
Teamwork for Excellence



P L A N O
Independent School District

New Perspectives on School District Accountability

Community and Student Engagement Accountability System

**2016 - 2017 Middle School Campus Diagnostic
Indicators**

Community and Student Engagement Accountability System (CSEAS) Guide for Middle School Campus Leaders

Background – HB5 and CSEAS

House Bill 5, adopted in the 83rd Legislative Session (2013), changed several regulations regarding accountability and added a new type of accountability rating and reporting, Community and Student Engagement Accountability (CSEAS). The law requires each school district to evaluate and assign a performance rating for each campus and for the district on nine program and performance areas or factors:

- Fine arts
- Wellness and physical education
- Community and parental involvement
- 21st Century Workforce Development
- Second language acquisition
- Digital learning environment
- Dropout prevention strategies
- Gifted and talented programs
- Compliance with statutory compliance and policy requirements

While this is an accountability compliance issue, more importantly, this gives each district and campus an opportunity to identify areas of performance that are not measured in traditional ways. The program and performance factors evaluated are important because:

- they are valued in the community
- identify strengths within each campus and district
- provide information for growth and improvement

Measuring Performance – Factors and Indicators

The law purposefully did not specify methods of assessing performance. The intent of the legislature was to empower each district with the flexibility to define the methods and criteria for evaluating each factor.

Plano ISD established committees for each factor to lead the development of measurement methods. Each committee included central staff personnel whose positions or experience were related to the performance area, and selected principals who represented each campus level. The committees did an exploration of research literature and measurement methods to identify several key concepts that were most important to the discussion and understanding of the engagement of the community or the engagement of students in each performance factor.

These key concepts were refined to become the indicators used in a structured self-diagnostic format that was common across all areas. For each indicator, the self-diagnostic rubric described a continuum of professional practice across a five-point scale; the lower end (1) suggesting a developing level of practice, the middle (3) representing the district's expected level of practice, and the high end (5) indicating practice that exceeds district expectations.

Figure 1 - Example Indicator Showing Developing Levels of Practice

Guidance and Advisement				
Guidance and advisement programs provide all students with opportunities to explore CTE course options and secondary and post-secondary educational options. These programs provide a variety of opportunities for parental involvement.				
1	2	3	4	5
There is no evidence of students having opportunities to explore CTE course options. Students do not prepare a plan of study/four-year plan prior to entering grade nine.		The school collaborates with feeder elementary grade schools to make students and parents aware of Endorsements and CTE course options.		In addition to Level 3 - Students and parents prepare a plan of study/four-year plan, including selection of an Endorsement.

CSEAS Guide for Middle School Campus Leaders

The committee for each of the nine performance factors developed several indicators to describe levels of practice. Some indicators were defined as directly related to engagement, for example, numbers or percentages of participants or activities. Other indicators were developed as indirectly associated with engagement but fundamentally essential to attract, retain, or serve students or the community. Examples of the indirect indicators were quality or variety of programs and services. The number of indicators for each factor is shown in the following table.

Table 1 - Count of Indicators by Factor and School Level

CSEAS Factors	EC	Elementary	Middle	HS	SHS
Fine Arts	5	8	22	22	25
Wellness and P.E.	9	13	13	13	13
Community and Parental Involvement	16	16	16	16	16
21st Century Workforce Development Program	3	5	4	6	7
Second Language Acquisition Program	2	4	9	8	10
Digital Learning Environment	7	7	7	7	7
Dropout Prevention Strategies	10	15	15	15	15
Educational Programs for Gifted and Talented Students	NA	6	6	5	5
Record of District and Campus Compliance with Statutory Reporting and Policy Requirements	13	13	13	13	13
Total	65	87	105	105	111

Draft versions of the rubrics were submitted to all campus leaders and reviewed in a district-wide principals meeting. Campus leaders were assigned to small groups by school level to review and comment on the documents. Those comments were taken into consideration by the central committees in creating the final version of the rubric documents.

Self Diagnostic Method – Analysis and Improvement

The intention of using a self-diagnostic approach is to encourage focused conversations between staff, campus leadership, and community members that lead to continuous improvement. The school principal should identify a small team to assess each area. The team should be comprised of staff whose duties are directly related to the factor, classroom teacher(s), and where possible a community member. Each member of the team should complete the self-diagnostic independently, and then the team meets to discuss the evidence offered to support the level of practice for each indicator. After the team reaches a consensus about the level of practice for each indicator, the team discusses the results with the principal (or designee) who enters the scoring results. The objective is to improve professional practice through evidence supported discussion and action, not to achieve a score. The evidence and discussion are the foundations for communicating with the community.

Teams should consider the type, quality, and weight of evidence that supports the determination of levels of practice. The type of evidence or data may be qualitative or quantitative information. Ideally there are several sources of evidence that are used to "triangulate" toward a decision. Documenting and retaining the evidence is a campus choice, but does provide reference information for improving practices in the future.

Campus Leadership - Review and Narrative

Campus leaders should review the results of the diagnostic process and write a brief narrative that describes the key areas of accomplishment for the school and, if appropriate, areas for improvement. This narrative will become the primary source for communicating to the community regarding performance in the factors assessed under this program.

Determining Campus Level Ratings

The number of factor area indicators in middle school level accountability is shown in the following table.

CSEAS Factors	Indicators
Fine Arts	22
Wellness and P.E.	13
Community and Parental Involvement	16
21st Century Workforce Development Program	4
Second Language Acquisition Program	9
Digital Learning Environment	7
Dropout Prevention Strategies	15
Educational Programs for Gifted and Talented Students	6
Record of District and Campus Compliance with Statutory Reporting and Policy Requirements	13

Each campus committee should determine the factor area rating based on the examples in the following table.

Performance Rating	Rating System (6 indicators)	Rating System (10 indicators)	Rating System (14 indicators)	Rating System (18 indicators)
Exemplary ~90%	6/6 Indicators 3 or Higher + At Least 1 Indicator Above 3	9/10 Indicators 3 or Higher + At Least 1 Indicator Above 3	13/14 Indicators 3 or Higher + At Least 1 Indicator Above 3	16/18 All Indicators 3 or Higher + At Least 1 Indicator Above 3
Recognized ~80%	5/6 Indicators 3 or Higher + At Least 1 Indicator Above 3	8/10 Indicators 3 or Higher + At Least 1 Indicator Above 3	11/14 Indicators 3 or Higher + At Least 1 Indicator Above 3	14/18 Indicators 3 or Higher + At Least 1 Indicator Above 3
Acceptable ~70%	4/6 Indicators 3 or Higher	7/10 Indicators 3 or Higher	10/14 Indicators 3 or higher	13/18 Indicators 3 or higher
Unacceptable	3/6 or More Indicators Below 3	4/10 or More Indicators Below 3	5/14 or More Indicators Below 3	6/18 or More Indicators Below 3

CSEAS Guide for Middle School Campus Leaders

The overall campus rating is determined by combining the nine factor ratings. The factor "District and Campus Compliance with Statutory Reporting and Policy Requirements" is rated as Met/Not Met, all other eight factors are rated Exemplary, Recognized, Acceptable, and Unacceptable. The following table is used to determine the overall campus rating.

Campus Performance Rating	Factor Ratings
Exemplary	All Factors are Acceptable/Met or Higher + 3/8 Factors Exemplary
Recognized	All Factors are Acceptable/Met or Higher + 3/8 Factors Recognized or Higher
Acceptable	8/9 Factors are Acceptable/Met or Higher
Unacceptable	Two or More Factors Not Acceptable/Not Met

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Fine Arts – Middle School

Exhibits, Performances and Contests

Exhibits and Performances

District and Campus Yearly Art Exhibits; (**District:** Fall/Summer Vertical and YAM); (**Campus:** Formal and/or Informal displays of student work)

1	2	3	4	5
No participation in District sponsored art exhibits	Participation in 2 District sponsored art exhibits	Participation in 3 District sponsored art exhibits	Participation in 3 District sponsored art exhibits and at least 1 campus exhibit	Participation in 3 District sponsored art exhibits and 2 or more campus exhibits

District and Campus Yearly Band Performances

1	2	3	4	5
Presentation of 1 performance	Presentation of 2 performances	Presentation of 3 performances	Presentation of 4 performances	Presentation of 5 or more performances

District and Campus Yearly Choir Performances

1	2	3	4	5
Presentation of 1 performance	Presentation of 2 performances	Presentation of 3 performances	Presentation of 4 performances	Presentation of 5 or more performances

District and Campus Yearly Orchestra Performances

1	2	3	4	5
Presentation of 1 performance	Presentation of 2 performances	Presentation of 3 performances	Presentation of 4 performances	Presentation of 5 or more performances

District and Campus Yearly Theater Performances

1	2	3	4	5
No campus theater performances		Presentation of 1 performance		Presentation of 2 performances

Community and Student Engagement Accountability System – Plano ISD

Fine Arts – Middle School

Contests

District Art Yearly Contests (Holiday Greeting Card, MLK Jr. Art, Reflections, State YAM, plus Jr. VASE)

1	2	3	4	5
No participation in district sponsored art contests		Participation in 1 District sponsored art contest	Participation in 2 District sponsored art contests	Participation in 3 District sponsored art contests

Theater One-Act Play Contest

1	2	3	4	5
No student group participated		Participation in the PISD MS One-Act Play Festival		Participation in the PISD MS One-Act Play Festival & Theatrical Design Competition

UIL Concert and Sight Reading Contest — Band

1	2	3	4	5
No ensembles participated		1 ensemble participated		2 or more ensembles participated

UIL Concert and Sight Reading Contest — Choir

1	2	3	4	5
No ensembles participated		1 ensemble participated		2 or more ensembles participated

UIL Concert and Sight Reading Contest — Orchestra

1	2	3	4	5
No ensembles participated		1 ensemble participated		2 or more ensembles participated

Community and Student Engagement Accountability System – Plano ISD

Fine Arts – Middle School

Individual Activities

Jr. VASE Participation

1	2	3	4	5
No students participated	1-3 students participated	4-6 students participated	7-9 students participated	10 or more students participated

All-Region Band Auditions

1	2	3	4	5
No students participated	1-3% of 7 th & 8 th grade band students participated	4-6% of 7 th & 8 th grade band students participated	7-9% of 7 th & 8 th grade band students participated	10% or more 7 th & 8 th grade band students participated

All-Region Choir Auditions

1	2	3	4	5
No students participated	1-3% of 7 th & 8 th grade choir students participated	4-6% of 7 th & 8 th grade choir students participated	7-9% of 7 th & 8 th grade choir students participated	10% or more 7 th & 8 th grade choir students participated

All-Region Orchestra Auditions

1	2	3	4	5
No students participated	1-3% of 7 th & 8 th grade orchestra students participated	4-6% of 7 th & 8 th grade orchestra students participated	7-9% of 7 th & 8 th grade orchestra students participated	10% or more 7 th & 8 th grade orchestra students participated

District and Campus Speech Tournament

1	2	3	4	5
No students participated	1-3% of 7 th & 8 th grade speech students participated	4-6% of 7 th & 8 th grade speech students participated	7-9% of 7 th & 8 th grade speech students participated	10% or more 7 th & 8 th grade speech students participated

PISD Theatrical Design Contest

1	2	3	4	5
No students participated	1-3 students participated	4-6 students participated	7-9 students participated	10 or more students participated (maximum 12)

Community and Student Engagement Accountability System – Plano ISD

Fine Arts – Middle School

Enrollment

6th grade student enrollment in Band, Choir, or Orchestra

1	2	3	4	5
≤39%	40-54%	55-69%	70-89%	≥90%

7th grade student enrollment in Art, Band, Choir, Orchestra, Theater, Speech

1	2	3	4	5
≤34%	35-49%	50-64%	65-79%	≥80%

8th grade student enrollment in Art, Band, Choir, Orchestra, Theater, Speech

1	2	3	4	5
≤34%	35-49%	50-64%	65-79%	≥80%

Parent and Community Involvement

Parent/Public Attendance at Campus Exhibits and/or Performances

1	2	3	4	5
Low attendance		Moderate attendance		High attendance

Volunteer Support for Fine Arts Programs

1	2	3	4	5
No support		Moderate support		High support

Non-District Funding Support for Fine Arts Programs (PTA, Campus Partners, Fundraising, etc.).

1	2	3	4	5
No support		Moderate support		High support

Community and Student Engagement Accountability System – Plano ISD

Wellness and Physical Education - Middle School

Wellness

Nutrition Education

Students are engaged in learning experiences that assist in acquiring health knowledge and result in implementing good health practices.

Policy

- Students receive nutrition education that fosters the adoption and maintenance of healthy eating behaviors. **FFA (Local)**
- Food Service staff, teachers and other school personnel will coordinate the promotion of nutrition messages in the cafeteria, the classroom, and other appropriate settings. **FFA (Local)**
- Staff responsible for nutrition education will be adequately prepared and will participate in professional development activities to effectively deliver the program as planned. **FFA (Local), EHAA (Legal) Education Code 38.014**
- Educational nutrition information is shared with families and the general public to positively influence the health of students and community members. **FFA (Local)**

Nutrition Education

- Healthy nutrition education messages are communicated to students, staff and parents through technology or other methods (For example: weekly announcements, staff, myPISD, bulletin boards, etc.).
- Campus physical education teachers utilize the district Coordinated School Health curriculum and follow the lesson scope and sequence for nutrition and health education.

1	2	3	4	5
The campus is not in compliance with one or more practices required by district policy.		The campus is compliant with all practices required by district policy FFA (Local) and by State Law EHAA (Legal) .		The campus is compliant with all practices required by district policy FFA (Local) and by State Law EHAA (Legal) and engages in additional best practices of nutrition education.

Community and Student Engagement Accountability System – Plano ISD

Wellness and Physical Education - Middle School

Nutrition Guidelines

The campus ensures qualified child nutrition professionals provide a variety of services.

Policy

- All foods and beverages made available on campus during the school day are consistent with the USDA Dietary Guidelines for Americans.
FFA (Local)
- Foods with Minimal Nutritional Value (FMNV) are prohibited during the school day. **CO (Legal)**
- Vending machines follow Texas Public School Nutrition Policy (TPSNP).
BDF (Legal)

Healthy Nutrition Guidelines

- Healthy foods and beverages, including water, fruits, vegetables, whole grains, and low-fat dairy products are available on campus during meal times.
- Campus staff encourages students to start the day with a healthy breakfast through a variety of media such as newsletters and announcements.
- Competitive foods are prohibited during the school day.

1	2	3	4	5
<p>The campus is not in compliance with one or more practices regarding USDA nutrition requirements for NSLP, or does not follow Texas Public School Nutrition Policy (TPSNP), FFA (Local) and CO (Legal).</p>		<p>The campus is in compliance with all practices regarding USDA nutrition requirements for NSLP, and follows Texas Public School Nutrition Policy (TPSNP), FFA (Local) and CO (Legal).</p>		<p>The campus is in compliance with all practices regarding USDA nutrition requirements for NSLP, and follows Texas Public School Nutrition Policy (TPSNP), FFA (Local) and CO (Legal). Campus staff encourages healthy nutrition through a variety of media.</p>

Community and Student Engagement Accountability System – Plano ISD

Wellness and Physical Education - Middle School

Physical Activity

The campus recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Policy

- Teachers and other school staff receive training to promote enjoyable, life-long physical activity for themselves and students. **FFA (Local)**
- The District will offer and support an environment that strives to promote safe and enjoyable physical activity. **FFA (Local)**. The campus environment promotes enjoyable, life-long physical activity for staff and students.
- Teachers are encouraged to integrate physical activity into the academic curriculum where appropriate. **FFA (Local)**. Brain Breaks or physical activity breaks are delivered by the classroom teacher.
- Before-school and after-school physical activity programs will be offered and students will be encouraged to participate. **FFA (Local)**
- Enrichment programs will provide and encourage physical activity and the formation of healthy habits. **FFA (Local)**
- The District will provide wellness opportunities for students and their families during appropriate school activities. **FFA (Local)**. The campus promotes family health and wellness opportunities in the community.

Physical Activity

- Students, staff and parents are encouraged to participate in district sponsored events.
- Physical Activity is not used as a punishment.

1	2	3	4	5
The campus is not in compliance with one or more practices required by district policy.		The campus is in compliance with all practices required by district policy FFA (Local) .		The campus is in compliance with all practices required by district policy FFA (Local) and supports additional programs and practices that encourage appropriate physical activities.

Community and Student Engagement Accountability System – Plano ISD

Wellness and Physical Education - Middle School

Coordinated School Health Education

Health education provides students with opportunities to acquire the knowledge, attitudes, and skills necessary for making health-promoting decisions, achieving health literacy, adopting health-enhancing behaviors, and promoting the health of others.

Policy

- Coordinated School Health Program is delivered to students. **EHAA (Legal) Education Code 38.014**
- The District shall incorporate instruction in the dangers, causes, consequences, signs, symptoms, and treatment of binge drinking and alcohol poisoning into any course meeting a requirement for a health education credit. **EHAC (Legal) Education Code 28.002(r); 19 TAC 74.35(b)** The campus incorporates this policy.

Coordinated School Health Curriculum

- Coordinated School Health curriculum components for Food Nutritional Services and Parental Involvement occur frequently during each grading period.
- Coordinated School Health curriculum components for physical education/activity are taught weekly during physical education.
- The Coordinated School Health curriculum components for health are taught in a classroom setting for fifteen days per semester to all students.
- Campus teacher monitors and provides feedback during health lessons.
- Coordinated School Health lesson plans are available and prepared prior to instructional class time. Technology is incorporated where applicable.

1	2	3	4	5
The campus is not in compliance with practices required by state law EHAA (Legal) and EHAC (Legal) .		The campus is in compliance with all practices required by state law EHAA (Legal) and EHAC (Legal) . Most of the targeted Coordinated School Health curriculum practices are supported.		The campus is in compliance with all practices required by state law EHAA (Legal) and EHAC (Legal) . All of the targeted Coordinated School Health curriculum practices are supported.

Community and Student Engagement Accountability System – Plano ISD

Wellness and Physical Education - Middle School

Health Services

Campus Health Services are designed to ensure access to primary health care services and referral as needed, and to foster appropriate use of such services. The campus will implement practices to prevent and control communicable disease and other health problems, provide emergency care for illness or injury, promote and provide optimum sanitary conditions for a safe school environment. The campus will provide educational and counseling opportunities for promoting and maintaining individual, family, and community health.

Policy

- Campus nursing staff will provide notice regarding immunizations (only to the extent the district is responsible for posting requirement on a webpage). **FFAB (Legal)**
- Campus nursing staff conducts health screenings such as hearing, vision, dental, spinal curvature and acanthosis nigricans. **FFAA (Legal)**
- Campus nursing staff helps establish and trains the First Responder Teams on campuses. **CKD (Legal)**
- Campus nursing staff is certified in American Heart Association (AHA) Basic Life Support (BLS) and train assigned employees in CPR. **CKD (Legal)**
- Campus nursing staff assists with training unlicensed assistant personnel for diabetes care on campuses. **FFAF (Legal)**
- The school nurse will collaborate with the campus coordinated health team to assist the student in making individual healthy life choices especially in nutrition and physical activities. **FFA (Local)**

Campus Health Services

- Campus nursing staff keeps a stock of Epinephrine and Benadryl according to district standing orders for anaphylaxis events.
- Campus nursing staff promotes free vaccination clinics.
- Campus nursing staff assists with lowering the number of forced administrative exclusions due to noncompliance with immunization requirements.

1	2	3	4	5
The campus is not in compliance with one or more practices required by state law FFAA (Legal), FFAF (Legal), FFAB (Legal), CKD (Legal) and district policy FFA (Local) .		The campus is in compliance with all practices required by state law FFAA (Legal), FFAF (Legal), FFAB (Legal), CKD (Legal) and district policy FFA (Local) .		The campus is in compliance with all practices required by state law FFAA (Legal), FFAF (Legal), FFAB (Legal), CKD (Legal) and district policy FFA (Local) . The campus engages in additional programs and practices to support the goals of Campus Health Services.

Community and Student Engagement Accountability System – Plano ISD

Wellness and Physical Education - Middle School

Staff Wellness

Health promotion activities improve productivity, decrease absenteeism, and reduce health insurance costs.

Policy

- The District will promote employee wellness education and physical activity involvement with appropriate District initiatives. **FFA (Local)** The campus promotes employee wellness education and physical activity involvement.

Staff Wellness Practices

- Staff wellness and training is offered to promote healthy lifestyles and behaviors (BBP, CPR, Epipens, Diabetes Training, etc.).
- Wellness assessments are offered for district staff.
- Campus environment supports staff wellness by promoting and offering professional development opportunities on healthy lifestyles and behaviors (For example: At a faculty meeting, a physical education teacher or outside professional leads an activity session or topic on health and wellness).
- Campus staff offers healthy wellness practices and strategies.
- Employee Assistance Program is available for staff.

1	2	3	4	5
The campus is not in compliance with one or more practices required by district policy FFA (Local) .		The campus is in compliance with all practices required by district policy FFA (Local) . Most of the Staff Wellness practices are supported.		The campus is in compliance with all practices required by district policy FFA (Local) . All Staff Wellness practices are supported.

Community and Student Engagement Accountability System – Plano ISD

Wellness and Physical Education - Middle School

Healthy Campus Environment

Counseling, psychological, and social services are provided to improve students’ mental, emotional, and social health and include individual and group assessments, interventions, and referrals. Organizational assessment and consultation skills of counselors and psychologists contribute not only to the health of students but also to the health of the school environment.

Policy

- Counseling and guidance services will be available to all students. **FFA (Local)**
- Campus provides wellness opportunities for students and their families during appropriate school activities. **FFA (Local)**
- Each campus establishes a coordinated health team to communicate ideas, gain feedback and maintain rapport with students, staff and parents. **FFA (Local)**
- Sufficient time will be allowed for students to eat meals in lunchroom facilities that are clean, safe, and comfortable. **FFA (Local)**
- The campus follows steroid notice and education for students involved in extracurricular athletic activities and posts notices where physical education classes are present. **EHAA (Legal) Education Code 38.0081(b)**
- The district will promote a safe and drug-free lifestyle. **FFA (Local)** The campus promotes this policy.
- All head directors of marching band, head coaches, physical education teachers, chief sponsors of extracurricular athletic activity (including cheerleading) that is sponsored or sanctioned by the district or UIL on campus have a current certification in cardiopulmonary resuscitation (CPR), first aid and automated external defibrillator (AED). **DBA (Legal) CKD (Legal) Education Code 22.902**

Healthy Campus Environment Practices

- MyPlate guidelines are posted and visible to students and staff in strategic areas of the cafeteria.
- Students may carry water bottles to class to hydrate.
- The campus environment supports healthy behaviors by placing a focus on making healthy choices that are readily visible to students and parents through announcements, newsletters, bulletin boards, myPISD.net, etc.
- Campus Improvement Plan includes the Campus Wellness Team goals.

1	2	3	4	5
The campus is not in compliance with one or more practices required by district policy FFA (Local) and EHAA (Legal) DBA (Legal) CKD (Legal) Education Code 22.902.		The campus is in compliance with all practices required by district policy FFA (Local) EHAA (Legal) DBA (Legal) CKD (Legal) Education Code 22.902. Most of the targeted Healthy Campus Environment practices are supported.		The campus is in compliance with all practices required by district policy FFA (Local) EHAA (Legal) DBA (Legal) CKD (Legal) Education Code 22.902. All targeted Healthy Campus Environment practices are supported.

Community and Student Engagement Accountability System – Plano ISD

Wellness and Physical Education - Middle School

Physical Education

Physical education is a school-based instructional opportunity for students to gain the necessary skills and knowledge for lifelong participation in physical activity.

Program Components

Policy

- The campus offers students an opportunity to choose among many types of physical activity in which to participate; offers students both cooperative and competitive games; and ensures an enjoyable experience for students. **EHAA (Legal)**

Program Components

- The campus physical education teacher utilizes the physical education curriculum to set lesson scope and sequence for physical education and a variety of lifetime sports/activities are incorporated.
- The campus physical education teacher uses technology tools and other devices such as heart rate monitors, pedometers, iPods, iPads/Android tablets, projectors during physical education lessons.
- Structured lead-up games, modified games and developmentally age-appropriate challenges are applied for each grade level.
- Fitness is a component of instructional time, components such as cardiovascular fitness, muscular strength and endurance, and flexibility are developed routinely.

1	2	3	4	5
The campus is not in compliance with one or more practices required by district policy EHAA (Legal) .		The campus is in compliance with all practices required by district policy EHAA (Legal) . The campus implements and supports most of the Physical Education Program Components.		The campus is in compliance with all practices required by district policy EHAA (Legal) . The campus implements and supports all of the Physical Education Program Components.

Community and Student Engagement Accountability System – Plano ISD

Wellness and Physical Education - Middle School

Instructional Strategies

Policy

- 50 percent of a physical education class is used for actual student physical activity and the activity is, to the extent practicable, a moderate or vigorous level. **EHAA (Legal)**
- The student to teacher ratio should be less than 45 to 1 in a physical education class. If exceeded, a plan is in place to specifically identify the manner in which the safety of the students will be maintained. **EHAA (Legal) Education Code 25.114, 28.002(d); 19 TAC 74.37**

Instructional Strategies

- Campus utilizes all physical education staff to make class sizes smaller by utilizing small groups, stations and available facilities (fitness rooms, outside fields, etc.).
- Campus physical education teacher utilizes activity lessons that keep students actively engaged and participating.
- Campus physical education teacher uses instructional strategies that meet the diverse needs and interests of all students and promotes self-responsibility.
- Campus physical education teacher uses effective teaching strategies in short blocks of time.
- Campus physical education teacher uses positive behavior strategies to reduce discipline issues, promotes self-responsibility and positively redirects disruptive behavior.
- Campus physical education teacher uses instructional strategies that get students active from the moment they enter the classroom.
- Campus physical education teacher uses motivational strategies that include a variety of positive and enthusiastic teacher feedback to encourage student participation.

1	2	3	4	5
The campus is not in compliance with one or more practices required by district policy EHAA (Legal) and state law.		The campus is in compliance with all practices required by district policy EHAA (Legal) and state law. The campus implements and supports most of the targeted Instructional Strategies.		The campus is in compliance with all practices required by district policy EHAA (Legal) and state law. The campus implements and supports all of the targeted Instructional Strategies.

Community and Student Engagement Accountability System – Plano ISD

Wellness and Physical Education - Middle School

Student and Parental Engagement

Policy

- Enrichment programs are provided that encourages physical activity and the formation of healthy habits. **FFA (Local)**
- Before-school and after-school physical activity programs will be offered and students will be encouraged to participate. **FFA (Local)**

Student and Parental Engagement Practices

- Campus hosts family health/wellness events (health fair, Walk and Bike to School events, Family and Fitness events, etc.) to promote healthy lifestyles.
- Campus physical education teacher educates and promotes wellness opportunities for parents/families in the community.

1	2	3	4	5
The campus is not in compliance with one or more practices required by district policy FFA (Local) .		The campus is in compliance with all practices required by district policy FFA (Local) . The campus implements and supports most of the targeted Student and Parental Engagement practices.		The campus is in compliance with all practices required by district policy FFA (Local) . The campus implements and supports all of the targeted Student and Parental Engagement practices.

Community and Student Engagement Accountability System – Plano ISD

Wellness and Physical Education - Middle School

Effective Use of Resources, Schedule and Staff

Policy

- The District shall require students in grades 6–8 to participate in moderate or vigorous daily physical activity for at least 30 minutes for at least four semesters during those grade levels as part of the District's physical education curriculum. **EHAC (Legal) Education Code 28.002(p); 19 TAC 74.35(a)** The campus follows this policy.

Effective Use of Resources

- Campus physical education/fitness teacher uses a system of equipment rotation or other resources to offer a variety of activities to students.
- Campus physical education teacher attends content professional development for at least 22.5 hours in wellness/physical education.
- All students have the same opportunity to practice skills in an attempt to achieve skill mastery.
- Physical education class schedules are spaced throughout the instructional day and students are evenly balanced in classes.
- Campus administrators request staff trainings on positive behavior and intervention supports as needed.
- Campus staff applies for additional funding opportunities for wellness and physical activity programs.
- Physical education is taught by licensed or certified physical educators at all grade levels.
- Students are not routinely held from physical education or health class for other academic purposes.
- Gym use by other departments is scheduled during times that do not interfere with the delivery of regularly scheduled physical education classes.

1	2	3	4	5
The campus is not in compliance with one or more practices required by district policy EHAC (Legal) or the campus has implemented few or none of the targeted practices.		The campus is in compliance with district policy EHAC (Legal) and has implemented most of the targeted practices for the Effective Use of Resources.		The campus is in compliance with district policy EHAC (Legal) and has implemented all of the targeted practices for the Effective Use of Resources.

Community and Student Engagement Accountability System – Plano ISD

Wellness and Physical Education - Middle School

Learning Environment for Physical Education

Best Practices

- The climate of the physical education program demonstrates rapport, respect and a positive culture for learning.
- Campus physical education teacher provides a positive physically and emotionally safe environment with activity that is developmentally appropriate.
- Student learning and instruction is focused, age appropriate, contains progressions and is assessed.

1	2	3	4	5
There is little or no evidence of best practices.		There is evidence that some best practices are implemented that support a positive and effective Learning Environment.		There is substantial evidence that many best practices are implemented that support a positive and effective Learning Environment.

Assessment

Policy

- The District will conduct a health-related physical fitness assessment for students in selected grades. **FFA (Local)** Campus staff provides fitness education, conducts annual health-related fitness assessments, and utilizes assessment results to direct instruction and create individualized fitness goals.

Best Practices for Assessment

- All students are assessed in mastery of skills and content in physical education.
- Campus staff promotes student self-assessment to achieve personal best, for example, achieving target heart rate.

1	2	3	4	5
The campus is not in compliance with district policy FFA (Local) and there is little or no evidence of consistent or appropriate assessment.		The campus is in compliance with district policy FFA (Local) and there is evidence that appropriate assessment is consistently implemented to ensure desired program outcomes.		The campus is in compliance with district policy FFA (Local) and there is substantial evidence that best practice assessment is consistently implemented to ensure desired program outcomes.

**Community and Student Engagement Accountability System – Plano ISD
Community and Parental Involvement – Kindergarten through 12th Grade**

PTA Membership & Organization

1	2	3	4	5
<p>Parents are encouraged to join PTA and are invited to PTA meetings or to volunteer at the campus.</p>		<p>In addition to Level 1 – The PTA elects officers who meet on a routine basis to coordinate programs, activities and events that benefit the school community. Membership and volunteer hours are tracked.</p>		<p>In addition to Level 3 – The PTA board assesses its programs in order to refine goals and improve effectiveness for the benefit of students, families and the school community.</p>

Community and Student Engagement Accountability System – Plano ISD

Community and Parental Involvement – Kindergarten through 12th Grade

Welcoming All Families

Creating a Family-Friendly Atmosphere and Developing Personal Relationships

1	2	3	4	5
The school campus is clean and welcoming to parents. Families are greeted promptly by friendly front-office staff who give them correct information and help them connect with appropriate faculty members.		In addition to Level 1 – Parents or other community members volunteer to provide information and support to families and students. The community is aware of what is going on at the school. <i>For example: An outside marquee keeps the community informed.</i>		In addition to Level 3 – The school is a welcoming place where families have opportunities to connect with school staff, district resources and one another. Volunteers serve as mentors to help more families become engaged in the school.

Providing Opportunities for Volunteering

1	2	3	4	5
Parents and community members are welcome to volunteer their services in the school or individual classrooms.		In addition to Level 1 – Parents and/or community members work with the school to organize a formal volunteer program.		In addition to Level 3 – The school volunteer program reaches out to parents of all neighborhoods and backgrounds, identifies their unique experiences and skills, and offers varied volunteer opportunities for both at home and school.

Community and Student Engagement Accountability System – Plano ISD Community and Parental Involvement – Kindergarten through 12th Grade

Respecting All Families

1	2	3	4	5
The school affirms student cultures and history in school resources and activities.		<p>In addition to Level 1 –</p> <p>The school is open to input from parents, students and community members from different neighborhoods and backgrounds to gain insight on helping to build and maintain a respectful and supportive environment.</p>		<p>In addition to Level 3 –</p> <p>The school works with families and community members from all neighborhoods and backgrounds to identify and eliminate barriers to family engagement related to race, ethnicity, class, family structure, religion, and physical and mental ability.</p>

Removing Economic Obstacles to Participation

1	2	3	4	5
The school works with parents or community groups to offer free or low cost family activities.		<p>In addition to Level 1 –</p> <p>School leaders, the PTA/parent group and/or community members work together to offer some activities at no cost.</p> <p><i>For example: Field Day, Carnivals, etc.</i></p>		<p>In addition to Level 3 – All family and student activities and events are minimal in cost. The school and PTA/parent group collaborate to minimize the costs through the school budget, PTA/parent group fundraising, and contributions from community businesses and organizations.</p>

Community and Student Engagement Accountability System – Plano ISD Community and Parental Involvement – Kindergarten through 12th Grade

Ensuring Accessible Programming

1	2	3	4	5
<p>Family activities are held at various times and days of the week to respect parents' work schedules.</p>		<p>In addition to Level 1 – School leaders and parent/community groups work together to plan family programs to be held at the school or community locations.</p>		<p>In addition to Level 3 – School leaders and parent/community groups jointly create school-wide practices to ensure that all parents and students have access to school-sponsored programs and events, including academic services.</p>

Community and Student Engagement Accountability System – Plano ISD

Community and Parental Involvement – Kindergarten through 12th Grade

Communicating Effectively

Using Multiple Communication Paths

1	2	3	4	5
<p>The school keeps families informed of upcoming events in a variety of ways.</p> <p><i>For example: regular print and electronic notices.</i></p>		<p>In addition to Level 1 –</p> <p>School staff members connect with families using multiple communication tools.</p> <p><i>For example: personal calls, e-mails and updated websites.</i></p>		<p>In addition to Level 3 – The school establishes a communication plan that incorporates regular and consistent communication, both formal and informal using multiple communication tools.</p> <p><i>For example: print/electronic newsletters, video and social media presence.</i></p>

Identifying School-wide Issues and Concerns

1	2	3	4	5
<p>Parents are aware of how to provide feedback to the campus.</p>		<p>In addition to Level 1 –</p> <p>The school encourages parent feedback in various ways.</p> <p><i>For example: providing staff contact information, face-to-face meetings and electronic communication.</i></p>		<p>In addition to Level 3 –</p> <p>Parent and community feedback is reflected in the School Based Improvement Plan.</p>

Community and Student Engagement Accountability System – Plano ISD Community and Parental Involvement – Kindergarten through 12th Grade

Providing Information on Current Issues

1	2	3	4	5
<p>The principal keeps parents informed of current school issues and concerns.</p>		<p>In addition to Level 1 – All school families are kept informed of developing concerns in the school community. Print or electronic newsletters are generated on a regular basis to communicate accurate information when serious concerns arise. Families are informed in a timely manner through e-mail, SchoolMessenger or letters that are sent home.</p>		<p>In addition to Level 3 – The school works collaboratively with community to strategically evaluate issues that affect families. <i>For example: the principal meets regularly with a parent-school community team to address school-wide issues and determine appropriate responses.</i></p>

Community and Student Engagement Accountability System – Plano ISD

Community and Parental Involvement – Kindergarten through 12th Grade

Supporting Student Success

Ensuring Parent-Teacher Communication about Student Progress

1	2	3	4	5
Parents can contact teachers through e-mail, notes, or phone messages and receive a timely response. Teachers make contact with all families at the start of the year to establish positive relationships.		In addition to Level 1 – Teachers and guidance counselors regularly contact parents with positive news as well as concerns about their children. Parents have an easy way to communicate with teachers on a regular basis.		In addition to Level 3 – Teachers and parents discuss students' individual learning styles, family cultural experiences, strengths and academic and personal needs, then develop learning goals to support academic success at school and at home.

Linking Student Work to Academic Standards

1	2	3	4	5
Student work is displayed throughout the school in a way that shows how it met academic standards. <i>For example: teachers display students' writing assignments to demonstrate how students used skills such as clear and concise language, proper spelling, and staying on the topic.</i>		In addition to Level 1 – Teachers explain to parents throughout the year what students are learning and what good work looks like under the academic standards for the student's age and grade level. <i>For example: teachers might maintain portfolios of students' work for parents to review upon request.</i>		In addition to Level 3 – Teachers communicate regularly with parents about how each school program or activity links to student learning through academic standards. <i>For example: the teacher communicates the music curriculum goals before a student concert.</i>

Community and Student Engagement Accountability System – Plano ISD Community and Parental Involvement – Kindergarten through 12th Grade

Sharing School Progress and Using Standardized Test Results to Increase Student Achievement

1	2	3	4	5
<p>Parents are informed about standardized tests. The principal presents the school's academic goals at the beginning of the school year and reports on progress made the previous year.</p>		<p>In addition to Level 1 – Families have opportunities to learn how to interpret testing data. The principal collaborates with school stakeholders to facilitate discussion between school staff and families on needed academic improvements.</p>		<p>In addition to Level 3 – Parents are included on school or school district academic standards committees and discuss how to raise expectations and achievement for every student. The principal collaborates with school stakeholders to present regular progress updates on reaching academic goals and develops strategies to support improvement. <i>For example: mentors are matched with struggling students.</i></p>

Engaging Families and the Community in Classroom Learning

1	2	3	4	5
<p>Families and teachers work together to provide resources for upcoming units of study. <i>For example: teachers invite families to send in with their student an artifact about their careers, cultures or other relevant information for the student to share with the class to reinforce academic skills.</i></p>		<p>In addition to Level 1 – Families and teachers engage in innovative ways to enhance classroom learning. <i>For example: teachers invite community groups or individuals to their classes to share information about their careers, cultures or other relevant information and to reinforce academic skills.</i></p>		<p>In addition to Level 3 – The school and PTA organize a resource list of volunteers' skills, expertise, and backgrounds, through which teachers can find support.</p>

Community and Student Engagement Accountability System – Plano ISD Community and Parental Involvement – Kindergarten through 12th Grade

Developing Family Ability to Strengthen Learning At Home

1	2	3	4	5
The school offers programs on parenting skills that will help promote learning.		In addition to Level 1 – The school utilizes parents or PTA to provide families with tools to support student learning at home.		In addition to Level 3 – The school, PTA, and community groups plan regular family learning events.

Community and Business Partnerships

Partnership Vision

1	2	3	4	5
The campus has not developed community and business partnerships to collaboratively identify and provide resources for children, families and the community.		The campus has developed community and business partnerships to collaboratively identify and provide resources for children, families and the community. <i>For example: clothing, food, and school supply drives.</i>		In addition to Level 3 – The partnerships bring groups and individuals together working to achieve desired results for students, families and community success. <i>For example: school assemblies, career day, cultural diversity events and other events and activities.</i>

Parental Engagement Survey Results (see next page)

The campus team uses this instrument to measure parental engagement in their child's schooling. The survey is administered to a sample of the school's population of parents. The sample should represent a cross-section of the community served by the campus.

Indicate the average survey score across all eleven (11) items from all participants:

1	2	3	4	5
Score < 1.5	1.5 ≤ Score < 2.5	2.5 ≤ Score < 3.5	3.5 ≤ Score < 4.5	4.5 ≤ Score

Community and Student Engagement Accountability System – Plano ISD

Community and Parental Involvement – Kindergarten through 12th Grade

Parental Engagement Survey Results

The campus team uses this instrument to measure parental engagement in their child's schooling. The survey is administered to a sample of the school's population of parents. The sample should represent a cross-section of the community served by the campus. The 3 point Likert scale allows for distinctions in levels of engagement. Answers at levels B and C are at or above the level of expectation in parent engagement. The survey was adapted from the Harvard Family Research Project.

The survey will be available online to be completed by parents.

The 11 question survey is summarized with answer A receiving a weight of one and answers B and C (the level of expected engagement) receiving a weight of 5. Answer choices from all survey respondents are averaged to arrive at the parental engagement survey score. The parental engagement survey score is incorporated into the overall Community and Parental Involvement evaluation using the 1-5 rubric below.

Indicate the average survey score across all eleven (11) items from all participants:

1	2	3	4	5
Survey Score < 1.5	1.5 ≤ Survey Score < 2.5	2.5 ≤ Survey Score < 3.5	3.5 ≤ Survey Score < 4.5	4.5 ≤ Survey Score

Community and Student Engagement Accountability System – Plano ISD Community and Parental Involvement – Kindergarten through 12th Grade

Parental Engagement Survey

Answer A, B, or C to each of the following questions:	A	B	C
1. How often do you meet in person with teachers at your child’s school? (For example: open house, meet the teacher night, etc.)	Almost never	Once or twice a year	Three or more times per year
2. How frequently have you been involved with PTA or other parent group activities at your child’s school?	Almost never	Once or twice a year	Three or more times per year
3. In the past year, how often have you discussed your child’s school with other parents from the school?	Almost never	Once or twice a year	Three or more times per year
4. How often have you visited your child’s school during regular school hours?	Almost never	Once or twice a year	Three or more times per year
5. How often do you attend school related activities outside regular school hours?	Almost never	Once or twice a year	Three or more times per year
6. How involved have you been in fundraising efforts at your child’s school? (For example: PTA, academic, booster clubs, etc.)	Not at all involved	Somewhat involved	Extremely involved
7. How often do you volunteer for your child’s school, either at school or home? (For example: PTA, academic, booster clubs, etc.)	Almost never	Once or twice a year	Three or more times per year
8. How often do you discuss school work, academic progress, and school related activities with your child?	Almost never	Sometimes	All the time
9. How often do you visit ParentPortal online to review your child’s progress, attendance, and view teacher posted material?	Almost never	Twice a semester	Three or more times per semester
10. How often do you read newsletters and other materials that are provided by your child’s school?	Almost never	Once a month	More than once a month
11. How often do you access social media (facebook, Twitter, etc.) to obtain information about your child's school?	Almost never	Once a week	More than once a week

Community and Student Engagement Accountability System – Plano ISD

21st Century Workforce Development – Middle School

Guidance and Advisement

Guidance and advisement programs provide all students with opportunities to explore CTE course options and secondary and post-secondary educational options. These programs provide a variety of opportunities for parental involvement.

1	2	3	4	5
There is no evidence of students having opportunities to explore CTE course options. Students do not prepare a plan of study/four-year plan prior to entering grade nine.		The school collaborates with feeder elementary grade schools to make students and parents aware of Endorsements and CTE course options.		In addition to Level 3 - Students and parents prepare a plan of study/four-year plan, including selection of an Endorsement.

Career Exploration & Investigation

Career exploration and investigation is essential toward successful college and career planning. Students utilize career interest and assessment tools. Examples include:

- ACT Compass Assessment
- Venture Publications' "On Track" and *AchieveTexas* College & Career Guides

1	2	3	4	5
Does not utilize career and assessment tools.		Campus annually hosts a career awareness activity. Examples: Career Day, Career Fair, etc.		In addition to Level 3 - Utilizes assessment tool results to individualize guidance.

Community and Student Engagement Accountability System – Plano ISD

21st Century Workforce Development – Middle School

Career & Technical Education Courses

Enrollment in Career & Technical Education (CTE) courses is a function of students’ interests, advisers’ direction, and local labor market needs. CTE courses that integrate these elements include:

- Skills for Living & Careers
- Life Management & Careers
- Gateway to Technology
- Exploring Arts, A/V & Communications
- Exploring Information & Computer Technology

1	2	3	4	5
Campus does not offer any CTE courses.		Campus offers one CTE course.		Campus offers two or more CTE courses.

Marketing, Public Relations and Community Outreach

School and leadership market the CTE courses to students and the school community to ensure familiarity with its curriculum and understand how it links to further study and workforce needs. Marketing efforts align with individual assessment results and student/parent interests. Examples include:

- Course catalog
- School and district Web sites and publication outlets (newspapers, eNews, etc.)
- CTE brochures, CTE promotional videos
- Social media
- Classroom resources such as *AchieveTexas* and Venture Publications’ “*Movin’ On*”
- College and career guides
- Community and corporate partnership activity and support

1	2	3	4	5
There are no marketing efforts.		There are marketing efforts.		In addition to Level 3 - Marketing efforts align with individual assessment results and targeted interest.

Community and Student Engagement Accountability System – Plano ISD

Second Language Acquisition – Middle School

Academic Participation

Enrollment in Languages Other Than English (LOTE)

Percent of grades 7 and 8 students enrolled in LOTE courses

1	2	3	4	5
Less than 20%		20 – 39%	40 – 59%	60% or greater

ELL Enrollment in Foundation Courses

ELL student enrollment in 2 or more on-level foundation courses (non-sheltered, non-linguistically modified)

1	2	3	4	5
Less than 20%		20 – 39%	40 – 59%	60% or greater

LOTE Students Taking AP Exams

Percent of LOTE AP students who took the corresponding LOTE AP exam

1	2	3	4	5
Less than 20%		20 – 39%	40 – 59%	60% or greater

Community and Student Engagement Accountability System – Plano ISD

Second Language Acquisition – Middle School

School Community Participation

Language Organizations

Opportunities are available for students to participate in world language organizations.

1	2	3	4	5
Students have no opportunities to participate in world language organizations, field trips, contests, or cultural events.		Students have at least 1 opportunity to participate in world language organizations, field trips, contests, or cultural events. (For example: Heritage Day)	Students have at least 2 opportunities to participate in world language organizations, field trips, contests, or cultural events.	Students have at least 3 opportunities to participate in world language organizations, field trips, contests, or cultural events.

ELL Family and School Engagement

Opportunities are available for families of ELL students to engage with the school community.

1	2	3	4	5
Families have at least 1 opportunity to participate in school meetings, classes, or events, which may address ELL students and families.		Families have at least 2 opportunities to participate in school meetings, classes, or events, one which specifically addresses ELL students and families.		Families have 3 or more opportunities to participate in school events, two or more which specifically address ELL students and families.

Community and Student Engagement Accountability System – Plano ISD

Second Language Acquisition – Middle School

At Risk Participation

Engagement in Languages Other Than English (LOTE) Level I

Engagement of At Risk students in LOTE Level I courses as demonstrated by their classroom performance

1	2	3	4	5
At risk students perform below the mean (final grade) in LOTE Level I courses.				At risk students are performing at or above the mean (final grade) in LOTE Level I courses.

Participation in Languages Other Than English (LOTE) Level I

Participation of At Risk students in LOTE Level I courses

1	2	3	4	5
In general, at risk students are not enrolled in LOTE Level I courses.				A majority of at risk students are enrolled in LOTE Level I courses.

Progress in Language Development

A process exists which allows ELL students to set goals and monitor progress in language growth.

1	2	3	4	5
The campus does not have a process in place for ELLs to set goals or monitor language growth.		The campus has a process in place for ELLs to set goals in language growth.		The campus has a process in place for ELLs to set goals and monitor language growth.

Participation in Advanced Courses

Percent of ELL students, current and exited, who are participating in advanced LOTE courses (Level III and up)

1	2	3	4	5
Less than 20%		20 – 39%	40 – 59%	60% or greater

Community and Student Engagement Accountability System – Plano ISD

Digital Learning Environment – Kindergarten through 12th Grade

Technology for Learning

Students use technology for authentic learning and the acquisition of the knowledge, skills and attitudes to perform in the 21st century world.

1	2	3	4	5
Students use little or no technology.	Students use software for skill reinforcement.	Students use technology to access, communicate and present information.	Students evaluate and analyze data to solve problems.	Students propose, assess, and implement solutions to problems. Students use multimedia tools for project production and access the available digital video libraries and databases for research.

Technology for Teaching

Teachers use technology to provide students with authentic learning opportunities and to promote student acquisition of the knowledge, skills and attitudes needed to perform in the 21st century world.

1	2	3	4	5
Little or no technology is used in instruction.	Teachers use technology to supplement instruction, streamline management functions, and present teacher-centered lectures.	Teachers use technology to direct instruction, improve productivity, model technology skills, and direct students in the use of applications for technology integration.	Teachers use technology in teacher-led and some student-centered learning experiences to develop higher-order thinking skills and provide opportunities for collaboration with content experts, peers, parents, and community.	Teachers integrate technology in a student-centered learning environment where technology is used to solve real world problems. They use digital resources such as multimedia tools for student production, video conferencing, video libraries and databases for instruction and research, and a wide range of online instructional tools and apps.

Community and Student Engagement Accountability System – Plano ISD

Digital Learning Environment – Kindergarten through 12th Grade

Positive School Culture Promoting Digital Learning

The school’s culture promotes the use of technology for digital learning.

1	2	3	4	5
<p>District provided digital tools are minimally utilized.</p> <p>Digital tools and resources are allocated based on teacher interest only.</p> <p>Digital Citizenship and Responsibility is seldom specifically and purposefully addressed.</p> <p>Students are not allowed to bring their own devices to school, or devices may only be used outside of instructional time.</p> <p>Online collaborative tools are either not used or used on a limited basis by staff only.</p>		<p>Access to appropriate digital tools and resources is equitable for all staff and students.</p> <p>Digital Citizenship and Responsibility is discussed and modeled in some classrooms.</p> <p><i>For example: fostering a culture of positive norms, using technology responsibly.</i></p> <p>Students are allowed to bring their own devices. Teachers decide how to allow the use of personal devices in the classroom.</p> <p>Online collaborative tools are used frequently by some staff and students across all grades and curriculum areas (SkyDrive, Google Drive, etc.).</p>		<p>Access to appropriate digital tools and resources is equitable for all staff and students.</p> <p>Digital Citizenship and Responsibility is promoted and integrated throughout the school in all curriculum areas.</p> <p>A Bring Your Own Device (BYOD) initiative is well-planned and implemented, including appropriate parent and student information, permissions, etc. Use of personal devices is incorporated in teachers’ lessons.</p> <p>Exemplary use of technology by staff and students is acknowledged or recognized and promoted.</p> <p>Online collaborative tools are used routinely by the staff and students across all grades and curriculum areas (SkyDrive, Google Drive, etc.).</p>

Community and Student Engagement Accountability System – Plano ISD

Digital Learning Environment – Kindergarten through 12th Grade

Online Learning Environments

The campus uses district provided resources to provide opportunities for a wide range of online learning.

1	2	3	4	5
<p>Staff members are the primary users of the web and interactive learning.</p>		<p>High quality web and video-based content is used by students and teachers in many classrooms for instruction, learning and character development, and/or for professional development.</p> <p>Online training (video-conferencing, webinars) is used by some teachers for professional development.</p> <p>Student courses at the high school level are offered online for credit and credit recovery.</p>		<p>High quality web and video-based content is used by students and teachers in all classrooms for instruction, learning and character development, and/or for professional development.</p> <p>Online training (video-conferencing, webinars) is used by many teachers for professional development as well as student instruction.</p> <p>Teachers and staff produce and post videos (PISDTV, myPISD) for student instruction in or out of the classroom.</p> <p>Student courses at the high school level are offered online for credit and credit recovery.</p>

Community and Student Engagement Accountability System – Plano ISD

Digital Learning Environment – Kindergarten through 12th Grade

Teacher Development and Preparation

Training is provided for teachers on the use of technology to enhance instruction, student learning and student creativity.

1	2	3	4	5
<p>Campus does not provide ongoing technology professional development opportunities.</p>		<p>Campus provides ongoing technology professional development opportunities employing a variety of professional development and follow-up models including online training, video conferencing, Professional Learning Community (PLCs), etc.</p> <p>A culture of “anytime, anywhere” learning is promoted.</p>		<p>Campus provides ongoing technology professional development opportunities employing a variety of professional development and follow-up models including online training (video conferencing, webinars), Professional Learning Community (PLCs), etc.</p> <p>A culture of “anytime, anywhere” learning is promoted.</p> <p>Many teachers have developed their own Professional Learning Network through social media, online professional communities, video conferencing, etc.</p>

Community and Student Engagement Accountability System – Plano ISD

Digital Learning Environment – Kindergarten through 12th Grade

Vision and Planning

The school has a shared vision for the comprehensive integration of technology to promote excellence.

Resource: See current Technology Plan at: <http://k12.pisd.edu/home/contributions/14815-plano-isd-2013-2016-technology-plan>

1	2	3	4	5
<p>The campus is not familiar with the district’s published long-range Technology Plan and mission statement and has not identified campus goals and initiatives.</p>		<p>The campus has a familiarity with the district’s published long-range Technology Plan and technology mission statement.</p> <p>The campus has technology goals and initiatives.</p> <p><i>For example: Campus is requiring that all teachers use the Classroom Portal (myPISD).</i></p>		<p>The campus has good understanding of the district’s published long-range Technology Plan and technology mission statement.</p> <p>The campus has technology goals and initiatives, and has implemented a plan that focuses on student success.</p> <p>There is a technology vertical team, leadership team or PLC that promotes excellence in professional practices.</p>

Community and Student Engagement Accountability System – Plano ISD

Digital Learning Environment – Kindergarten through 12th Grade

Community Resources

Technology resources are available to the community.

1	2	3	4	5
<p>Basic information about the school is available on the school website.</p> <p>Teachers use the Classroom Portal (myPISD) to post only contact information and basic classroom information.</p> <p>Few technology resources are available to parents and the community.</p>		<p>Up-to-date information about the school is available on the school website.</p> <p>Teachers use the Classroom Portal (myPISD) to post classroom information, assignments and instructional resources and materials for students and parents.</p> <p>Technology resources are available in the library before or after school.</p> <p>School eNews is regularly published and the school uses the SchoolMessenger system to distribute important information.</p> <p>Computers are offered to families through the Computers@Home program.</p>		<p>Up-to-date information about the school is available on the school’s website and the school’s social media accounts.</p> <p>The majority of teachers use the Classroom Portal (myPISD) to post classroom information, assignments and instructional resources and materials for students and parents.</p> <p>Technology resources are available in the library before or after school.</p> <p>School eNews is published weekly or more often, and the school uses the SchoolMessenger system to distribute important information.</p> <p>Community activities are planned and implemented to encourage parent/community involvement such as:</p> <p>Use of social media accounts (Twitter, Facebook), Technology Night or Technology Open House, use of the District Mobile Technology Lab for parent education and access, Computers@Home class, etc.</p>

Community and Student Engagement Accountability System – Plano ISD

Dropout Prevention Strategies – Kindergarten through 12th Grade

Community / Family Engagement and Support

School-Community Perspective

The following are programs, methods, and targeted strategies that are available and supported by the district to foster school-community engagement. Evaluate the implementation of some or all of these strategies at your campus.

- Communities in Schools (CIS)
 - PASAR
 - Utilization of court system and truancy protocols
 - PTA
 - Substance Abuse Prevention Specialist
 - Red Ribbon Week
- KEYSS
 - Key Communicators
 - College Night / colleges visiting campuses
 - Career exploration activities
 - Journey
 - Destination Graduation
 - AVID
- School/corporate partnerships
 - Parent and community volunteers
 - SBIC
 - District administrative team works with campus to help recover no-shows/non-completers in September
 - Superintendent’s Advisory Committee
 - Career Fair

1	2	3	4	5
Few or no strategies are identified; strategies seldom or never occur.		Selected strategies are implemented; strategies occur with adequate frequency.		Strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Family Engagement

The following are programs, methods, and targeted strategies that are available and supported by the district to foster family engagement.

Evaluate the implementation of some or all of these strategies at your campus.

- PTA
 - Parent Liaison
 - Communication in multiple languages
 - Parent Education Program
 - Parent teacher conference
 - Parent Portal
- Booster Clubs
 - Student performances
 - Carnivals / Festivals
 - Open House
 - Mobile Learning Lab
 - College Night
- Dad’s programs
 - AVID
 - Family Literacy Program
 - Key Communicators
 - Incoming student orientations
 - Curriculum events

1	2	3	4	5
Few or no strategies are identified; strategies seldom or never occur.		Selected strategies are implemented; strategies occur with adequate frequency.		Strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Community and Student Engagement Accountability System – Plano ISD

Dropout Prevention Strategies – Kindergarten through 12th Grade

Student Focused Programs and Strategies

Early Childhood Education (Elementary grades K-5)

The following are programs, methods, and targeted strategies that are available and supported by the district to foster Early Childhood Education.

Evaluate the implementation of some or all of these strategies at your campus.

- Campus Intervention Specialist
- Academic Support Specialist
- CMIT process
- Kid Talk
- Literacy Night
- Family Literacy
- Kindergarten Curriculum
- Early Learning Centers on Sr. High campuses
- LPAC – ESL/Bilingual
- Student Services Team (prior to CMIT)
- Child Find
- RTI
- Summer School Programs
- IEPs
- Head Start
- Early Childhood Schools
- Kindergarten Orientation and Roundup
- Students new to the district are identified and welcoming activities, classes, and/or support are offered.

1	2	3	4	5
Few or no strategies are identified; strategies seldom or never occur.		Selected strategies are implemented; strategies occur with adequate frequency.		Strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Literacy Development (Secondary grades 6-12)

The following are programs, methods, and targeted strategies that are available and supported by the district to foster literacy development.

Evaluate the implementation of some or all of these strategies at your campus.

- Campus Intervention Specialist
- Academic Support Specialist
- CMIT process
- Family Literacy
- Early Learning Centers on Sr. High campuses
- LPAC – ESL/Bilingual
- RTI
- Summer School Programs
- IEPs
- ESL “Newcomer” classes, student activities, Parent Nights and/or support are offered

1	2	3	4	5
Few or no strategies are identified; strategies seldom or never occur.		Selected strategies are implemented; strategies occur with adequate frequency.		Strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Community and Student Engagement Accountability System – Plano ISD

Dropout Prevention Strategies – Kindergarten through 12th Grade

Mentoring/Tutoring

The following are programs, methods, and targeted strategies that are available and supported by the district to foster mentoring and tutoring.

Evaluate the implementation of some or all of these strategies at your campus.

- Volunteer mentors for students
 - UTD college mentors/tutors
 - Scheduled tutorials on campuses
- Teachers/staff members mentoring students
 - STAAR, EOC remediation/campus tutorial programs
- Peer tutoring
 - At risk mentoring programs
 - AVID

1	2	3	4	5
Few or no strategies are identified; strategies seldom or never occur.		Selected strategies are implemented; strategies occur with adequate frequency.		Strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Service-Learning

The following are programs, methods, and targeted strategies that are available and supported by the district to foster service-learning.

Evaluate the implementation of some or all of these strategies at your campus.

- PALS
 - Student Council
 - NJHS, NHS
- Service oriented clubs
 - Partnership with charitable organizations
 - Partners Classes
- Peer tutoring
 - ROTC and JROTC
 - Student leadership groups (Student Senate)

1	2	3	4	5
Few or no strategies are identified; strategies seldom or never occur.		Selected strategies are implemented; strategies occur with adequate frequency.		Strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Community and Student Engagement Accountability System – Plano ISD

Dropout Prevention Strategies – Kindergarten through 12th Grade

Alternative Schooling & Extended School Day Opportunities

The following are programs, methods, and targeted strategies that are available and supported by the district to foster alternative schooling and extended school day opportunities.

Evaluate the implementation of some or all of these strategies at your campus.

- Special Programs Centers
 - School Age Parent Program
 - Saturday School
 - GED Programs
 - Campus Based Online Instruction (CBOI)
- Night School and Summer School Programs
 - eSchool
 - “I Am Present” Program
 - PASAR
- ESL “Newcomer” classes, student activities, Parent Nights and/or support are offered
 - CEHI (Compensatory Education Home Instruction)

1	2	3	4	5
Few or no strategies are identified; strategies seldom or never occur.		Selected strategies are implemented; strategies occur with adequate frequency.		Strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Student Involvement

The following are programs, methods, and targeted strategies that are available and supported by the district to foster student involvement.

Evaluate the implementation of some or all of these strategies at your campus.

- Clubs
 - Sports/athletics
 - Fine Arts
 - ESL
- Recent immigrants programs/classes
 - Summer School Programs
 - PASAR
 - Student helpers/aides on campus
- Students new to the district are identified and welcoming activities, classes, and/or support are offered

1	2	3	4	5
Few or no strategies are identified; strategies seldom or never occur.		Selected strategies are implemented; strategies occur with adequate frequency.		Strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Community and Student Engagement Accountability System – Plano ISD

Dropout Prevention Strategies – Kindergarten through 12th Grade

Active Learning

The following are programs, methods, and targeted strategies that are available and supported by the district to foster active learning.

Evaluate the implementation of some or all of these strategies at your campus.

- Curriculum includes ideas for strategies for engagement
 - Character development (non-cognitive learning traits)
- Multiple strategies for engagement training
 - Collaborative learning encouraged at all levels
 - Problem Based Learning
 - Outdoor Learning Center
- 5th grade camp
 - Curricular based field trips
 - AVID

1	2	3	4	5
Few or no strategies are identified; strategies seldom or never occur.		Selected strategies are implemented; strategies occur with adequate frequency.		Strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Individualized Instruction

The following are programs, methods, and targeted strategies that are available and supported by the district to foster individualized instruction.

Evaluate the implementation of some or all of these strategies at your campus.

- CMIT/504
 - LPAC – ESL/Bilingual
 - ARD / IEP
 - Teacher team meetings
- Academies (Health Science, IB World School, Academy High School)
 - RTI
 - CIT meetings
- Special Program Centers
 - Campus Based Online Instruction (CBOI)
 - Bring Your Own Device (BYOD)

1	2	3	4	5
Few or no strategies are identified; strategies seldom or never occur.		Selected strategies are implemented; strategies occur with adequate frequency.		Strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Community and Student Engagement Accountability System – Plano ISD

Dropout Prevention Strategies – Kindergarten through 12th Grade

Supporting Infrastructure and Programs

Safe Learning Environments

The following are programs, methods, and targeted strategies that are available and supported by the district to foster safe learning environments.

Evaluate the implementation of some or all of these strategies at your campus.

- Safety and Security Department Programs and Trainings
 - Panic buttons, safety drills, volunteer background check, Rapid Eye, doors locked, badge access, RAPTOR, employee background checks, etc.
- Peer Mediation Program
 - Anti-Bullying Program
 - “R-Time”
 - Bullying reporting system
 - Law enforcement patrols
 - Crime Stoppers Programs
- School Liaison Officers
 - District “K-9” program
 - Watch DOGS (Dads of Great Students)
 - Crossing Guards

1	2	3	4	5
Few or no strategies are identified; strategies seldom or never occur.		Selected strategies are implemented; strategies occur with adequate frequency.		Strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Professional Development

The following are programs, methods, and targeted strategies that are available and supported by the district to foster professional development.

Evaluate the implementation of some or all of these strategies at your campus.

- Special education, Reading, Dyslexia, ESL, targeted trainings
 - Working with students from poverty training
- District provided trainings and workshops
 - New Teacher Mentoring Program
 - Out of district trainings and workshops
- Section 504 training and assistance
 - Peer (teacher) observations

1	2	3	4	5
Few or no strategies are identified; strategies seldom or never occur.		Selected strategies are implemented; strategies occur with adequate frequency.		Strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Community and Student Engagement Accountability System – Plano ISD

Dropout Prevention Strategies – Kindergarten through 12th Grade

Educational Technology

The following are programs, methods, and targeted strategies that are available and supported by the district to foster educational technology.

Evaluate the implementation of some or all of these strategies at your campus.

- Using specific software to practice skills
- Using technology to show learning
- Using technology for engagement
- eSchool
- Campus Based Online Instruction (CBOI)
- Parent Portal
- Computers at Home
- District technology training
- Mobile Learning Lab
- Laptop carts
- Bring Your Own Device (BYOD)
- myPISD

1	2	3	4	5
Few or no strategies are identified; strategies seldom or never occur.		Selected strategies are implemented; strategies occur with adequate frequency.		Strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Career and Technology Education (CTE)

The following are programs, methods, and targeted strategies that are available and supported by the district to foster Career and Technical Education.

Evaluate the implementation of some or all of these strategies at your campus.

- Health Science Academy
- IB World Academy
- PISD Academy High School
- eSchool
- Computer technology courses
- Gateway and other middle school CTE courses
- CTE courses on high school campuses (Agriculture, Auto Tech/Body, Food Science, Health Occupation, etc.)
- Computer Science
- Career exploration guidance
- Economics and job related investigations through elementary Social Studies curriculum

1	2	3	4	5
Few or no strategies are identified; strategies seldom or never occur.		Selected strategies are implemented; strategies occur with adequate frequency.		Strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Community and Student Engagement Accountability System – Plano ISD

Dropout Prevention Strategies – Kindergarten through 12th Grade

Testing, Data Collection and Analysis

The following are programs, methods, and targeted strategies that are available and supported by the district to foster testing, data collection, and analysis.

Evaluate the implementation of some or all of these strategies at your campus.

- Testing
- Collection and posting of data from testing in SAS
- Training on the use of SAS by principals, counselors, and teachers
- Campus invites Achievement Specialist to train and assist with data analysis

1	2	3	4	5
Few or no strategies are identified; strategies seldom or never occur.		Selected strategies are implemented; strategies occur with adequate frequency.		Strategies are implemented with rigor and they occur with frequency that delivers optimum effectiveness.

Community and Student Engagement Accountability System – Plano ISD

Educational Programs for Gifted and Talented Students – Middle School

Curriculum Design

The four core areas are English Language Arts, Science, Social Studies and Math.

1	2	3	4	5
<p>Gifted/talented students are assigned to classes without any consideration to cluster grouping.</p>		<p>Gifted/talented students will work together and receive appropriate differentiation within the classrooms of the four core areas. Campuses will cluster group gifted/talented students (no fewer than 4-6 gifted students in a class). <i>However, if there are fewer than 4-6 gifted/talented students per grade level, they should be grouped together.</i></p>	<p>Gifted/talented students are ensured opportunities to work together and are ensured appropriate differentiation within the classrooms of the four core areas. Classes will ensure that gifted students will be cluster grouped (no fewer than 4-6 gifted students in a class). Flexible grouping patterns and independent investigations are employed in the four core areas.</p>	<p>Gifted/talented students are ensured opportunities to work together and are ensured appropriate differentiation within the classrooms of the four core areas. Classes will ensure that gifted students will be cluster grouped (no fewer than 4-6 gifted students in a class). Flexible grouping patterns and independent investigations are employed in the four core areas. Services for gifted/talented students are comprehensive, structured, sequenced and are appropriately challenging in the four foundation curricular areas, arts, leadership and creativity.</p>

Community and Student Engagement Accountability System – Plano ISD

Educational Programs for Gifted and Talented Students – Middle School

Instructional Opportunities

1	2	3	4	5
<p>Gifted/talented students are required to learn at the pace of the general class and are not cluster grouped, nor are they given the opportunity to accelerate when the need arises; there is no evidence of differentiation to meet the needs of the gifted student.</p>		<p>A continuum of learning experiences is provided in the four core areas leading to the development of advanced level products and/or performances.</p>	<p>A continuum of learning experiences is provided in the four core areas leading to the development of advanced level products and/or performances. Flexible pacing allows students to learn at the pace and level appropriate for their abilities and skills. This may include such opportunities as dual/concurrent courses, distance learning and online learning opportunities.</p>	<p>A continuum of learning experiences is provided in the four core areas leading to the development of advanced level products and/or performances. Flexible pacing allows students to learn at the pace and level appropriate for their abilities and skills. This may include opportunities such as dual/concurrent courses, distance learning and online learning opportunities. Acceleration options are actively facilitated by district administrators, counselors and teachers.</p>

Community and Student Engagement Accountability System – Plano ISD Educational Programs for Gifted and Talented Students – Middle School

Equity/Program Demographics

1	2	3	4	5
<p>The percentage of students referred for gifted/talented services does not reflect the total campus population and there is no indication of an effort to increase the participation of the under-represented groups*.</p> <p><i>* Under-represented groups: economically disadvantaged, African American, Hispanic</i></p>		<p>The campus has a process to increase referrals of all under-represented groups by 1% per year. The percentage of students referred for gifted/talented services does not currently reflect an equitable representation of traditionally under-represented groups*.</p> <p><i>The difference between under-represented groups in the total campus population and percentage referred is greater than 5%.</i></p> <p><i>* Under-represented groups: economically disadvantaged, African American, Hispanic</i></p>	<p>The campus has a process to increase referrals of all under-represented groups* and the percentage of students referred for gifted/talented services more closely reflects the population of the total campus population.</p> <p><i>The percentage of referred students in all under-represented groups* reflects general campus enrollment within 3-5 percentage points.</i></p> <p><i>* Under-represented groups: economically disadvantaged, African American, Hispanic</i></p>	<p>The campus has a process to increase referrals of all under-represented groups and the percentage of students referred for gifted/talented services reflects the population of the total campus.</p> <p><i>The percentage of referred students mirrors general campus enrollment within 1- 2 percentage points.</i></p> <p><i>* Under-represented groups: economically disadvantaged, African American, Hispanic</i></p>

Community and Student Engagement Accountability System – Plano ISD Educational Programs for Gifted and Talented Students – Middle School

Professional Development

Professional Development of Classroom Teachers, Administrators, and Counselors

In this case, “teachers” refers to the classroom teacher of one of the four core areas serving a cluster group of gifted and talented students in her/his class. This category does not refer to the teacher of classes populated only by gifted and talented students (the Gifted/Talented Specialist).

1	2	3	4	5
Teachers serving gifted/talented students have not had the 30 hour state mandated gifted training.		Teachers serving gifted/talented students have received the 30 hour state mandated gifted training and the 6 update hours. Administrators and counselors have received the minimum initial 6 hour gifted training.		Teachers serving gifted/talented students have received the 30 hour state mandated gifted training and the 6 update hours. Administrators and counselors have received the minimum 6 hour gifted training and most of the administrators and counselors have received an annual 6 hour update.

Professional Development for Gifted Specialists

Gifted/Talented Specialists are teachers of PACE Social Studies at the middle school level.

1	2	3	4	5
Gifted/Talented Specialists do not have any gifted training.		Gifted/Talented Specialists have the state mandated gifted training.	Gifted/Talented Specialists have the state mandated gifted training and either the state supplemental gifted certificate or a degree with a concentration in gifted education.	Gifted/Talented Specialists have the state mandated gifted training, the state supplemental certificate, and a degree with a concentration in gifted education.

Community and Student Engagement Accountability System – Plano ISD

Educational Programs for Gifted and Talented Students – Middle School

Enrollment

Secondary Advanced Academics – Enrollment 6 –8

Gifted/talented student enrollment in advanced academics courses (may be at the Honors, Pre-AP, AP level).

1	2	3	4	5
<p>A student designated as gifted/talented is, by definition, in at least one advanced academics course (the PACE class). The “1” rank would not apply in this category.</p>		<p>Gifted/talented students are enrolled in 1 advanced academics course.</p>		<p>Gifted/talented students are enrolled in 2 or more advanced academics courses.</p>

Community and Student Engagement Accountability System – Plano ISD Compliance Reporting

Staff Evaluation and Professional Development

Texas Principal Evaluation Support System (T-PESS) and Teacher Evaluation and Support System (T-TESS)

T-PESS and T-TESS process is effective, procedures and timelines are being followed, and documentation is compliant with local, state, and federal requirements.

- Annual review of the T-PESS and T-TESS appraisal process
- Required templates are utilized
- Documentation storage requirements

1	2	3	4	5
T-PESS and T-TESS process is not compliant, procedures are not being followed, and documentation is not complete.		T-PESS and T-TESS process is compliant, procedures are being followed, and documentation is complete.		T-PESS and T-TESS process is compliant, procedures are being followed, and documentation is complete. Campus will routinely audit documentation and review it for compliance.

Professional Development Opportunities

Quality professional development opportunities based on campus/district need are provided to teachers and paraprofessionals in all core subject areas and are compliant with local, state, and federal requirements.

1	2	3	4	5
Professional development training was conducted, but staff members were not in attendance to receive required training.		Professional development training was conducted, and staff members were in attendance to receive required training.		Professional development training was conducted, and staff members were in attendance to receive required training. The campus has a plan to provide additional professional development opportunities for teachers and paraprofessionals.

Staff members are provided with documentation of all professional development opportunities (For example: district in-service, curriculum coordinator pull-out sessions, campus professional development, etc.) as required by the district and State Board of Educator Certification (TEA) for certificate renewals.

1	2	3	4	5
No				Yes

Community and Student Engagement Accountability System – Plano ISD Compliance Reporting

Campus Staff Training

Campus staff members are provided with required staff trainings (For example: Sexual harassment, Child Find, Suicide Prevention, Blood-Borne Pathogen Modules) per local, state, and federal requirements.

1	2	3	4	5
Training is conducted, but staff members were not in attendance to receive required training.		Training was conducted, and staff members were in attendance to receive required training.		Training was conducted, and staff members were in attendance to receive required training. The campus has a plan to provide support for staff members to attend additional training opportunities.

Community and Student Engagement Accountability System – Plano ISD Compliance Reporting

Language Proficiency Assessment Committee (LPAC)

LPAC Program Compliance

The LPAC program process is effective, procedures listed below (as applicable) are being followed, and documentation is compliant with local, state, and federal requirements.

- Home Language Surveys
- TELPAS assessment data
- Parental permission/denial signatures
- Language Proficiency Progress Reviews

1	2	3	4	5
LPAC process is not effectively implemented, procedures are not being followed, or documentation is not compliant.		LPAC process is compliant, procedures are being followed, and documentation is complete.		LPAC process is compliant, procedures are being followed and evaluated for effectiveness, and documentation is complete. Campus will routinely audit documentation and review it for compliance.

LPAC Training

Language Proficiency Assessment Committee members, including parent representatives, have received training on LPAC procedures, documentation requirements, and rules governing the LPAC process.

1	2	3	4	5
LPAC training was conducted, but all members were not in attendance to receive required training.		LPAC training was conducted, and members were in attendance to receive required training for certification requirements.		LPAC training was conducted, and members were in attendance to receive required training for certification requirements. The campus has a plan to provide support for LPAC members to attend additional training opportunities.

Community and Student Engagement Accountability System – Plano ISD Compliance Reporting

Instructional Accommodations for ELL students

The process of determining current classroom and testing accommodations, and the documentation and notification of those accommodations has been presented to the required recipients.

1	2	3	4	5
Notification and documentation of accommodation information is not current or has not been presented to all required recipients.		Notification and documentation of accommodation information is current or is in the process of being updated, and accommodation information is presented to the required recipients.		Notification and documentation of accommodation information is current, and is presented to the required recipients. Campus will routinely audit documentation and review it for compliance.

Community and Student Engagement Accountability System – Plano ISD Compliance Reporting

Section 504/Campus Monitoring Intervention Team (CMIT)

Section 504/CMIT Documentation

Section 504/CMIT program process is effective, procedures listed below (as applicable) are being followed, and documentation is compliant with local, state, and federal requirements.

- Parent consent for Initial Evaluation
- Notice to parents of meeting
- Notice of Parent & Student Rights
- Parent input is requested or discussed during the meeting
- Teacher Referral Report
- Past report cards & current grade report
- Copy of Emergency Card
- Copy of Home Language Survey
- Vision and Hearing Screening (from school nurse)
- Attendance report
- Evaluation Report/Accommodation Plan SAS/testing/assessment information
- BE-04 (E) form (only for K-5th grade Bilingual or ESL student)
- Plan reviews
- Dyslexia program monitoring

1	2	3	4	5
Section 504/CMIT process is not effectively implemented, procedures are not being followed, or documentation is not compliant.		Section 504/CMIT process is implemented, procedures are being followed, and documentation is compliant.		Section 504/CMIT process is implemented and evaluated for effectiveness, procedures are being followed, and documentation is compliant. Campus will routinely audit documentation and review it for compliance.

Section 504/CMIT Training

Section 504/CMIT coordinator/specialist has received training on procedures, documentation requirements, and rules governing the Section 504/CMIT process.

1	2	3	4	5
Section 504/CMIT training was conducted, but all members were not in attendance to receive required training.		Section 504/CMIT training was conducted, and members were in attendance to receive required training for certification requirements.		Section 504/CMIT training was conducted, and members were in attendance to receive required training for certification requirements. The campus has a plan to provide support for Section 504/CMIT members to attend additional job related training opportunities.

Community and Student Engagement Accountability System – Plano ISD Compliance Reporting

Instructional Accommodations for Section 504/CMIT Students

The process of determining current classroom and testing accommodations, and the documentation and notification of those accommodations has been presented to the required recipients.

1	2	3	4	5
Notification and documentation of accommodation information is not current or has not been presented to all required recipients.		Notification and documentation of accommodation information is current or is in the process of being updated, and accommodation information is presented to the required recipients.		Notification and documentation of accommodation information is current, and is in the process of being presented to the required recipients. Campus will routinely audit documentation and review it for compliance.

Community and Student Engagement Accountability System – Plano ISD Compliance Reporting

Special Education

Special Education Documentation

Special Education program process is effective, procedures listed below (as applicable) are being followed, and documentation is compliant with local, state, and federal requirements.

- Informed Consent for Initial Assessment Eligibility
- Assessments/ diagnostic evaluations
- Individual Education Program (IEP)
- Data collection
- Admission, Review, and Dismissal (ARD) meetings (Initial, Progress, or Re-evaluation ARDs)

1	2	3	4	5
Special Education process is not effectively implemented, procedures are not being followed, or documentation is not compliant.		Special Education process is implemented, procedures are being followed, and documentation is compliant.		Special Education process is implemented and evaluated for effectiveness, procedures are being followed, and documentation is compliant. Campus will routinely audit documentation and review it for compliance.

Special Education Training

Special Education department members have received training on procedures, documentation requirements, and rules governing the Special Education process.

1	2	3	4	5
Special Education training was conducted, but all members were not in attendance to receive required training.		Special Education training was conducted, and members were in attendance to receive required training for certification requirements.		Special Education training was conducted, and members were in attendance to receive required training for certification requirements. The campus has a plan to provide support for Special Education members to attend additional job related training opportunities.

Community and Student Engagement Accountability System – Plano ISD

Compliance Reporting

Instructional Accommodations for Special Education Students

The process of determining current classroom and testing accommodations, and the documentation and notification of those accommodations has been presented to the required recipients.

1	2	3	4	5
Notification and documentation of accommodation information is not current or has not been presented to all required recipients.		Notification and documentation of accommodation information is current or is in the process of being updated, and accommodation information is presented to the required recipients.		Notification and documentation of accommodation information is current, and is in the process of being presented to the required recipients. Campus will routinely audit documentation and review it for compliance.