02/2019

State Goals and Objectives

The State of Texas Public Education Mission

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

The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.
Objective #2 - Students will be encouraged and challenged to meet their full educational potential.
Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.
Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

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

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

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

Goal #4 - **Improve** low-performing schools.

Information regarding the TEA Strategic Plan may be accessed here: http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Dalia Ruiz	Faculty Member	2018	X	X	X
Jason Lee	Faculty Member	2018	X	X	X
Martha Umana	Faculty Member	2018	X	X	
Amy Hebert	Faculty Member	2018	X		X
Sarah Berryman	Faculty Member	2018	X		X
Jamie Harrell	Faculty Member, Special Ed	2018	X		X
Carmen Casamayor-Ryan	Principal	2018	X	X	X
Laurie Taylor	District Professional	2018	X		
Rebekah Espinosa	Campus Professional, Non-teaching	2017	X	X	X
Leidy Romano	Support Staff Member	2017	X		X
Beyanir Francisco	Parent-Selected by PTA	2017	X	X	
Jennifer Meineke	Parent-Selected by Principal	2012	X		X
Kalvin Burkley	Parent	2018			X
Matthew Edmonds	Parent	2018	X	X	X
Zarife Abraham-Elliot	Parent	2018			X
Maria Hidalgo	Parent	2018			
Stephanie Torresi	Community Member	2017			X
Correl Seidel	Community Member	2017	X	X	X
Maria Zamora	Business Representative	2018	X	X	X

State Compensatory Education Program Information

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

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

SCE Program Funding

SCE Total	$437,727.42	State Compensatory Ed funds allocated for allowable supplemental resources and 7 staff.

Title I Program Information

Title I - Schoolwide Components

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).

2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.

3. Instruction by state certified qualified teachers.

4. In accordance with section 1119 and subsection (a)(4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

5. Strategies to attract state certified high-quality teachers to high-need schools.

6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I, Part A Program Funding

Staffing	$283,200	Total Funding for 5 Title I Support Teachers (including tutoring, adult temp staff) and for 0 Paraprofessionals.
Professional and Consulting Services	$	Campus contracts a consultant to train staff on instructional strategies.
Supplies and Materials	$	Instructional supplies (i.e. software) used to enrich student learning, training materials used to support on-going professional learning.
Other Operating	$61,355	Additional Title I Funding used to increase student and campus capacity (i.e. educational student field trip opportunities, registration for staff professional development, student snacks, student enrichment opportunities).
Parental Engagement	$2,977	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)

Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	1. Culturally responsive relationship building 2. Resources for our students (staff, community, and materials)	1. Consistent behavior procedures and further need for social-emotional learning 2. Identify new students and develop a plan to fill gaps for them	Consistent behavior procedures and the need for social-emotional learning
Student Achievement	1. Math STAAR (5th grade second administration, 3rd grade) 2. Science Plano Effect Scores 3. Reading STAAR (3rd grade bilingual)	STAAR scores are below district average in reading, math, and writing	1. Additional PD for differentiation and cross-curricular planning, further Collaborative Teams time 2. Supporting teachers through effective small group instruction and meaningful teacher table tasks
School Culture and Climate	1. Staff and students have a working knowledge of emergency and safety procedures 2. Staff has a working knowledge of visitor procedures 3. Safety and cleanliness of school facility	1. Safety in common areas 2. Student knowledge of visitor procedures 3. Consistent campus expectations (behavior/discipline) 4. Solidifying emergency procedures at irregular times/locations	1. Campus expectations a. Behavior (common areas/classrooms) b. Discipline c. Communication d. Student responsibility 2. Team building amongst staff 3. Increasing use of social-emotional learning strategies across all classroom settings

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Staff Quality/ Professional Development	1. Groups of teachers are targeted to provide input regarding specific decisions 2. Electronic tools are used to collect teachers' opinions regarding specific decisions	1. Increased staff input in decision-making 2. Recognition of accomplishments	An understanding of growth goals of students and teachers and a celebration of accomplishments based on those goals
Curriculum, Instruction, Assessment	1. Curriculum directly linked with TEKS is a strength as show in the UBD. Additionally, the curriculum provides us with a plethora of resources such as Lead4Ward that makes clear the students expectations and the scaffolding 2. Assessments (end of each unit, Map – English and Spanish), are a valuable guide to our instruction. These facilitate our differentiation to serve each student 3. Data access – Support and guide our decisions, as well as individual information as CogAT	1. Common language/academic vocabulary 2. Learning continuum from 2nd to 3rd to bridge the grading transition	Deepen teachers' understanding of data analysis to drive instruction
Family and Community Involvement	1. Bilingual principal and staff 2. Free breakfast for students 3. Multiple generations have attended Forman	1. Increased communication between school and parents 2. Increased community involvement 3. Increased substitutes availability /returning to Forman.	1. Communication a. Attendance b. Grades c. Events d. Involvement e. Parent/teacher interaction f. Administrator/teacher communication

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
			2. Family nights/community events
School Context and Organization	1. Staff survey instruments 2. Use of Edugence to access students' performance data	1. Communication of support staff schedules, roles, and expectations 2. Staff input	Communicating decisions in a timely and consistent manner
Technology	1. Every student has a device: Chromebook 2. Sufficient technology in classrooms (sound, projector, Elmo, HDMI, all in one computer)	1. Training over various technologies (how to use newer instruments) 2. Effective use of applications in the classroom to increase student engagement	Training to effectively use applications in the classroom to increase student engagement

Critical Action #1

Problem Statement	Student Achievement – The percentage of students performing at the Approaches grade level standard for the campus is below the district average. The current gaps between the campus and district in Reading are: Campus 3rd – 5th grade STAAR Reading (3rd-70%, 4th-63%, 5th-63%) District 3rd – 5th grade STAAR Reading (3rd-84%, 4th-81%, 5th-86%) The current gaps between the campus and district in Math are: Campus 3rd – 5th grade STAAR Math (3rd-71%, 4th-55%, 5th-75%) District 3rd – 5th grade STAAR Math (3rd-86%, 4th-83%, 5th-89%) The current gaps between the campus and district in Writing are: Campus STAAR Writing (4th-49%) District STAAR Writing (4th-73%)
Root Cause and Strategy	a) Address effective implementation of the curriculum by means of consistent instructional planning and delivery. b) Deepen teachers' understanding and implementation of Response to Intervention Tier 1 instruction.
Goal	a) Increase Approaching percentage by 10% in Reading and Math across ALL grade levels. b) Increase our Approaching percentage by 11% in 4th grade Writing. c) Increase our Meeting Expectations and Meeting Standards across all subjects and grade levels.
Project Lead	Campus Administrators, Campus Instructional Support Staff, PISD Elementary Coordinators and Specialists
Staff, Title I Staff	Grade Level Teachers, Title I Academic Support Teachers, ESL Teachers
Materials and Resources	District Curriculum, Edugence Resources (PES Growth Roster, STAAR Roster, MAP data), Eduphoria, etc.

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Further develop a school-wide plan to focus greater attention on tier 1 instruction in Reading, Writing, and Math. A) Deepen teachers' understanding of the RTI model and effective RTI strategies. B) Campus Instructional Coaches will support teachers with tier 1 instruction by modeling, co-teach and observation/feedback process. C) Develop Writing rubrics and weekly writing assignment cover sheet to ensure students are using writing conventions to write across various curricula.				A) Monthly B) Weekly C) Weekly	Sign in sheet of PD, Padlet for questions	Increase the use of quality data to drive instruction	Some Progress Vertical Teams, Weekly Grade Level Planning	On Track to Make Progress Weekly Tracking Tuesday Meetings to Ensure all Grade Levels are Receiving Appropriate Support for Planning and Instruction, School-Wide Weekly Writing Performance Based Assessments, Technology Based Coaching	Some Progress Weekly Tracking Tuesday Meetings to Ensure all Grade Levels are Receiving Appropriate Support for Planning and Instruction, School-Wide Weekly Writing Performance Based Assessments, Technology Based Coaching	
Teachers will adhere to the Planning Protocol. A) Campus Instructional Coaches will attend PDs and bring back information to the staff to enhance the Planning Protocol and Tier 1 instruction on the campus. B) Campus Instructional Coaches will support teachers by planning, coaching and modeling quality instruction. C) Campus Instructional Coaches will collaborate with classroom teachers during planning to create effective lesson plans that ensure for engaging instructional delivery.	Staff Training and Registration One Team One Dream Training and Registration	6411 – Other Operating (Staff Training - Registration, etc.) 6411 – Other Operating (Staff Training - Registration, etc.)	1800.00 640.00	A) February 10-12 B) Weekly C) Weekly D) December 6-8	Use of Collaborative Teams Planning Meeting Agenda for notes. Coaches' documentation with teacher input, video, and evidence of coaching cycle in lesson planning.	Increased teacher quality; Increased learning time; Improved academic performance	Some Progress Vertical Teams, Weekly Grade Level Planning	On Track to Make Progress Weekly Tracking Tuesday Meetings to Ensure all Grade Levels are Receiving Appropriate Support for Planning and Instruction, Technology Based Coaching	Some Progress Weekly Tracking Tuesday Meetings to Ensure all Grade Levels are Receiving Appropriate Support for Planning and Instruction, Technology Based Coaching, Weekly Grade Level Planning, Staff Trainings and Registration	

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
D) Campus Lead Title I Teacher will attend One Team One Dream Statewide Parent Involvement Conference along with Parent Liaison, Social Worker and Parent. E) Campus Instructional Coaches and Classroom Teachers will attend Solution Tree: Mathematics at Work and Solution Tree: Designing Engaging Assessments and bring back information to the staff to reflect, refine, and act on better mathematical and engaging assessment practices.	Solution Tree: Mathematics at Work	6411 – Other Operating (Staff Training - Registration, etc.)	2,676							
	Solution Tree: Designing Engaging Assessments in Five Essential Phases Workshop	6411 – Other Operating (Staff Training - Registration, etc.)	4,014							
Ensure that percentage of students reading on grade level and reaching approaches and above increases across all STAAR grades and subject areas. A) Adult Temp will work with 5th grade Science teacher to increase percentage of students at approaches, meets and masters level on STAAR. B) Adult Temp will work with 4th grade Writing teachers to increase percentage of students at approaches, meets and masters level on STAAR. C) Adult Temp will work with 5th grade Math teacher to increase percentage of students at approaches, meets and masters level on STAAR. D) Two Adult Temps will work with third and fourth grade	5 Adult Temps (46, 816) and 6 extra duty time teachers (7,112)	6117 – Professional Salaries (Adult Temp)	53,928	Daily	Tiered Instruction, Small group instruction, Teacher's Table	Increased teacher quality; Increased learning time; Improved academic performance	Some Progress Grade Level Teams Identified and Addressed Needs.	On Track to Make Progress Weekly Planning Meetings to Ensure Appropriate TEKS are Being Addressed, Groups are Designed According to TEKS Deficits, SEL practices implemented to enhance quality of learning.	Significant Progress Weekly Planning Meetings to Ensure Appropriate TEKS are Being Addressed, Groups are Designed According to TEKS Deficits Strategies learned at professional development sessions will continue to be utilized in strengthening Balanced Literacy practices.	
	24th Annual State Dyslexia Summer Institute	6411 – Other Operating (Staff Training - Registration, etc.)	175.00							
	1st Annual Bilingual Marketplace Conference on 7/20/2019	6411 – Other Operating (Staff Training - Registration, etc.)	945.00							

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
teachers to increase percentage of students reading on grade level and approaches, meets and masters level on STAAR (3rd). E) Extended day tutoring sessions will be offered to teachers and specialists to increase students' MAP and STAAR growth in the areas of Math and Reading in 3rd and 4th. F) Dyslexia Teachers will attend the 24th Annual State Dyslexia Summer Institute to help provide instruction for students with Dyslexic needs. G) Bilingual Classroom Teachers will attend First Annual Bilingual Marketplace Conference in North Texas to strengthen their understanding and fluid practice in Guided Reading, purposeful literacy stations, and teaching Writing.										
Acquire quality Intervention resources in Spanish to address the needs of Spanish testers in grades 3 and 4.	Teacher Created Materials Spanish Math Intervention Kits	6399 – Supplies and Materials (Instructional Supplies)	2,308.96	Weekly, February - May	Tiered Instruction, Small group instruction, Teacher's Table	Increased quality of research-based strategies and resources.	Some Progress Campus Began the Process of Identifying Needs of Resources That Would Address the Gaps of Our Students	Significant Progress Research Based Resources, Appropriate Support for Planning and Instruction,	Significant Progress Research Based Resources, Appropriate Support for Planning and Instruction, Resources to Meet Needs of Diverse Populations	

Forman Elementary – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Develop a Campus-wide SEL Plan to address the learning differences and difficulties of students who experience trauma and provide professional development for staff to learn trauma-informed strategies.	Momentous Institute on-site training for professional staff on 7/29/2019	6411 – Other Operating (Staff Training - Registration, etc.)	13,000.00	Daily	SEL practiced documented in lesson plans and evident in classroom environments (T-TESS Domain III)	Increased quality of research-based strategies and resources.	On Track to Make Progress	On Track to Make Progress	On Track to Make Progress	

Critical Action #2

Problem Statement	Forman Elementary Science STAAR results have been decreasing since 2016. In 2016, students received an approaching rate of 80%. In 2017, students received an approaching rate of 69%. In 2018, students received an approaching rate of 61%.
Root Cause and Strategy	Forman will study the STAAR Item Analysis to find the TEKS in which we can provide more hands on experience for supplementing students achievement.
Goal	a) Forman Elementary will have a 20% increase in its approaching rate in 2019. b) Academic Achievement in Science
Project Lead	Campus Administrators, Campus Instructional Support Staff, PISD Elementary Coordinators and Specialists
Staff, Title I Staff	Grade Level Teachers, Title I Academic Support Teachers, ESL Teachers
Materials and Resources	District Curriculum, Edugence(PES Growth Roster, STAAR Roster, MAP data),

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Further develop a school-wide plan to focus greater attention on tier 1 instruction in Science. A) Analyze STAAR Item Analysis (with Collaborative Teams) to see which TEKS students struggle with consistently at Forman. B) Design hands-on experiences or plan a field trip based on the TEKS that need support.	F.O.C.U.S.	6494 – Other Operating (Student Field Trip)	4580.85	August 20, 2018 A) STAAR Item Analysis in Edugence - We found one TEKS (5.6D) that consistently came up on the STAAR Item Analysis. Only 40% of students comprehended the TEKS (STAAR) in 2018 and 48% of students comprehended the TEKS in 2017. September 20 and 21, 2018	Use of Collaborative Teams Planning Meeting Agenda for notes.	Improve Academic Performance; Increase the Use of Quality Data to Drive Instruction;	Some Progress Targeted Support for Students to Reach Approaches Grades Level Standards	Significant Progress Weekly Planning Meetings, Frequent Analysis of Student Data as a Group, All Students Receive Appropriate Levels of Tiered Instruction	Significant Progress Weekly Planning Meetings, Frequent Analysis of Student Data as a Group, All Students Receive Appropriate Levels of Tiered Instruction, Targeted Support for Students to Reach Approaches Grades Level Standards	

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
				B) Students in 4th and 5th grade went to iFly to experience their STEM field trip.						

Critical Action #3

Problem Statement	Collaborative Teams - The collaborative teams are operating at varying levels of autonomy compared to the collaborative teams that transform PLC process (policy and practices).
Root Cause and Strategy	a) Teachers will receive PDs to have a better understanding on how an ideal collaborative team looks and functions. b) Teachers will receive PDs to better comprehend several survey items in Leading Indicator 1.4 of the Marzano HRS Network Report.
Goal	a) Describing and functioning as an ideal collaborative team b) Creating a more reliable assessment with teachers comprehending and answering all survey items.
Project Lead	Campus Administrators, Campus Instructional Support Staff, PISD Elementary Coordinators and Specialists
Staff, Title I Staff	All instructional staff
Materials and Resources	District Curriculum, Edugence(PES Growth Roster, STAAR Roster, MAP data), Eduphoria, Gradebook, Marzano HRS Network Report

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Ongoing PD to strengthen understanding of evolving roles of Collaborative Teams. A) Additional staff training on collaborative teams and planning protocols B) PD to address the maintenance of reliable assessments by answering all survey items and defining terms and language of survey items.					PD Signature Page	Improve School Climate; Increase the Use of Quality Data to Drive Instruction; Improve Academic Performance	Some Progress Identification of Tenets of High Reliability Schools, PLC Questions	Significant Progress Weekly Staff Meetings address PD needs based on observations and feedback	Significant Progress Weekly Staff Meetings address PD needs based on observations and feedback,	

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Develop and use a school-wide Agenda template in all collaborative team meetings A) Train staff on the implementation of the common agenda.				Weekly Team Meetings	Agendas		Some Progress Identification of Tenets of High Reliability Schools, PLC Questions,	Significant Progress All teams using common agenda based on 4 PLC questions and Corresponding Student Questions	Some Progress All teams using common agenda based on 4 PLC questions and Corresponding Student Questions	
Increase our bilingual students' parental involvement by offering programs that help increase parental and student literacy. A) Parent Involvement Reading Improvement - The Take Home Backpack Project has the goal of increasing parental involvement. Parents will attend a training on how to be engaged in their children's literacy. After attending the training, their children will receive backpacks full of materials which parents and students can use at home. B) Latino Family Literacy Project - The Latino Family Literacy Project offers classes for parents to improve their own literacy skills and share the love of reading with their children. To do this, the program provides family reading routines for Spanish- and English-speaking parents and their children. The Project has proven to improve the literacy instruction process. It involves family reading, vocabulary development, and language development for Latino parents and their children. Each age-specific	Parent Involvement Reading Improvement Latino Family Literacy Project	61.6399 – Parent Engagement (Supplies) 61.6399 – Parent Engagement (Supplies)	1,498.00 3,790.00	Ongoing	Sign-ins	Improve Overall Family Literacy.	No Progress	Significant Progress Parent Nights and Saturday School Sessions have been well-attended.	Significant Progress Parent Nights and Saturday School Sessions have been well-attended.	

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
program engages the parents in reading with their children.										

Health, Fitness and Attendance

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

COORDINATED SCHOOL HEALTH

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.	Principal	Campus Wellness Plan	9 week cycle	On schedule for quarterly meetings	On target to meet for all quarterly meetings (currently have met 3 times)
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	monthly	Met projections on having at least one parent on campus wellness team	Met projections on having at least one parent on campus wellness team
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom.	Principal	Coordinated School Health Curriculum	weekly	Fitness was implemented in the weekly schedule	Fitness was implemented in the weekly schedule in grades 3-5
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	9 week cycle	Created bulletin boards in central location	Created bulletin boards in central location
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	monthly	Parent Messenger	We have notified parents through Parent Messenger

FITNESS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	twice a year (Fall and Spring)	Fitnessgram Testing	On Target with completion of Fitnessgram in the week of 4-23
4th & 7th	Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.	P.E. Teacher	Fitnessgram Student Report	once in the Spring	N/A at this time	On Target with completion of Fitnessgram in the week of 4-23

PHYSICAL ACTIVITY REQUIREMENTS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	150 minutes a week	Meeting expectations	Met expectations, is built into the schedule
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	monthly	Heart rate has been monitored, Quantitative Data has not yet been collected	Met expectations, is built into the schedule
K-8	Ensure physical education staff is using a sequential and developmentally	Principal	Yearly Plan Form	daily	Meeting expectations	Met expectations, is

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
	appropriate curriculum which has students active at least 70%-90% of class time.					built into the schedule
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	daily	Meeting expectations	Met expectations, is built into the schedule
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	daily	Meeting expectations	Met expectations, is built into the schedule

ATTENDANCE

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	after 3 days of unexcused absences	Actively monitors and collaborates with social campus workers	Social worker and Campus nurse coordinates and communicates with office manager and parents

Violence Prevention and Bullying

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

STAFF PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	Annually at the beginning of the year	Counselors have completed two out three guidance lessons on bullying and violence prevention.	Counselors have completed two out three guidance lessons on bullying and violence prevention.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Daily	Transition Times, All teachers actively monitor	Transition Times, All teachers actively monitor
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Daily	Daily reinforcement of expectations	Daily reinforcement of expectations

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	Annually	Beginning of the Year Safe School Trainings	Beginning of the Year Safe School Trainings, Bullying and Suicide and Threat to Oneself

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
					or Others Training PD
Review referral process.	Principal or designee	Campus referral plan	Annually	In Staff PDs	In Staff PDs

STAFF INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Weekly	Intervention strategies on Google Form	Intervention strategies on Google Form, ARGO, Positive Behavior Program
Implement campus referral plan.	Principal or designee	Campus Referral Plan	Annually	Intervention strategies on Google Form	Intervention strategies on Google Form, ARGO, Positive Behavior Program
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Daily	Administrators actively monitor the discipline management plan	Administrators actively monitor the discipline management plan, ARGO, Positive Behavior Program

STUDENT PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Three times a year	Daily reinforcement	Daily reinforcement
Monitor high risk areas.	All staff	Schedule (if necessary)	Daily	Daily reinforcement	Daily reinforcement

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	Three times a year	Embedded in guidance lessons	Embedded in guidance lessons

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Community Circles, Calming Strategies, SEL Strategies	Daily	Community Circles, Calling Strategies, SEL Strategies, Implementing Zones of Regulation	Community Circles, Calling Strategies, SEL Strategies, Implementing Zones of Regulation
Employ discipline interventions.	Designated staff	Community Circles, Calming Strategies, SEL Strategies	Daily	Community Circles, Calling Strategies, SEL Strategies, Implementing Zones of Regulation	Community Circles, Calling Strategies, SEL Strategies, Implementing Zones of Regulation

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Mentor Programs	Weekly	Community Circles, Calling Strategies, SEL Strategies, Implementing Zones of Regulation	Community Circles, Calling Strategies, SEL Strategies, Implementing Zones of Regulation
Conference with parents/students.	Teachers or other staff	Parent Education	Annually	Counselors contact parents as necessary, Parent Education Courses given twice in the Fall	Counselors contact parents as necessary, Parent Education Courses given twice in the Fall

Parent Involvement

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. **Title I Components: 1, 6, 10** **Funding Sources: SCE, Title I and Local**	Campus Administrators, Elementary Office Manager, Secretary Campus Elementary,		ongoing	At the time of Registration at the Beginning of the Year	At the time of Registration at the Beginning of the Year, Office Manger and Social Worker are currently providing support to the Parent Liaison
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. **Title I Components: 1, 6, 10** **Funding Sources: SCE, Title I and Local**	Campus Administrators, Elementary Office Manager, Secretary Campus Elementary		ongoing	Counselor, Parent Liaison, and Social Worker give ongoing instruction	Counselor, Parent Liaison, and Social Worker give ongoing instruction, Office Manger and Social Worker are currently providing support to the Parent Liaison
Upgrade and maintain the campus website for easy access and increased communication with the community. **Funding source: State and Local**	Campus Administrators; Campus Technology Specialist		ongoing	CTA continually updates	CTA continually updates, Office Manger and Social Worker are currently

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					providing support to the Parent Liaison
Communicate information through eNews and through hard copies when internet access Is not available. **Funding source: State and Local**	Campus Administrators, Elementary Office Manager, Secretary Campus Elementary		ongoing	Thursday Yellow Packets - news is sent home weekly	Thursday Yellow Packets - news is sent home weekly, Office Manger and Social Worker are currently providing support to the Parent Liaison
Utilize social media to keep parents and community informed. **Funding source: State and Local**	Campus Administrators, Elementary Office Manager, Secretary Campus Elementary,		ongoing	Some grade levels use Social Media to promote classroom activities	Some grade levels use Social Media to promote classroom activities, Office Manger and Social Worker are currently providing support to the Parent Liaison
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. **Funding source: State and Local**	PTA Representative and Campus Adminstrators		monthly	Meeting expectations	Meeting expectations, Office Manger and Social Worker are currently providing support

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
					to the Parent Liaison
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). **Funding source: State and Local**	PTA representative, Campus Administrators, Parent Liaison		ongoing	Counselor will send notification to PTA regarding upcoming programs	Counselor has sent notification to PTA regarding upcoming programs
Increase our bilingual students' parental involvement by offering programs that help increase parental and student literacy.

A) Parent Involvement Reading Improvement - The Take Home Backpack Project has the goal of increasing parental involvement. Parents will attend a training on how to be engaged in their children's literacy. After attending the training, their children will receive backpacks full of materials which parents and students can use at home.

B) Latino Family Literacy Project - The Latino Family Literacy Project offers classes for parents to improve their own literacy skills and share the love of reading with their children. To do this, the program provides family reading routines for Spanish- and English-speaking parents and their children. The Project has proven to improve the literacy instruction process. It involves family reading, vocabulary development, and language development for Latino parents and their children. Each | | | | Exceeding expectations | Exceeding expectations |

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
age-specific program engages the parents in reading with their children.					

Transition

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Elementary counselors deliver guidance lessons that support and promote the learning process. **Title I Components: 7** **Funding source: State and Local**	Tonya Grant Clayton Perry		ongoing	Counselors meet every two weeks with ALL students	Counselors meet every two weeks with ALL students
Elementary staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) **Title I Components: 7** **Funding source: State and Local**	Tonya Grant		ongoing	Weekly PDs	Weekly PDs
Elementary Title I Campuses – Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in pre-kindergarten activities and are encouraged to work with their children at home. Participants will go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep. **Title I Components: 7** **Funding source: State and Local**	Tonya Grant	PISD Parenting Educators	4 times a year- 2 fall/ 2 spring	Meeting expectations	Meeting expectations, Counselor meets with Parents of Pre-K on an individual basis of need, Coordinates with Isaac's EC for speech and other referrals
Elementary Campuses with full day Pre-K – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize	Tonya Grant	Kid friendly ppt	Spring semester	N/A	On target to teach at the end of the year

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
themselves with the kindergarten staff and environment. **Title I Components: 7** **Funding source: State and Local**					

State Certified Teachers and Highly Qualified Paraprofessionals

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. by the **Title I Component 4 and 5 Funding source: State and Local**	Professional Learning Department, Curriculum Department, and Campus Administrators		ongoing	Meeting Expectations	Meeting Expectations