



Secondary Campus Improvement Plan: 2014-2015
School Based Improvement Committee

Clark High School

Principal: Janis Williams

Mission Statement: Clark High School, in partnership with parents and community, promotes high standards of academic excellence, personal integrity, and individual responsibility which foster success in a diverse and ever-changing society.

Campus Verification Page

Planning Timelines

- CoreWork Diagnostics, Analysis of Critical Actions, and STAAR 2013/2014 Gap Analyses: (by June 2014)
- Needs analysis, goal setting and strategic planning: (June, July & August 2014)
- Preliminary SBIC Plan Complete: (by August 18, 2014)
- Campus teacher data analysis day: (August 18-21, 2014)
- SBIC Plan due in September 2014

Meeting Dates 2013-2014

- Meeting 1: SBIC approves the improvement plan (by September 22, 2014): 9/30/2014
- Meeting 2: Progress monitoring and review of strategic plan (by February 2, 2015): 2/3/2015
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 12, 2015): 6/2/2015

Title I Components (The following required components have been addressed in this SBIC plan.)

Title I Targeted Assistance Components 1 - 8

Title I Schoolwide Components 1 – 10

1. Comprehensive Needs Assessment
2. Effective methods and instructional strategies based on scientifically-based research
3. Teaching by highly qualified staff
4. High quality and ongoing professional development for teachers, principals and paraprofessionals
5. Increasing parental involvement
6. Transition to different grade levels and schools
7. Involvement of teachers in testing decisions beyond state
8. Monitoring student progress and providing additional assistance
9. Coordination and integration of federal, state and local services and programs
10. Strategies to attract highly qualified and high-quality teachers to high-need schools

Non-Title I

Title I Targeted Assistance

TA Campus transitioning to Title I Schoolwide

Title I Schoolwide

SBIC Committee

Committee Member's Name	Role	Year 1st Participated on SBIC
Michelle Gibson	Faculty Member	2013
Teresa Reeves	Faculty Member	2014
Amanda Mathis	Faculty Member	2014
Nicole Vickerman	Faculty Member	2014
Natalie Bauerkemper	Faculty Member	2014
Monica Luckey	Faculty Member	2010
	Faculty Member (Senior High only)	
	Faculty Member (Senior High only)	
Janis Williams	Principal	2010
Karyn Crowe	District Professional	2011
Michael Cruz	Campus Professional, Non-teaching	2014
	Campus Professional, Non-teaching (Senior High only)	
Christine Lynd	Support Staff Member	2013
Kim Guynn	Parent-Selected by PTA	2014
	Parent-Selected by PTA (Senior High only)	
Shellye Thomas	Parent-Selected by Principal	2013
	Parent-Selected by Principal (Senior High only)	
Kimberly Winkler	Parent	2013
Robin LaBounty	Parent	2011
Eric Wallace	Parent	2014
Amira Shaham-Albalancy	Parent	2014
	Parent (High and Senior High only)	
Tina Audrey	Community Member	2014
Amenia Munn	Community Member	2011
Katherine Strobel	Business Representative	2014
Tracy Lake	Business Representative	2011
Allison Chang	Student (High and Senior High only)	2014
Jesus (Manny) Vasquez	Student (High and Senior High only)	2013
	Student (High and Senior High only)	
	Student (High and Senior High only)	

District and Campus Goals

1. Increase the percentage of students meeting STAAR Satisfactory performance rates.
2. Ensure that all students meet STAAR and MAP Growth Standards in all subject areas.
3. Increase Satisfactory and Advanced performance rates for Economically Disadvantaged student group – Closing Performance Gaps.
4. Increase the percentage of students meeting STAAR Advanced performance rates.
5. Increase high school graduation rates and ensure students are on track to graduate.
6. Ensure that all students graduate College and Career Ready or are on track to College and Career Readiness.
7. Ensure that all student groups (7 race/ethnicity and Sp.Ed, ELL, ED) meet the Accountability Safeguard measures (55% meet Level II on STAAR/EOC).
8. Implement a plan to increase the participation rate and performance of Hispanic and African American students in College Readiness assessments (SAT, ACT, and AP/IB).

Campus-Wide Goals	Title I Components	Applicable Student Groups
Violence Prevention and Bullying: The violent incidents will meet the target measure. Measure: : Decrease number of incidents compared to 2013-2014 school year.	9	All
Parental Involvement: The campus will provide for a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.	5	All
Highly Qualified: The highly qualified rate will meet the 100% target measure.	3, 4, 10	All

Campus-Wide Critical Actions

<p style="text-align: center;">Campus-Wide Critical Actions</p> <p style="text-align: center;">Areas for improvement identified by Campus Needs Assessment: NCEA CoreWork Diagnostics and STAAR/EOC Gap Analysis. Address any student groups that did not meet Accountability Safeguards.</p>	<p style="text-align: center;">Title I Components</p>	<p style="text-align: center;">Applicable Student Groups</p>
1. Monitor Instructional practice using student performance data and classroom observations.		All
2. Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum.		All
3. Set a limited number of school improvement goals stated in terms of student academic achievement.		All
4. Study and use the district's written curriculum.		All
5. Increase the proficiency rates of African-American, Hispanic, economically disadvantaged, and LEP students to narrow achievement gap and improve student performance on STAAR English, biology, and Algebra EOCs.		All

Team Critical-Actions

ELA (Reading and Writing) Critical Actions Areas for improvement identified by STAAR/EOC Needs Assessment and NCEA Diagnostic Reports	Title I Components	Applicable Student Groups
1. Collaborate in teams to focus on curriculum, instruction, assessment, and interventions.		All
2. Analyze Student performance data to inform team discussions and decisions.		All
3. Participate in peer classroom visits in order to improve the instructional practices of the team.		All
4. Use targeted interventions or adjustments to address learning needs of students.		All
Mathematics Critical Actions Areas for improvement identified by STAAR/EOC Needs Assessment and NCEA Diagnostic Reports	Title I Components	Applicable Student Groups
1. Study exactly what is to be taught and learned-and to what level of mastery-at their grades and in their subjects.		All
2. Analyze student performance data to inform team discussions and decisions.		All
3. Participate in peer classroom visits in order to improve the instructional practice of the team.		All
4. Use targeted interventions and instructional adjustments to meet the individual learning needs of students.		All
Science Critical Actions Areas for improvement identified by STAAR/EOC Needs Assessment and NCEA Diagnostic Reports	Title I Components	Applicable Student Groups
1. Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives.		All
2. Participate in peer classroom visits in order to improve the instructional practices of the team.		All
3. Collaborate in teams focused on curriculum, instruction, and assessment.		All
4. Use high-yield instructional strategies as tools to support rigorous learning.		All
5. Increase Level II % of Hispanic, Economically Disadvantaged, and Current LEP students on the Biology EOC <ul style="list-style-type: none"> • Create awareness of EOC gap analysis • Focus on targeted research-based strategies in class and in Cougar Academy 		African-American students
Social Studies Critical Actions Areas for improvement identified by STAAR/EOC Needs Assessment and NCEA Diagnostic Reports	Title I Components	Applicable Student Groups
1: Participate in peer classroom visits in order to improve the instructional practices of the team		All
2: Provide proven interventions within the classroom to assist each student in mastering grade-level objectives.		All
3: Analyze student performance data to inform team discussions and decisions.		All

ELA Improvement Plan (Reading and Writing)

Critical Action 1: Collaborate in teams to focus on curriculum, instruction, assessment, and interventions.

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Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>Strategies for Accomplishing Critical Action: Analyze learning objectives as a team.</p> <p>Develop an agenda template: goals, norms, objectives, curriculum and instruction, reflection on student performance and intervention needs.</p> <p>Analyze learning objectives prior to beginning a unit to establish a clear and common understanding of what students need to know and how teachers will teach it.</p> <p>Discuss the quality of work students would have to produce to demonstrate that they have acquired the knowledge and skills intended.</p> <p>Develop units, lessons, activities, and benchmarks based on objectives for student learning.</p>	<p>Teacher team, PLC administrator, support staff</p>	<p>Focused on the end when planning – what do we want kids to learn, and how will, we get them there. Lots of focus on Academic Literacy and reteach skills needed. Broke down lessons into segments to ensure teachers knew how to teach parts to struggling students. (Ex: short answer responses, summary, persuasive essays)</p>
<p>Strategies for Accomplishing Critical Action: Develop, review, or refine lessons as a team.</p> <p>Discuss the lesson-construction process so that all team members understand the process.</p> <p>Teacher teams collaborate in the lesson planning process, emphasizing what students are expected to learn, not what teachers are planning to teach.</p> <p>Ensure time to discuss student struggles as well as what worked and what did not work instructionally in each classroom since the last meeting.</p>	<p>Teacher team, PLC administrator, support staff</p>	<p>English 2 team collaborated differently this year with 2 teachers planning each unit. They came with the outline and ideas, and we all contributed at the team meetings to ensure the plans were what is best for students.</p> <p>Each week time was built into the meeting for reflection on lessons and how they worked in the classroom – we made lots of adjustments throughout the year here.</p>
<p>Strategies for Accomplishing Critical Action: Study work or assessments results to determine classroom difficulties and solutions as a team.</p> <p>Create, administer, and study the results of common assessments to determine best practices among the team using norming activities.</p> <p>Ensure that studying student work is a regular and planned activity during team meetings.</p>	<p>Teacher team, PLC administrator, support staff</p>	<p>Normed major grades – essays and quizzes - regularly. Changed plans accordingly, and lots of discussion about where students are and how to improve writing.</p>

Critical Action 2: Analyze student performance data to inform team discussions and decisions.

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Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>Strategies for Accomplishing Critical Action: Analyze student data from many sources to adjust instructional strategies. Develop a clear understanding of what data the department and/or teams are using and how that data is being used. Train teachers in analyzing student performance data as needed. Use data to direct classroom instruction decisions.</p>	<p>Teacher team, PLC administrator, support staff</p>	
<p>Strategies for Accomplishing Critical Action: Ask team members to respond instructionally to their findings. Norm common assessments to build a common picture of what excellent work by students looks like. Compare student results after giving a common assessment. Discuss the effectiveness of instructional methods on student achievement.</p>	<p>Teacher team, PLC administrator, support staff</p>	<p>Norming and discussing how teachers taught lessons if there was a big discrepancy in grades or grading.</p>

Critical Action 3: Participate in peer classroom visits in order to improve the instructional practices of the team.

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Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>Strategies for Accomplishing Critical Action: Visit other classrooms as part of the collaborative process. Provide opportunities for teachers to visit other team members' classrooms. Make the observation part of the collaborative planning process, not professional growth for teachers experiencing difficulty. Provide a substitute to rotate among teacher classrooms so that teacher can observe a fellow team member 1 period of the day.</p>	<p>Teacher team, PLC administrator, support staff</p>	<p>We need to improve on this area.</p>
<p>Strategies for Accomplishing Critical Action: Fully discuss instructional strategies following observations.</p>	<p>Teacher team, PLC administrator, support staff</p>	

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>Provide structured time for teachers to meet following any peer observation to discuss the instructional strategies that were observed.</p> <p>Model the type of sharing expected to be seen.</p> <p>Initiate discussions about what may not have worked by asking questions, investigating, and not evaluating.</p> <p>Observers share effective teaching strategies and how they can incorporate that strategy into their own repertoire of instructional strategies.</p>		

Critical Action 4: Use targeted interventions or adjustments to address learning needs of students.

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Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>Strategies for Accomplishing Critical Action: Provide proven interventions to assist each student in mastering grade-level learning objectives.</p> <p>Identify students based on their previous STAAR performance.</p> <p>Restructure the Clark Academic Literacy program so that students are taught Academic Literacy by their English teacher in order to bolster support for students'</p>	<p>Teacher team, PLC administrator, support staff</p>	<p>Success here!!</p> <p>Review strategies and teachings to improve Academic Literacy curriculum for next year.</p>

Mathematics Improvement Plan

Critical Action 1: Study exactly what is to be taught and learned-and to what level of mastery-at their grades and in their subjects.

Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>Analyze learning objectives as a team:</p> <p>1. Establish an expectation for teams that teachers will participate in the planning of a unit of study, which includes independent study of all curriculum documents prior to a team meeting.</p>	<p>Project lead: PLC admin. and dpt. Head</p> <p>Staff: team leaders and teacher teams Resources: department norms</p> <p>Timeline: Immediately for remainder of year.</p>	<p>Team meetings were focused on unit study all year. We engaged in discussions surrounding objective videos and the content covered in each. We also discussed activities/projects that could be implemented during class time to reinforce and expand on the objectives covered.</p>
<p>2. Teachers will not only write the learning target on the whiteboard, but they will utilize the learning targets throughout the lesson to refer to past, present, and future learning to ensure the learning goal is clear to the students.</p>	<p>Project lead: Team leaders</p> <p>Staff: Teacher team</p> <p>Resources: PISD curriculum and team meeting notes</p> <p>Timeline: Every day for remainder of year</p>	<p>Most teachers are consistent with posting learning targets on the wall. We would like to incorporate into team meetings discussion around ways to have students use the learning target and class discussion around the learning target throughout the lessons.</p>
<p>3. Seek out and schedule professional development on course specific instructional strategies.</p>	<p>Project lead: Dept. head</p> <p>Staff: team leaders and teacher teams</p> <p>Resources: Karyn Crowe and Region X</p> <p>Timeline: Immediately</p>	<p>Completed a departmental book study on the book "Mindsets in the Classroom" by Mary Cay Ricci.</p>

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>Relate items on various assessments to learning objectives:</p> <p>1. As a team, review unit quizzes and tests as a team prior to beginning a unit of study to ensure that the specific academic objectives of the district’s written curriculum are being measured by any assessment administered in their classrooms, including looking at distribution of questions, difficulty level, and time needed to complete assessment.</p>	<p>Project lead: Team leader</p> <p>Staff teacher teams</p> <p>Resources: PISD curriculum; common assessments & quizzes; TEKS</p> <p>Timeline: at weekly team meeting leading up to quiz/test in class</p>	<p>The teachers had discussions around distribution of questions, difficulty level, and time needed for tests and quizzes. Need to improve on this action step. We would like to begin the unit of study with these discussions.</p>
<p>2. Analyze district & state assessments to guide team planning of instruction.</p>	<p>Project lead: Team leader</p> <p>Staff: team leaders and teacher teams</p> <p>Resources: PISD curriculum; TEKS; district exams; released EOC exams</p> <p>Timeline: discuss in team meetings weekly</p>	<p>Teachers looked at the released state assessments when designing unit tests and quizzes. We also previewed exams early in the semester to help guide our instruction. We would like to improve on using the Understanding by Design model when planning our day to day lessons.</p>

Critical Action 2: Analyze student performance data to inform team discussions and decisions.

Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>Study student work or performance results on unit quizzes and tests as a team:</p> <ol style="list-style-type: none"> Following assessment, use team planning time to analyze student work, assessment averages, and commonly missed items to determine what adjustments need to be made to instruction and planning 	<p>Project lead: Team leader</p> <p>Staff: Teacher teams</p> <p>Resources: Student work, tests, and quiz data</p> <p>Timeline: Weekly team meetings</p>	<p>After each quiz and test student data is analyzed and discussed. Items on the agenda are passing rate and item analysis (most missed questions or commonly wrong answers). These are discussed to decide if questions are bad or if we need to adjust our teachings to correct misconceptions and misunderstandings.</p> <p>In Algebra we did grading exercises with student’s tests that were copied and names removed. Each teacher would grade the assessment to make sure we were all giving partial credit in a consistent manner. We also discussed if partial credit was warranted.</p>

Critical Action 3: Participate in peer classroom visits in order to improve the instructional practice of the team.

Strategies for Accomplishing

Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>Participate in peer classroom visits in order to improve the instructional practices of the team:</p> <ol style="list-style-type: none"> Identify through team discussions the focus for classroom observation visits and develop observation guidelines. 	<p>Teacher teams, by the beginning of the second semester</p>	<p>Team leaders developed an observation checklist for teachers to use as a guide as they observed teachers.</p>
<ol style="list-style-type: none"> Team members will visit another teacher’s classroom 2 times throughout the year. 	<p>PLC administrator, school business sub codes, 2 visits by end of 2014-2015 school year</p>	<p>Teachers were able to visit one math teacher and one non-math teacher during the 1st semester. We would like to do more visits next year.</p>

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>3. Team members schedule a time to debrief following the visits to analyze the observation visit.</p>	<p>Teacher teams, PLC administrator, within the week.</p>	<p>Teachers had informal conversations following the peer observations. We would like to have a more structured debrief next year.</p>

Critical Action 4: Use targeted interventions and instructional adjustments to meet the individual learning needs of students.

Strategies for Accomplishing

Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>Supplement classroom interventions with targeted support for student:</p> <p>1. Identify struggling students using 3-week and 6-week grades in conjunction with prior year STAAR results.</p>	<p>Projected Lead: Department Head</p> <p>Staff: Team leaders and teachers</p> <p>Resources: SAS & Gradebook</p> <p>Timeline: Immediately</p>	<p>Algebra 1 identified struggling students to attend 4th period interventions throughout the year. We used these tutorials to help students that were not finding success in their Algebra 1 class. We also used previous STAAR results to identify students for 4th period tutorials prior to the EOC. During these 4th period tutorials, we focused on review the major concepts in Algebra to prepare for the Algebra 1 EOC.</p>
<p>2. Provide targeted interventions at specific times throughout the year.</p>	<p>Projected Lead: Team Leaders</p> <p>Staff: teachers</p> <p>Resources: Teacher generated curriculum</p> <p>Timeline: Immediately</p>	<p>Team leaders lead 4th period study hall interventions during the fall semester for EOC preparation for students that had not met the standard on the Algebra 1 STAAR the previous year. During second semester, we held Friday night STAAR tutorials from 4:30-7:00pm for the students who did not find success in the November administration.</p>

Science Improvement Plan

Critical Action 1:. Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives.

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Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>Extend learning for students who demonstrate early mastery:</p> <ol style="list-style-type: none"> 1. Distinguish between gifted students and those who have demonstrated early mastery of grade-level learning objectives through some form of assessment. 2. Investigate the approaches teachers take in addressing students who demonstrate early mastery. 3. Work with teacher teams to add a consideration of early-mastery students in their instructional planning, like new learning opportunities and activities. 4. Provide teachers with these types of early-mastery materials relative to each academic objective. 	<p>Project Lead: Team Leader/Unit Leader; Science Head of Department Staff: CORE Teachers Resources: TEKS, PISD Curriculum, online resources (textbook) Timeline: Weekly team meetings and monthly PLC meetings</p>	<p>-Focus area of science PLC department meetings -Team discussion in chemistry and biology -Biology & Chemistry team members sharing of ideas for lesson extensions and greater depth to challenge and engage early mastery students. -Chemistry offered an optional lab for those who mastered the topic early -Professional Development Given by Department Head: Study of two professional science research articles assigned to teachers ahead of discussion day (Exploring the Meaning African American Students Ascribe to Their Participation in High School Career Academies and the Challenges They Experience; Growth Mindset)</p>
<p>Identify specific work products/outcomes for extended learning:</p> <ol style="list-style-type: none"> 1. Collect samples of extended learning activities that teachers are currently using, summarize your observations relative to the specificity of the assignments' purpose and desired outcomes and share your observations with your leadership team and with your faculty. 2. Encourage teachers to define the work products and outcomes that will be expected for any extended learning opportunities in their classrooms by being clear and specific about what type of evidence they will accept to show that participating students did, indeed, extend their thinking. 3. Work with district leaders to request extended opportunities in the district's written curriculum 	<p>Project Lead: Team Leader/Unit Leader; District Instructional Coach; Science Head of Department Staff: CORE Teachers Resources: TEKS, PISD Curriculum, online resources (textbook) Timeline: Weekly team meetings and monthly PLC meetings</p>	<p>-Focus area of science PLC department meetings -Team discussion in chemistry and biology -Chemistry teachers offered enrichment opportunities in most units in the fall for those who earned an exemption from the second assessment. -Honors Chemistry teacher worked with district instructional coach on a weekly basis</p>

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
resources as a type of support.		
<p>Work collectively to challenge students who demonstrate early mastery:</p> <ol style="list-style-type: none"> 1. Examine ways that teachers currently collaborate to assist students in their classrooms who demonstrate early mastery of grade-level objectives by asking all teachers to specify exactly how they team with peers to address the needs of these students and then discuss the responses in a school leadership meeting. 2. Meet with teacher teams to review the way teachers indicate they are currently collaborating (or not). 3. Work with team members to design a method to increase this practice in your school by having teachers team with other teachers of the same grade and subject to regroup students who show early mastery of any given academic objective. 	<p>Project Lead: Team Leader/Unit Leader/Science Head of Department Staff: CORE Teachers Resources: TEKS, PISD Curriculum, online resources (textbook) Timeline: Weekly team meetings and monthly PLC meetings</p>	<p>Focus area of science PLC department meetings -Team discussion in chemistry and biology weekly meetings -Discussion of formative assessments to use and methods and activities for presenting material and reinforcing concepts in chemistry and biology weekly meetings</p>

Critical Action 2: Participate in peer classroom visits in order to improve the instructional practices of the team.

Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>Visit other classrooms as part of collaborative process:</p> <ol style="list-style-type: none"> 1. Provide opportunities for teachers to visit other team members' classrooms. 2. Ask each teacher to schedule a single period of observation time with another team member. 3. Provide structured time for teachers to debrief following a visit by talking openly about what did and didn't work during the observed lesson. 4. Work to develop an observation schedule that provides three to six opportunities per school year. 	<p>Project Lead: Head of Science Department; PLC Administrator; Team Leader Staff: CORE Teachers Resources: Observation Guide; Team Lead/Department Head Coverage Timeline: 1 Visit a Semester</p>	<p>Plan developed -All members of department visited another classroom for observation -Discussions about observations of teachers discussed in individuals team meetings and teachers shared one idea that they liked and wanted to use in their classroom</p>
<p>Participate in focused learning team walks:</p> <ol style="list-style-type: none"> 1. Develop a structure for learning team walks in your school. 	<p>Project Lead: Head of Science Department; Team Leader Staff: CORE Teachers; PLC</p>	<p>Initial planning by leadership -Learning team walk in fall with biology -Designed rubric to follow during walk-through</p>

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
2. Have team members develop and use rubrics or observation documents to record their observations.	Administrator Resources: Observation Guide Timeline: 1 Visit in Spring	-Filled out Checklists/Rubric
Fully discuss instructional strategies following observations: <ol style="list-style-type: none"> 1. Provide structured time for teachers to meet following any peer observation to discuss the instructional strategies that were used and observed. 2. Model the type of sharing that you would like to see (e.g., an analytical discussion of what did and did not work in the lesson). 3. Initiate discussions about what may not have worked by asking questions as an investigator, not an evaluator. 	Project Lead: Team Leader Staff: CORE Teachers; PLC Administrator Resources: Post Observation Guide Timeline: Collaboration immediately following the peer observation or team walk	Plan developed -Use observation forms developed last year -Discussions held in team meetings

Critical Action 3: Collaborate in teams focused on curriculum, instruction, and assessment.

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
Collaborate with vertical teams: <ol style="list-style-type: none"> 1. Arrange meetings with teachers across grades and subjects to discuss students' level of preparation for each grade and subject. 2. Establish specific collaborative times for teachers of any given grade or subject immediately before and after theirs to discuss how well students are prepared to tackle grade-level work. 3. Structure the meetings to produce specific recommendations for improving student preparedness, and make sure the recommendations are acted upon. 	Project Lead: Science Curriculum Coordinator; Head of Department Staff: CORE Teachers; Curriculum Staff Resources: TEKS, PISD Curriculum, online resources (textbook) Timeline: 1 District-Wide In-service; 1 Campus-Wide In-service	Discussions with middle schools -Discussions concerning expectations of biology students going into chemistry, interactive notebooks, lab write-ups -Incorporating more writing into science classes to help out students with their English classes -TELPAS writing for all students -Biology teachers made their own science writing prompts in biology at middle and end of school year

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>Share materials and instructional strategies as a team:</p> <ol style="list-style-type: none"> Determine the level to which teachers share materials and strategies relative to specific learning objectives in team meetings. Ensure that all teachers freely share materials and instructional strategies regularly in these meetings. Work with teams to build strong learning communities with a steady flow of information and active participation of all team members. 	<p>Project Lead: Team Leader Staff: CORE Teachers Resources: TEKS, PISD Curriculum, Shared Materials, Shared Drive, online resources (textbook)</p> <p>Timeline: Weekly Team Meetings, Various times through year using Shared Drive</p>	<p>-Emphasis in Biology and chemistry weekly team meetings -Active participation of all members in both teams by assigning different teachers as leaders of each unit -Increase accountability and team collaboration</p>
<p>Discuss classroom difficulties and solutions as a team:</p> <ol style="list-style-type: none"> Measure the extent to which teachers use team meetings to discuss specific classroom difficulties they are experiencing. Monitor the progress of your teacher teams' skill building toward this important practice by possibly storyboarding, sharing results or videotaping session and sharing with staff. 	<p>Project Lead: Team Leader Staff: CORE Teachers Resources: Peer Observations & Discussions, PLC book study <u>Conscious Classroom Management</u> by Rick Smith Timeline: Weekly Team Meetings</p>	<p>Discussions concerning difficulties with activities -Increase preparation of activities and large group learning activities -Monitor teacher skills progress</p>
<p>Analyze learning objectives as a team:</p> <ol style="list-style-type: none"> Determine if teachers regularly meet in grade-level or subject-area teams to thoroughly analyze the academic objectives in the district's written curriculum. Observe teacher teams as they engage in this activity. Review team meeting agendas and participate in meetings regularly to ensure that studying the academic objectives is a regular and planned activity during team meetings. 	<p>Project Lead: Team Leaders, Unit Leaders Staff: CORE Teachers Resources: Agendas, Peer Observations & Discussions, Assessment Data Timeline: Unit Development & Unit Assessment Meetings</p>	<p>Agendas provided in advance in weekly meetings -Address objectives concerning TEKS -Observe teacher teams in action -Leadership offered opportunity to science teachers in department & would cover their class</p>
<p>Develop, review, or refine lessons as a team:</p> <ol style="list-style-type: none"> Communicate that the best lesson planning involves all teachers who will be teaching the lesson. Set expectations that lesson planning is a collective and collaborative process in your school. 	<p>Project Lead: Team Leader, Unit Leaders Staff: CORE Teachers Resources: TEKS, Curriculum, Assessment Data</p>	<p>Agendas provided in advance in weekly meetings -Address objectives concerning TEKS -Observe teacher teams in action -Reflection piece for the unit completed needs to be added at the beginning of each new unit</p>

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<ol style="list-style-type: none"> 3. Have each grade-level or subject-area team identify a learning objective or academic standard in an upcoming unit. Collaborate to construct the lesson plan for the identified objective, and then have each team member teach it. At the team's next meeting, have the teachers discuss what worked and what didn't work in each classroom. Revise the lesson plan, and bank it for future use. 4. Further develop each team's skills by asking them to create a common assessment for a lesson, and have each team member administer it. Come back together to share students' results, and determine the root causes for any variation in the scores across classrooms. 	<p>Timeline: Weekly Team Meetings</p>	<p>-Sharing of students' results occur for written assessments</p>
<p>Study student work or assessment results as a team:</p> <ol style="list-style-type: none"> 1. Initiate team meetings in which teachers study student work samples. 2. Ask each grade-level or subject-area team to identify a recently taught academic objective and be able to compare work samples across classrooms. 3. Make the study of work products a regular practice in teacher team meetings in order to reach the ultimate goal of comparing assessment results with team members and finding explanations about why some students in one teacher's classes are doing better than other students in another teacher's class. 	<p>Project Lead: Team Leader, Unit Leader Staff: CORE Teachers Resources: Student Work Samples & Rubrics, TEKS, PISD Curriculum, Assessment Results Timeline: Weekly Team Meetings</p>	<p>Analyze test results using item analysis sheets to provide topics for discussion</p>

Critical Action 4: Use high-yield instructional strategies as tools to support rigorous learning.

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>Use differentiation strategies:</p> <ol style="list-style-type: none"> 1. Encourage teachers to formalize the processes by which they collect information for differentiation of <i>original instruction</i>. 2. Ask each teacher team to determine the student variables (e.g., student interests, readiness levels, learning styles) that they will use to differentiate instruction for any given lesson, establish the means they will use to measure these variables they choose to include in their student learning profiles and use the measures to create a personalized learning profile for all students in team members' classrooms. 3. Have the teacher team select a lesson that will be delivered in the near future and ask them to list the ways they might differentiate the lesson using the student profile information. 	<p>Project Lead: Science Department Head, Team Leader, Unit Leaders Staff: CORE Teachers, ESL Coordinator, SPED Coordinator Resources: SAS Data, GT Teacher Timeline: 2 or 3 assignments (writing or project oriented) to begin differentiating</p>	<p>Professional Development Given by Department Head: Transforming Education with Personalized Learning and Differentiated Instruction -Professional Development Given by Department Head: Digital Differentiation: Tools to Support Flexible Learning Paths for Personalized Learning -Professional Development Given by Department Head: Department Head Researched Each Teacher’s Class Demographics and Calculated Percentages of White, Asian, African American, Hispanic, Multiple, SPED, ESL, GT & Economic Disadvantaged for each teacher’s 6 classes. We discussed likenesses and differences between everyone in the department & how it may or may not relate to our failure rates data provided earlier.</p>
<p>Ask questions that require higher-order thinking:</p> <ol style="list-style-type: none"> 1. Ask teachers to raise their level of awareness regarding their questioning techniques and the level of thinking that those questions demand of students by use of inference, analyzing and defending positions during discussions. 2. Ask teacher teams to study their current questioning techniques to increase awareness by using a Bloom’s Taxonomy List. 3. Ask the teacher team to select a lesson they will all be teaching in the near future. 	<p>Project Lead: Team Leader, Unit Leader Staff: CORE Teachers Resources: Bloom’s Taxonomy, PISD Curriculum, TEKS, Lesson Plans Timeline: Weekly Team Meetings</p>	<p>Professional Development Given by Department Head: Transforming Education with Personalized Learning and Differentiated Instruction -Professional Development Given by Department Head: Digital Differentiation: Tools to Support Flexible Learning Paths for Personalized Learning</p>

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>Use mastery learning strategies:</p> <ol style="list-style-type: none"> 1. Determine the extent to which teachers use mastery learning techniques to allow students to improve their work. 2. Ask teachers to extend their knowledge by selecting a research article on the effects of mastery learning to present in a team meeting for further discussion. 3. Ask each team member to provide the opportunity for students to improve their work on an upcoming assignment or assessment and demonstrate mastery after receiving feedback. 	<p>Project Lead: Team Leader Staff: CORE Teachers, PLC Administrator Resources: Internet Resources, TEKS, PISD Curriculum Timeline: Weekly Team Meetings</p>	<p>Professional Development Given by Department Head: Transforming Education with Personalized Learning and Differentiated Instruction -Professional Development Given by Department Head: Digital Differentiation: Tools to Support Flexible Learning Paths for Personalized Learning</p>

Social Studies Improvement Plan

Critical Action 1: Participate in peer classroom visits in order to improve the instructional practices of the team

Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>Visit other classrooms as part of collaborative process:</p> <ol style="list-style-type: none"> 1. Provide opportunities for teachers to visit other team members' classrooms. 2. Ask each teacher to schedule a single period of observation time with another team member. 3. Provide structured time for teachers to debrief following a visit by talking openly about what did and didn't work during the observed lesson. 4. Work to develop an observation schedule that provides three to six opportunities per school year. 	<p>Lead: Team Leader, Social Studies Teachers</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • All teachers in the department had the opportunity to observe other teachers. • In an effort to expand this goal, next year we plan to schedule observations times at the start of each semester and target specific items to observe.
<p>Participate in focused learning team walks:</p> <ol style="list-style-type: none"> 1. Develop a structure for learning team walks in your school. 2. Have team members develop and use rubrics or observation documents to record their observations. 	<p>Lead: Team Leader, Social Studies Teachers</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • Rubrics varied depending on teacher observing and goals of observation. • For next year we would like to develop a more formal observation tool – possibly using google forms – as a group.
<p>Fully discuss instructional strategies following observations:</p> <ol style="list-style-type: none"> 1. Provide structured time for teachers to meet following any peer observation to discuss the instructional strategies that were used and observed. 2. Model the type of sharing that you would like to see (e.g., an analytical discussion of what did and did not work in the lesson). 3. Initiate discussions about what may not have worked by asking questions as an investigator, not an evaluator. 	<p>Lead: Team Leader, Social Studies Teachers</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • This was done, but there is room for improvement. • Planning to schedule debrief at the same time as the observation is scheduled.

Critical Action 2: Provide proven interventions within the classroom to assist each student in mastering grade-level objectives.

Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>Provide tutorials that target specific objectives:</p> <ol style="list-style-type: none"> 1. As a team, teachers will examine the type of tutoring needs that is common among their students. 2. The teachers will create a tutoring plan that will address specific objectives. They will create schedule that will address these and general tutoring times. 3. Information will be shared with the campus administrative leadership team. 4. Grouping of students in a way that supports all levels of student learning. 	<p>Lead: Team Leader, Social Studies Teachers</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • This goal was not reached. • For next year we plan to schedule time during PLCs for each teacher to develop and plan and discuss it with the group.

Critical Action 3: Analyze student performance data to inform team discussions and decisions.

Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
Analyze student data from many sources:		
1. During team meetings decide exactly which student performance data will be analyzed as a team and as individual teachers.	Lead: Team Leader, Social Studies Teachers Ongoing	<ul style="list-style-type: none"> Teachers began data collection process, but more time needs to be allocated for the review of data in teams.
2. Develop a clear understanding of how the agreed upon data will be used to improve student learning.	Lead: Team Leader, Social Studies Teachers Ongoing	<ul style="list-style-type: none"> This item remains a goal for next school year.
Study student work or performance results on unit quizzes and tests as a team:		
1. Share student performance results as a team.	Lead: Team Leader, Social Studies Teachers Ongoing	<ul style="list-style-type: none"> Teachers shared data informally, and we are working on a process to do so in a more data-driven way.
2. Determine what adjustments need to be made to instruction as a result of the analysis.	Lead: Team Leader, Social Studies Teachers Ongoing	<ul style="list-style-type: none"> Data was used to address specific problem questions. Goal now is to also examine what the entirety of the data suggests about effective instruction and assessment.

Violence Prevention and Bullying Improvement Plan

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

Strategies for Accomplishing Goal:

Applicable Students	Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
Staff	PREVENTION:				
	Identify high risk areas. (Required); Monitor hallways; Officer Parker monitor areas in and around Clark.	Principal/Admin Intern/Asst. Principal/Officer Parker; Staff	Staff feedback/ from hall duty supervisor	On-going	Monitoring Hallways Office Parker Monitors Areas in and around Clark
	Monitor high risk areas. (Required)	Principal Designee; Teachers	Staff assignments/ schedule	On-going	Admin & Staff
	Follow Campus Rules/Expectations. (Required)	Principal; Teachers	Code of Conduct, District Handbook Campus Handbook	On-going	Monitoring Hallways Office Parker Monitors Areas in and around Clark
Staff	EDUCATION:				
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee; Officer Parker	Handouts/PowerPoint; video; staff development; Parent education programs	On-going	Staff Development
	Review referral process. (Required)	Principal or designee	Campus referral plan; staff handbook staff development and PLC	On-going	Staff Development and PLC's
Staff	INTERVENTION:				
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff), teachers, counselors	Discipline Management Plan, staff development and PLC	On-going	Teachers; Teams; Counselors use of Cougar Academy for interventions
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	On-going	In place
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan; teachers	On-going	Staff Development

Applicable Students	Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
All Students	PREVENTION:				
	State clear student expectations/campus rules/citizenship. (Required)	Principal or designee; all teachers	Code of Conduct/ Student-Parent Handbook; expectation meetings with students in grade level meetings	First of year; reminder throughout the year	Grade level meetings with students at the beginning of the year.
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	On-going	Admin & Staff
All Students	EDUCATION:				
	Explain referral process/contacts. (Required)	All teachers	Referral Plan at staff development and through PLC	First of year and on-going	Staff Development
All Students	INTERVENTION:	(Please complete cells below)			
	Apply classroom interventions: (Required)	All teachers	Teachers	On-going	Academic Teams; Cougar Academy
	Employ discipline interventions: (Required)	Designated staff	Teachers, Admin, Behavior Specialist	On-going	Behavior Specialist, Admin
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Admin; Behavior Specialist	On-going	Behavior Specialist, Admin, Counseling
	Conference with parents/students. (Required)	Teachers or other staff	Admin; Teachers; Behavior Specialist	On-going	Admin, Counseling

Parental Involvement

Goal:

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

Strategies for Accomplishing Goal:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
Suggested Action Step: Require all parents to register students via Parent Portal in order to have access to Enews, grades, attendance, and electronic information.	Admin team/first two weeks of school	Admin and support staff facilitated registration on campus on registration day and it went well.
Suggested Action Step: Identify parents without computer/internet access to offer hard copies of school information.	Admin team/first two weeks of school/1:1 sessions with families	Admin and support staff facilitated registration on campus on registration day and it went well.
Suggested Action Step: PTSA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Principal/all year	Achieved.
Suggested Action Step: Communicate information through E-News.	Admin team/weekly throughout the year	Updated weekly and with current and upcoming event information.
Suggested Action Step: Upgrade and maintain the campus website for easy access and increased communication with the community.	Staff member/updated throughout the school year	Updated weekly and with current and upcoming event information.
Suggested Action Step: Partner with PTSA to offer parental programs on a variety of topics (academic, social, etc...).	PTSA will be offering several programs throughout the school year	
Suggested Action Step: College/Career Readiness- Provide website links to PISD's University Ready Program and to the College Board Website. Offer hard copies of College Board information in Counseling Office.	AVID presentations throughout the year, ESL parent night, 8 th grade parent night in the spring	ESL: The ESL team, including the dean of students, ESL counselor, ESL department chair/teacher, and ESL support teacher increased parent involvement with semi-annual parent nights, a summer school meeting, and home visits. The ESL team implemented individualized interventions and included parents and content teachers in the process. The ESL teacher completed regular follow-ups with all involved.
Suggested Action Step: College/Career Readiness-Provide information to Career Path Classes and certification information.	Career Education dept/counselors	College Night on campus was a big success.

Highly Qualified Teacher Improvement Plan

Goal:

The proficiency rate for HIGHLY QUALIFIED teachers will meet the 100% target measure.

Strategies for Accomplishing Goal:

Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
Plano ISD reviews and modifies the recruitment schedule biannually.	HR	HR Employee Recruitment & Retention HR Budget	Aug 2014 - July 2015	
Recruiting trips are used to identify highly qualified candidates interested in teaching in Plano ISD.	HR/Campus Administrators	HR Employee Recruitment & Retention HR Budget	Aug 2014 - July 2015	
To attract and retain highly qualified applicants for bilingual students, Plano ISD offers a salary stipend.	HR	Operating Fund	Aug 2014 - July 2015	
To attract highly qualified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses.	HR/Campus Administrators	HR Employee Recruitment & Retention HR Budget	Aug 2014 - July 2015	
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas.	Curriculum Department/Campus Administrators	Campus/Curriculum Budget	Aug 2014 - July 2015	
The Plano ISD Certification Office follows district hiring procedures to ensure that teachers are not hired if they do not meet “highly qualified” standards.	HR Certification Office	HR Budget	Aug 2014 - July 2015	