LOUD AND CLEAR

Plano West Senior High School

Principal: Kathy King

Mission Statement: The mission of Plano West Senior High School is to prepare students to strive for excellence and contribute to a diverse society with compassion and integrity.

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): 9/25/2014

- Meeting 2: Progress monitoring and review of strategic plan (by February 2, 2015): 1/29/2015

- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 12, 2015): 5/28/2015

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
David Carroll	Faculty Member	2008-09
Alan Greider	Faculty Member	2009-10
Ted Kincaid	Faculty Member	2010-11
John Scott	Faculty Member	2009-10
Sharon Townsend	Faculty Member	2010-11
Kelley Wonsmos	Faculty Member	2014-15
Becky Elizondo	Faculty Member (Senior High only)	2013-14
Barbara Nelson	Faculty Member (Senior High only)	2010-11
Kathy Horn	Faculty Member (Ad Hoc)	2013-14
Rosolayn Johnson	Faculty Member (Ad Hoc)	2014-15
Judith Elliott	Faculty Member (Ad Hoc)	2014-15
Katherine Johnson	Faculty Member (Ad Hoc)	2014-15
Allison Venuto	Faculty Member (Ad Hoc)	2013-14
Kathy King	Principal	2007-08
Randy Hayes	Principal (Ad Hoc)	2007-08
Larry Farnen	Principal (Ad Hoc)	2007-08
Camica Davis	Principal (Ad Hoc)	2012-13
Kevin Lyons	Principal (Ad Hoc)	2010-11
Victor Nixon	Principal (Ad Hoc)	2010-11
Carl Herrmann	Principal (Ad Hoc)	2008-09
Kristin Anderson	District Professional	2014-15
Ann Raidt	Campus Professional, Non-teaching	2010-11
MaryBeth Randecker	Campus Professional, Non-teaching (Senior High only)	2014-15
Sherrie Gardner	Support Staff Member	2010-11
Carolyn Keeter	Parent-Selected by PTA	2012-13
Julie Myers	Parent-Selected by PTA (Senior High only)	2013-14
Monica Susman	Parent-Selected by Principal	2013-14
Katrina Welch	Parent-Selected by Principal (Senior High only)	2014-15
Letanya White	Parent	2014-15
Rose Taper	Parent	2014-15
Margaret Dwiggins	Parent	2014-15
Ira Bershad	Parent	2014-15

Committee Member's Name	Role	Year 1st Participated on SBIC
Donna Huaman-Castillo	Parent (High and Senior High only)	2014-15
Lynn Huey	Community Member	2013-14
Taryn Brown	Community Member	2013-14
Mike Zack	Business Representative	2014-15
Larry Harper	Business Representative	2011-12
Alex Hancher	Student (High and Senior High only)	2013-14
Jazz Vega	Student (High and Senior High only)	2014-15
Daniel Madden	Student (High and Senior High only)	2014-15
Ethan Wright	Student (High and Senior High only)	2013-14

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: 0**	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

Campus-Wide Critical Actions 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.	Title I Components	Applicable Student Groups
1. Accountability Safeguards: Conduct Needs Analysis and develop appropriate interventions to address Reading Performance for All Students, African American, and Economically Disadvantaged student populations.	NA	All Students, African American, Economically Disadvantaged
2. Participate in peer classroom visits in order to improve the instructional practices of the team	NA	All
3. Analyze student performance data to inform team discussions and decisions	NA	All
4. Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives	NA	All
5. Provide interventions for students that have been unsuccessful in TAKS or EOC assessments	NA	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. Participate in peer classroom visits in order to improve the instructional practices of the team	NA	All
2. Analyze student performance data to inform team discussions and decisions	NA	All
3. Improve College Readiness Indicator for all populations	NA	All
4. Improve English I and English II EOC re-take passing rates for All Students, and the Economically Disadvantaged and African American subpopulations (Accountability Safeguards).		
5. Reduce failure rates for English III and English IV students.	N/A	All
Mathematics 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 practice of the team	NA	All
2. Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives	NA	All
3. Use interventions beyond the classroom for students who perform below grade level	NA	All
4. Reduce failure rates for all courses and exams	NA	All
5. Use interventions for students who have not passed the Algebra 1 EOC test	NA	All
Science 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	NA	All
2. Analyze student performance data to inform team discussion and decisions	NA	All
3. Use interventions beyond the classroom for students that perform below grade level	NA	All
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 within Plano West and other secondary campuses in order to improve the instructional practices of all Social Studies teams, as well as streamline the vertical alignment of the District curriculum.	NA	All
2. Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives.	NA	All
3. Student achievement of Final Level II standard or higher on STAAR	NA	All

ELA Improvement Plan (Reading and Writing)

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

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
Visit other classrooms as part of collaborative process • Develop goals/focus for visit-How do other departments engage their students the first 10 minutes of class? • Develop documentation format • Develop visitation schedule • Teachers will visit 3-4 teachers from outside English the first ten minutes of their conference period. (3-4 different days) • Plan for classroom coverage	**Project Lead:** Department Chair, Administrator **Staff:** English Team **Resources:** Master Schedule Substitutes as needed **Timeline:** May, 2015	**Formative Notes:** All English teachers visited 3-4 classes during the first ten minutes of class to observe how different teachers engaged their students at the start of class. We realize that if you lose students in the beginning, you might not get them back. Teachers observed 3-4 times during conference time. No substitutes were needed. **Summative Notes:** This is an effective strategy; however, time and resources to make the most of the opportunity are not readily available. Teachers would like additional reflection/discussion time.

Fully discuss instructional strategies following observations
• Provide time other than lunch
• Team shares observations with leadership and classroom teachers who hosted visits
• Identify teaching strategies to continue, stop, and start
• Identify follow-up activities (observations, discussion, professional learning, etc.)
	Project Lead: Department Chair, Administrator
	Staff: English Team
	Resources: Time
	Timeline: May, 2015
		Formative Notes:
		The following observations were made. During the first 10 minutes of class teachers (most teachers observed were other English teachers)
		1. Activate prior knowledge
		2. Create anticipation
		3. Establish goals
		4. "Magical Openings"
		   a. Start with teacher and class sharing good news- celebrating success.
		   b. Trending with "you tube". Making connections with unit of study.
		   c. Reading self-selected book
		   d. Writing to an essential question
		   e. Both the reading and writing opening helps to build stamina for college readiness.
		
		Summative Notes:
		Our department has tried out the various opening activities that they observed. Some of our teachers have been successful in getting their students engaged more quickly by utilizing new openings. We are still working on coming up with time to meet and

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
		reflect on our observations as a department.

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

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Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
Analyze student data from many sources • Identify multiple data sources (Normed tests, formative-summative campus data) • Understand ways to disaggregate data to identify student groups in need of assistance Use student performance data to identify best practices • Use CoGAT data to identify the best ways that a student learns	**Project Lead:** Department Chair, Team Leaders, Administrator **Staff:** English Team **Resources:** Training as needed **Timeline:** December, 2014	**Formative Notes:** Each team grade and level meet each week to identify students who need assistance and to determine best practices for student success. **Summative Notes:** We will continue to meet with level teams to meet the needs of our students who need assistance. We discuss best practice to help our students be successful.
Analyze student performance data to adjust instructional strategies • Utilize formative assessments (formal and informal) to assess student progress toward summative goals • Identify teaching strategies that address the failure rate of English III and English IV students. ~After School Bus Tutoring 2 x weekly ~EOC Writing Class ~At least 2 Saturday tutorials-Mandatory? ~Utilizing the workbook *Measuring UP* if district allows	**Project Lead:** Department Chair, Team Leaders, Administrator **Staff:** English Team **Resources:** Curricular assessments, Professional Development activities as needed. **Timeline:** May, 2015	**Formative Notes:** Individual teachers keep track of their students through informal and formal assessments. During team meetings teams discuss how to guide the student through best practice for success. We were able to offer the after school bus tutorials two times a week. Teachers also provide their own tutorials by appointment for the most part. **Summative Notes:** We will continue to work with the students who ride the bus. We will continue to work on ways to get the students to come. We have not had as many students utilize this opportunity as we would like. Our teachers will continue to offer tutorials to students on a needs basis. Our tutorials will continue to be set up by mutual appointment times between student and teacher. We will continue to discuss how to get students to tutorials.

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
Share student performance results as a team • Discuss common assessments to identify curricular areas for focus • Implement best practices to motivate student's level of performance.	**Project Lead:** Department Chair, Team Leaders **Staff:** English Team **Resources:** Common assessments data; Peer observations; and, Professional Development. **Timeline:** May, 2015	**Formative Notes:** Ongoing during weekly team meetings. **Summative Notes:** We will continue to have on=going discussions as to how to motivate our students. We just have not found that magical formula yet, but we never give up. We will seek opportunities for professional development to help us in finding and implementing new practices for motivation.

Critical Action: Improve College Readiness Indicator for all populations

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Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
Use Cooperative grouping strategies that combine cognitively diverse learners. • Employ flexible furniture seating arrangements • Use seating chart for instructional and preferential seating.	**Project Lead:** Department Chair, Team Leaders **Staff:** English Team **Resources:** None **Timeline:** May, 2015	**Formative Notes:** All English teachers have flexible furniture that be positioned in various ways. Seating charts are made per preferential seating and/or for instructions strategies. **Summative Notes:** The triangular tables that are used in the English department are a valuable asset, and have facilitated instruction tremendously.
Increase reading rates and reading stamina • Teachers provide daily book talks for students. • Increase reading stamina by allowing students to self-select books. • Providing students an opportunity to read in class.	**Project Lead:** Department Chair, Team Leaders **Staff:** English Team **Resources:** Reading material **Timeline:** May, 2015	**Formative Notes:** All levels of English read daily. Students have choice to read what appeals to them. Senior English on-level and honors classes read 2 hours per week—50 minutes in class and 70 outside of class to increase reading stamina for college readiness. Teachers increase students' motivation to read through book talks. **Summative Notes:** The department will continue with choice reading to increase students' reading stamina. We have found the book talks valuable in increasing student's motivation to want to read. Senior teachers encountered several road blocks this year

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
		with our reading program. We will work to remove these kinks for next year. The department believes strongly in our reading stamina program.
Genius Hour • incorporated into the curriculum on all levels (Writing, Research, Technology, Creativity, Writing) • Team Teaching when needed	**Project Lead:** Department Chair, Team Leaders **Staff:** English Team **Resources:** None **Timeline:** May, 2015	**Formative Notes:** Genius Hour has been incorporated into all levels of English starting in January and culminating in May. Students have been given 20% of their week to research a topic, develop a project/product and to share their project/product. At this point we are working on preliminary proposals, feasibility reports, and pitching the proposal. Each level/grade is moving at a various pace. After a student's pitch is approved the student/s will be working independently of the teacher. Publishing and showcasing will be in May. **Summative Notes:** Some levels have completed the "showcase" for Genius Hour, and several levels are presenting this week. We worked as teams coming up with our goals and objectives for Genius Hour. This project was pretty much trial and error, but teachers for the most part have been satisfied with the results. Laura Blankenship has set up a website for all students to download their presentation so all may view the visual part of the student's presentation. Most levels did a TED talk style presentation. The topics ran the gamut from hair care to computer coding to writing short stories and cookbooks to making a documentary film. Teachers are in the process of planning for next year and will decide whether Genius Hour will be part of the curriculum next year.

Critical Action: Improve English I and English II EOC re-take passing rates for All Students, and the Economically Disadvantaged and African American subpopulations (Accountability Safeguards).

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Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
Implement EOC Remediation Program for students that have not passed English I and English II EOC test. • Identify students who will benefit from EOC remediation. • Identified students will attend After School Bus Tutoring 2 x weekly (M/W) for EOC remediation. • Identified students are enrolled in the EOC Writing Class. • Contact students and parents about Saturday writing tutorials before first administration of English EOC.	**Project Lead:** Department Chair, Team Leaders **Staff:** English Team **Resources:** SAS, EOC remediation materials **Timeline:** May, 2015	**Formative Notes:** After being given the names of students at West who have not passed the EOC English I and/or II, we went into action. 1. The after school bus tutorials were geared toward these students. Cynthia Mitchell created a plan for the teachers who were doing the tutorials to utilize. 2. We had two Saturday tutorials manned by Katherine Johnson and Kelly Brennan. The Saturday tutorials were more successful than the after school tutorials. Katherine and Kelly attended a STARR conference learning strategies to use with our students. 3. Rick Hardison had an EOC class where he worked with students who had not passed. 4. Camille Guirola starting the first of November pulled senior students out of English classes to work on the necessary skills to take the test the first of December. 5. Camille is working with juniors this semester to prepare them for the retake and be successful. **Summative Notes:** After the December retest, we have one senior and 10 juniors who have not passed English I, and 8 seniors and 27 juniors who have not passed English II. We were not as successful as we had hoped to be with seniors passing ELA EOC. The department will continue to work on strategies to help these students pass and graduate.

Critical Action: Reduce failure rates for English III and English IV students.

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Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
Implement strategies to provide additional support for struggling students. • Encourage students to attend tutorials.	**Project Lead:** Department Chair, Team Leaders **Staff:** English Team	**Formative Notes:** Teachers set appointments with students for tutorials-a time and date that will work for both. We encourage students to

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Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
• Identify teaching strategies, through peer observations and CAMTalk, which address the failure rate of English III and English IV students. • Post weekly tutorial schedules. • Utilize Graphic Organizers to aid in visual representation of the writing process. • Students will participate in small group discussions of reading selections that lead to whole group activities.	**Resources:** None **Timeline:** May, 2015	come in for tutorials when needed. We ask that students for an entrance to a tutorial to have 2 level 3 questions ready to ask. We break down longer assignments into chunks. Our flexible furniture allows for small group discussions which may or may not lead to large group. Strategies we have used to reach the struggling student: 1. Finding what interests the student to create a relationship of trust and caring. 2. Positive feedback. Many times reluctant learners have never received any positive feedback, so we do our best to build confidence and self-esteem. 3. Working one on one. 4. Setting goals- Praise when a goal is met. **Summative Notes:** Passing rates in English improved dramatically from Fall to Spring semester. Additional strategies are needed to address fall semester passing rates. The team did an excellent job of identifying areas for attention after they were identified.

Mathematics Improvement Plan

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

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Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
Team members observe another teachers class (2 times per year) • Identify teams • Develop visitation schedule • Plan for classroom coverage	**Project Lead:** Department Chair, Team Leaders, Administrator **Staff:** Math teachers **Resources:** **Timeline:** May 2015	**Formative Notes:** Two observations completed **Summative Notes:** The most successful of these from a usefulness standpoint were the observations done by teachers teaching a subject they had never taught before. The class schedule was set up so these teachers had the opportunity to observe the class before they had to teach it—and they could do this any and every day they wanted to. So this was very helpful to them.
Schedule team reflection time after observations • Team shares observations with leadership and classroom teachers who hosted visits • Identify teaching strategies to continue, stop, and start • Identify follow-up activities (observations, discussion, professional learning, etc.)	**Project Lead:** Team Leaders, Administrator **Staff:** Math teachers **Resources:** **Timeline:** May 2015	**Formative Notes:** Completed. Department meeting in April 2015 with Instructional specialist Caryn Crowe to discuss our observations. We also discussed the difference between a "fixed" and "growth" mindset in teachers and in students, and how each affects how we teach and how students perceive learning. **Summative Notes:** Team discussions were very helpful in promoting professional growth among the teachers. Additional time for such collaboration is needed in order to increase effectiveness.

Critical Action: 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
Offer enrichment opportunities for students outside the regular classroom:	**Project Lead:** Mu Alpha Theta Sponsors	**Formative Notes:** Completed. AMC-12 test was on February 3. One student qualified

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
• AMC tests • ASMA Contests • Trig Star Contests • Activities in Mu Alpha Theta	**Staff:** **Resources:** **Timeline:** May 2015	to take the AIME on March 19. Mu Alpha Theta has completed its meetings and students have finished their service hours (mostly tutoring in designated district elementary or middle schools). **Summative Notes:** These strategies are effective in providing additional opportunities for our students. Integration of enrichment opportunities into the daily classroom environment is a challenge, and we continue to seek effective strategies.

Critical Action: Use interventions beyond the classroom for students who perform below grade level.

Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
Math lab A & B lunch for Precalculus • Identify students that would benefit most from use of the Math Lab • Encourage students to take advantage of Math Lab • Contact parents to advise them of the availability of the Math Lab	**Project Lead:** Department Chair **Staff:** Math Lab Teachers, Math team **Resources:** None **Timeline:** May 2015	**Formative Notes:** Math lab continues to be open every school day except on Precal test days. **Summative Notes:** This year, because of scheduling issues, we were only able to offer ML during A lunch, and so we had to rely on a tutoring rotation among Precal staff for B lunch tutoring. This did not work as well as having a designated teacher in a designated room every day. Hopefully we can go back to a both lunch schedule this next year.
Outside-of-class tutorials all subjects • Post tutorial schedules prominently • Encourage students to attend tutorials • Provide bus transportation to identified students	**Project Lead:** Department Chair **Staff:** Math team **Resources:** None **Timeline:** May 2015	**Formative Notes:** Schedules are posted in building E for tutorials for every course except Precal. Each course offers tutoring at various times (during B lunch, before 0 hour, before 1st period, after

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
		school) to accommodate students' needs. **Summative Notes:** This strategy has been effective in that our passing rates have improved in most areas. Some students are still hesitant to attend tutorials, though the teachers encourage attendance.

Critical Action: Reduce failure rates for all courses and exams

Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
Data Analysis • Gather data on current course failure rates and district exam failure rates • Identify areas of strength and areas in which additional reinforcement is needed	**Project Lead:** Department Chair **Staff:** Math Teachers **Resources:** failure rate data provided by the district, district curriculum **Timeline:** October 2014	**Formative Notes:** Completed in February 2015 during PDH day. Semester exam data was analyzed to identify problem areas and changes were made in the sequence and delivery of instruction. **Summative Notes:** Data analysis was effective in identifying areas for growth/adjustment. The team values the process as it informs the instructional practices in the classroom.
Address Identified Objectives • Adjust curriculum and timing to emphasize/reinforce identified subject objectives	**Project Lead:** Department Chair **Staff:** Math Teachers **Resources:** District Curriculum **Timeline:** May 2015	**Formative Notes:** Completed February 2015. **Summative Notes:** This is ongoing, and is sometimes done in conjunction with

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
		teachers from other schools on our district PDH days.

Critical Action: Use interventions for students who have not passed the Algebra 1 EOC test

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Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
Identify students in need of EOC remediation through SAS • Review EOC test data • Identify students who still need to pass the EOC	**Project Lead:** Counselors, Administrators **Staff:** Geometry, MMA and Algebra 2 teachers **Resources:** None **Timeline:** October 2014	**Formative Notes:** Completed April 2015. The academic support teacher assists in providing student information and data. **Summative Notes:** While this is generally a small population at Plano West, identification of the students needs to be provided as early as possible in order to provide appropriate, effective intervention strategies.
Plan Interventions for students who still need to pass the EOC • Review Math Curriculum to identify areas where identified EOC concepts could be reinforced • Obtain additional EOC review materials	**Project Lead:** Department Chair, Team Leaders **Staff: Math team** **Resources:** District Curriculum **Timeline:** November 2014	**Formative Notes:** Pull-out day on May 1 with teacher Jesse Pfeifer and the 10 students who needed remediation. **Summative Notes:** This worked very well—better than offering lunch tutorials as we have done in the past. We will do this again.
Offer EOC reviews in Algebra 2 and Math Models for targeted students • Provide students with EOC review materials • Provide assistance when necessary • Identify staff members to provide reviews	**Project Lead:** Department Chairs, Team Leaders **Staff:** Math team **Resources**: EOC **materials** **Timeline:** November 2014	**Formative Notes:** Reviews are completed prior to EOC retests. **Summative Notes:**

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
		The reviews are offered; it is up to students to work on them and they can get assistance from their teacher, but this comes on top of their classwork in math, so it is a lot for them.
Math Club students will provide tutorials for students identified as needing to pass an EOC test. • Schedule tutorials • Identify teacher supervisor • Identify student tutors	**Project Lead:** Mu Alpha Theta sponsors **Staff:** **Resources:** Mu Alpha Theta members, EOC Review Materials **Timeline:** November 2014	**Formative Notes:** Not completed; we did the pull-out with a teacher instead. **Summative Notes:** The teacher pull-out was very successful. However, we would like to continue efforts to involve peer tutoring as an additional intervention/option for our struggling students.

Science Improvement Plan

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

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Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
Visit other classrooms as part of the collaborative process • Provide teachers the opportunity to visit other team member classroom as part of the collaborative planning process. • Ask teachers to schedule a single period of observation time with another team member. • Schedule debrief time	**Project Lead:** Principal, Department Chair, Team Leader **Staff:** Science team **Resources:** Substitutes as needed, time to debrief **Timeline:** May, 2015	**Formative Notes:** Teacher visit other teachers' classrooms to view instruction on a regular basis. Teachers were able to observe different teaching styles and observe strategies. This was particularly helpful to the new teachers that joined the department this year many of whom had never taught physics or the subjects they were assigned to teach before this year. **Summative Notes:** This action step is complete. Science will continue to use classroom visits to help new teachers learn the curriculum. They also help teachers teaching a new curriculum become more proficient with it.
Fully discuss instructional strategies following observations • Provide structured time for teachers to meet following any peer observation discuss instructional strategies used • Encourage teachers to initiate discussions about what may not have worked by asking questions (What did you intend for students to do when they broke into small groups, etc.)	**Project Lead:** Principal, Department Chair, Team Leader **Staff:** Science team **Resources:** Time **Timeline:** May, 2015	**Formative Notes:** Science teachers visit on a regular basis during lunch periods to discuss curricular issues, student performance and instructional strategies. The team lunches also provide the time necessary to develop team cohesiveness and to share experiences on the day's lessons. **Summative Notes:** This action step is complete. The science department meets on a regular basis during lunch to discuss instruction, students, and the curriculum. It is part of the department's culture and provides a means of informing teachers of department and school events and provides a less formal means of discussing what is going on inside the classroom.

Critical Action: Analyze student performance data to inform team discussion and decisions

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Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
Analyze student data from many sources • Meet with teacher teams to review exactly which student performance data they analyze as a team. • Ensure teachers analyze multiple sources of performance data.	**Project Lead:** Principal, Department Chair, Team Leader **Staff:** Science team **Resources:** Time to meet as team, Data Sources: SAS, CoGAT, Exams, **Timeline:** May, 2015	**Formative Notes:** Teacher utilizes data from varied sources such as state assessments, CoGAT scores, formative assessments, semester exams, labs and daily work to monitor student performance as instructional effectiveness. Reviewing the data helps teachers to look at alternative strategies for particularly difficult concepts and to alter lessons as needed to ensure student success. **Summative Notes:** This action step is complete and will continue. Data from multiple sources as it applies to individual students, class performance, subject matter, teacher performance, and schools comparisons across the District is analyzed throughout the year to identify students in need of assistance, assess those students' performance and evaluate the effectiveness of curriculum delivery.
Monitor student passing rates within each subject • Use six week grade passing rates and semester exam passing rates to identify areas in need of improvement	**Project Lead:** Department Chair, Team Leader **Staff:** Science team **Resources:** Data Sources: Tests, Quizzes, Lab assignments **Timeline:** May, 2015	**Formative Notes:** The science department reviews passing rates for every section taught for each six week grading period to assess instructional effectiveness. Passing rates have been used to help develop the order in which the curriculum is presented and to look at areas requiring additional emphasis. **Summative Notes:** This action step will continue. Reviewing passing rates throughout the year helps identify trends in performance for students and teachers and allows the department to identify and respond to problem areas as they develop.
Analyze student performance data to adjust instructional strategies • Determine the extent to which teachers analyze student performance data in team meetings to change instructional strategies • Ask teachers to change instructional strategies as their findings dictate.	**Project Lead:** Department Chair, Team Leader **Staff:** Science team **Resources:** Data Sources: Tests, Quizzes, Lab Assignments, Student input **Timeline:** Ongoing	**Formative Notes:** Teachers review every test and quiz with students and then review issues and performance as a team to assess instructional effectiveness. The teachers use feedback from students acquired during the reviews and from student performance on the test to see what concepts need to be reinforced. **Summative Notes:** This action step will continue. This ongoing analysis permits the department to tailor the calendar, curriculum delivery, and assessments to the needs of the student population.
Share student performance results as a team • Determine the extent to which teachers share student	**Project Lead:** Department Chair, Team Leader	**Formative Notes:** The science teams meet almost daily to discuss progress on the

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
performance results with team members. • Use objective analysis in determining the reasons for variations in student performance that occur between different groups of students in different classrooms.	**Staff:** Science team **Resources:** Data sources: Tests, Quizzes, Lab Assignments, etc. **Timeline:** Ongoing	curriculum, instructional strategy effectiveness and student performance. Teachers review test questions that gave students difficulty and use that information to review concepts during future lessons. **Summative Notes:** This step will continue. Sharing of the information on student performance across the department allows teachers to collaborate and determine what is working and what needs to change to improve student performance.

Critical Action: Use interventions beyond the classroom for students who perform below grade level.

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Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
Seek support from team members to assist students performing below grade level. • Examine ways that teachers currently collaborate to assist students in their classrooms who are not mastering objectives • Have teachers meet to discuss successful interventions with students that are not successful	**Project Lead:** Principal, Department Chair, Team Leader **Staff:** Science team **Resources:** Time to meet **Timeline:** Ongoing	**Formative Notes:** Science teams meet almost daily on an informal basis. Teams develop assessments and review the results together after the assessment is given. **Summative Notes:** This step will continue. The daily meetings have been particularly important this year with so many new staff members and staff members teaching subjects for the first time. Many of the teachers are teaching classes with multiple skill levels or teaching regular and honors classes and need to be able to discuss how to reach students of multiple levels in their lessons. Meeting with the team each day helps with that.
Seek support from multiple staff members • Determine the extent to which teachers seek support from other staff members for students that are not mastering grade-level objectives • Educate teachers on support available for students in need of assistance	**Project Lead:** Principal, Department Chair, Team Leader **Staff:** Teachers, Counselors, Academic Specialist, Special Ed **Resources:** **Timeline:** Ongoing	**Formative Notes:** Science teams meet almost daily on an informal basis. Teams help develop assessments and review the results together after the assessment is given. **Summative Notes:** This step will continue. The science department also requests assistance from sub-school and counseling when appropriate.

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
Seek support from parents • Examine ways teachers identify specific support parents can provide for students not mastering grade-level objectives • Review with teachers ways to solicit needed support	**Project Lead:** Principal, Department Chair, Team Leader **Staff:** Science team **Resources:** **Timeline:** Ongoing	**Formative Notes:** We are still exploring ways for parents to assist students not mastering grade-level objectives. **Summative Notes:** This step will continue. Support is initiated with parent contact and resources are shared with the parents.
Use tutoring to support student learning • Examine the use of tutorials in our school • Is tutoring general in nature or is it specific • Is tutoring conducted prior to new learning or only when students are having difficulty	**Project Lead:** Principals Department Chair, Team Leader **Staff:** Science team **Resources:** Student peer tutors **Timeline:** May, 2015	**Formative Notes:** Students are encourage to attend regularly schedule department tutoring or the peer tutoring program available at lunch. **Summative Notes:** This step is complete, however the department is looking at ways to provide tutoring during the lunch period to help those students that ride the bus and cannot participate in tutoring before or after school. Department tutoring is available before and after school and students are permitted to ask questions on any science topics they are studying. Students may ask questions over past, present of future material. Typically students use tutoring services before exams.

Social Studies Improvement Plan

Critical Action: Participate in peer classroom visits within Plano West and other secondary campuses in order to improve the instructional practices of all Social Studies teams, as well as streamline the vertical alignment of the District curriculum

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Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
Visit other classrooms as part of collaborative process • Develop goals/focus for visit • Develop documentation format • Identify teams • Develop visitation schedule in department and other curricular areas • Develop debrief documents – by team / department	**Project Lead:** Department Chair, Administrator **Staff:** Social Studies team **Resources:** **Timeline:** May, 2015	**Formative Notes:** Classroom visits conducted during staff conference periods each semester. **Summative Notes:** Need to develop vertical collaboration and visitation schedule with other Blue Nation schools Cross schedule – goal for next year
Fully discuss instructional strategies following observations • Team shares observations with leadership and classroom teachers who hosted visits • Identify teaching strategies to continue, stop, and start • Identify follow-up activities (observations, discussion, professional learning, curriculum development etc.)	**Project Lead:** Department Chair, Administrator **Staff:** Social Studies team **Resources:** **Timeline:** May, 2015	**Formative Notes:** Teams had the opportunity to debrief following the classroom observations. **Summative Notes:** Add flip observation for next school year.

Critical Action: 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
Develop teacher strategies for extended learning opportunities • Collect documentation of extended learning strategies from staff • Foster additional team collaborative time • Discuss extended learning strategies in team meetings • Develop collaborative instrument for sharing among	**Project Lead:** Department Chair, Administrator **Staff:** Social Studies team **Resources:** **Timeline:** May, 2015	**Formative Notes:** Teams developed extended learning strategies such as projects (individual/small group), etc. Also, students were encouraged to enrich their learning opportunities outside the classroom by participating in Social Studies related clubs/organizations and competitions, ie World

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
faculty – establishing timelines		Quest, UIL events, Whiz Quiz, etc… **Summative Notes:** Develop additional classroom based extended learning strategies in the future to further engage students that demonstrate early mastery.

Critical Action: Student achievement of Final Level II standard or higher on STAAR

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Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
STAAR rate for all students - Utilize accessible data, identify students with the potential to achieve Level III standard on STAAR - Provide enriched learning opportunities for identified students – both during and outside of class - STARR Advanced Academic Performance>40%	**Project Lead:** Department Chair, Administrator **Staff:** Social Studies team **Resources:** **Timeline:** May, 2015	**Formative Notes:** Students completed the Jarrett review workbooks, as well as additional materials developed by the team. Student will competed in various Social Studies academic competitions (UIL, Academic WorldQuest, Citizen Bee, etc.), and represented the school well. **Summative Notes:** Preliminary STAAR results indicate near 100% Level II student achievement. Approximately 10 students out of ~1350 students fell short. Preliminary STAAR results indicate ~61% Level III Advanced achievement, an increase of nearly 20 percentage points.
Provide intervention for students at risk of course or STAAR failure - Utilize accessible data, identify below level and on level dependent, on level independent and independent students at risk of course or STAAR failure - Encourage tutorials - Provide tutorial bus information - Monitor student progress for possible CMIT interventions - Provide additional structured tutorial options for US Government and Economics students - Prominently display tutorial opportunities - Provide tutorial options for students requiring bus transportation	**Project Lead:** Department Chair, Administrator **Staff:** Social Studies team **Resources:** Academic Support Coordinator **Timeline:** May, 2015	**Formative Notes:** 5 current EOC non-mastery students have been identified. Mock STAAR test in April will identify new 11th grade students needing additional EOC support. Bus information for tutorials and tutorial schedules have been advertised and are posted for all students. Ongoing parental contacts are occurring through phone calls, emails, progress reports, and MyPISD postings. Both US Gov't and Economics teams have grown and are actively working cooperatively with shared assignments, ideas, and assessments. Tutorials developed and implemented with each department team.

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
• Increase Economics and US Government teacher collaboration and planning • Increase frequency of parental contacts to encourage student success		**Summative Notes:** Preliminary STAAR data indicates that the strategies have been successful. Very few students did not meet Level II standard. Interventions will be provided for those students in the fall.
Incorporate AP/AVID strategies to improve student reasoning on objective assessments • Identify effective strategies • Monitor student progress to measure effectiveness of identified strategies	**Project Lead:** Department Chair, Administrator **Staff:** Social Studies team **Resources:** **Timeline:** May, 2015	**Formative Notes:** Collected AP / AVID strategies and implemented WICOR processes into lesson plans. Monitored progress with pass / fail rates of sections and STAAR / AP results **Summative Notes:** STAAR results and overall student performance in Social Studies indicates that the strategies used have been successful. These strategies will be continued, with attention to specific strategies that are most effective.

Violence Prevention and Bullying Improvement Plan

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

Strategies for Accomplishing Critical Action:

Applicable Students	Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
Staff	**PREVENTION:**				
	Identify high risk areas. **(Required)**	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	May, 2015	Areas of high risk have been identified.
	Monitor high risk areas. **(Required)**	Principal Designee	Staff assignments/ schedule	May, 2015	Staff Hall Duty Schedule is in place.
	Follow Campus Rules/Expectations. **(Required)**	Principal	Code of Conduct, District Handbook Campus Handbook	May, 2015	Back to school inservice staff is apprised of campus expectations for behavior.
Staff	**EDUCATION:**				
	Participate in annual staff training on bullying/sexual harassment. **(Required)**	Principal or designee	Handouts/PowerPoint	May, 2015	Back to school inservice staff is apprised of campus expectations for behavior.
	Review referral process. **(Required)**	Principal or designee	Campus referral plan	May, 2015	Back to school inservice staff is apprised of campus expectations for behavior.
Staff	**INTERVENTION:**				
	Establish recommended intervention strategies for classroom/campus. **(Required)**	Principal or designee (campus discipline staff)	Discipline Management Plan	May, 2015	Back to school inservice staff is apprised of campus expectations.
	Implement campus referral plan. **(Required)**	Principal or designee	Campus Referral Plan	May, 2015	Back to school inservice staff is apprised of campus expectations.
	Utilize Discipline Management strategies. **(Required)**	Principal or designee	Discipline Management Plan	May, 2015	Back to school inservice staff is apprised of campus expectations.
All Students	**PREVENTION:**				
	State clear student expectations/campus rules/citizenship. **(Required)**	Principal or designee	Code of Conduct/ Student-Parent Handbook	August-September, 2014	During the first week of school, staff reviews student expectations with their classes.
	Monitor high risk areas. **(Required)**	All staff	Schedule (if necessary)	May, 2015	Staff Hall Duty Schedule is in place.

Applicable Students	Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
All Students	EDUCATION:				
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	September, 2014	During the first week of school, staff reviews student expectations with their classes.
All Students	**INTERVENTION:**	(Please complete cells below)			
	Apply classroom interventions: **(Required)**	All teachers	Discipline Management Plan	May, 2015	During the first week of school, staff reviews student expectations with their classes.
	Employ discipline interventions: **(Required)**	Designated staff	Administrators/Teachers	May, 2015	During the first week of school, staff reviews student expectations with their classes.
	Use other intervention strategies as necessary/appropriate. **(Required)**	Administrative staff or counselors	Crisis Intervention Protocols, Bullying/Harassment Intervention Plan	May, 2015	CMIT meetings, conferences, etc are held as needed.
	Conference with parents/students. **(Required)**	Teachers or other staff	Discipline data/history, Code of Conduct, Policy/Procedures, Intervention strategies	May, 2015	CMIT meetings, conferences, etc are held as needed.

Parental Involvement

Critical Action: 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 Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
Assist parents with planning for their graduating senior children through Senior Parent Night.	**Project Lead:** Director of Guidance, Administrators **Staff:** Counselors, Administrators **Resources:** **Timeline:** December, 2014	**Formative Notes:** Senior Parent Night took place on September 10, 2014, and was well attended. **Summative Notes:** Parents are well prepared for their child's graduation plan by the end of the school year as evidenced by few, if any, issues that appeared at the end of the school year.
Encourage parent involvement in their child's academic success through Parent Portal.	**Project Lead:** Director of Guidance, Administrators **Staff:** Counselors, Administrators **Resources:** **Timeline:** December, 2014	**Formative Notes:** Information provided to parents at the beginning of the school year and throughout the semester. **Summative Notes:** Many parents utilize Parent Portal to monitor student progress. Concerns exist regarding the timeliness of teacher input of grades as related to the ability of parents to intervene in time to positively affect grades for struggling students.
Encourage parent participation through the Plano West PTSA, booster club membership, and parent volunteer programs.	**Project Lead:** Administrators **Staff:** Administrators, Organization Sponsors **Resources:** **Timeline:** May, 2015	**Formative Notes:** Plano West has a high parent participation rate in booster organizations and PTSA membership. Parent volunteers are on campus daily to assist with office clerical duties. **Summative Notes:** While we have healthy organizational/volunteer memberships, the CSEAS Parent Involvement survey indicates that parental involvement at the senior high school level is an area for continued focus.
Encourage personal communication (telephone or meetings) between teachers and parents whenever students are at risk of being unsuccessful in class.	**Project Lead:** Administrators **Staff:** Counselors, Administrators, Teachers **Resources:** **Timeline:** May, 2015	**Formative Notes:** Teachers are encouraged to make personal contact with parents of at-risk students by administration at the end of each grading period, with special emphasis at the end of each semester.

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
		Summative Notes: Some teachers struggle with making personal contact with parents of at risk students due to lack of up to date contact information. Some parents have expressed concerns regarding a lack of personal contact with their child's teachers.
Invite parents to participate in Open House activities in the Fall and Spring semesters	**Project Lead:** Administrators **Staff:** Counselors, Administrators, Teachers **Resources:** **Timeline:** May, 2015	**Formative Notes:** Plano West has high attendance at the Fall Open House and Movin' Out West in the Spring semester. **Summative Notes:** These are excellent opportunities for parents to connect with the campus, and have been successful. Parking has been a concern noted, and additional communication with the community may be needed.
Provide access to parenting/education resources for Hispanic and Economically Disadvantaged families through the West Cluster Family Services Initiatives (Plaza program, parent partners)	**Project Lead:** Administrators, Counselors **Staff:** Counselors, Administrators **Resources:** **Timeline:** May, 2015	**Formative Notes:** Counselors provide guidance and resources to parents throughout the year as needed. **Summative Notes:** These services are critical to our community, and have been successful.
Provide effective, timely communication to parents through Wolf Howl (e-news), Parent Newsletter, Calling System, PWSH website, Naviance, and Twitter.	**Project Lead:** Administrators, Counselors **Staff:** Administrators, Support Staff, Teachers **Resources:** **Timeline:** May, 2015	**Formative Notes:** E-News is sent to parents on a daily basis, and Twitter is frequently used to provide timely notifications. The PWSH website is frequently updated to provide up to date information. Counselors, Teachers, and Registrar frequently provide guidance to students regarding use of the Naviance system. **Summative Notes:** Parents appear to be well informed regarding Plano West activities, as evidenced by high participation and no expressed concerns regarding inadequate communication.
Upgrade and maintain the campus website for easy access and increased communication with the community.	**Project Lead:** Administrators, Counselors **Staff:** Administrators, Webmaster **Resources:** **Timeline:** May, 2015	**Formative Notes:** The PWSH webmaster is provided time each day to maintain and update the campus website. She responds quickly to requests to add material, and removes outdated material as appropriate. **Summative Notes:** The PWSH website continues to be a valuable resource to our community. Parents and students frequently mention that they

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
		have accessed PWSH information via the web. We continue to assess the ease of use and adjust continually.
Provide opportunities for parents to meet with counselors to develop college/career readiness plans for their children through academic conferences.	**Project Lead:** Director of Guidance Counselors **Staff:** Counselors **Resources:** **Timeline:** May, 2015	**Formative Notes:** Academic Conferences began in February and were completed by mid-April. **Summative Notes:** The counselors do an excellent job of preparing families for the senior year of high school, and what lies beyond.
PTSA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	**Project Lead:** Principal **Staff:** Administrators, PTSA **Resources:** **Timeline:** May, 2015	**Formative Notes:** Communication between the PTSA president and Mrs. King is frequent and productive. Monthly meetings are scheduled, and additional communication occurs as needed. **Summative Notes:** The frequent communication between the PTSA and Mrs. King allows our PTSA to provide stellar service to our campus. Our teachers feel well supported and appreciated due to the efforts of our PTSA.
Provide parenting tips and support through various PTSA Parent Programs.	**Project Lead:** Administrators, Counselors **Staff:** Administrators, Counseling Staff, PTSA **Resources:** **Timeline:** May, 2015	**Formative Notes:** The PWSH PTSA and booster programs provide timely topics to assist parents. **Summative Notes:** It is a challenge to bring large parent attendance to such events from the community at large. By the time a student is a junior or senior, many parents are stretched thin with student activities and other commitments.
Provide parents the opportunity to prepare for their child's college experience through College Night and Financial Aid Planning Night.	**Project Lead:** Director of Guidance **Staff:** Counselors, Administrators **Resources:** **Timeline:** December, 2014	**Formative Notes:** College Night took place on September 14, and Financial Aid Planning Night occurred on October 22. **Summative Notes:** These events are very popular and well attended by our community.
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.	**Project Lead:** Director of Guidance **Staff:** Counselors, Support Staff **Resources:**	**Formative Notes:** Information is provided by the Counseling staff during academic conferences, Senior Parent Night, and throughout the school year.

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
	Timeline: May, 2015	**Summative Notes:** This information is accessed by students and parents, as evidenced by the large number of students that successfully navigate the college admission process.

Highly Qualified Teacher Improvement Plan

Critical Action:

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

Strategies for Accomplishing Critical Action:

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	Completed
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	Completed
To attract and retain highly qualified applicants for bilingual students, Plano ISD offers a salary stipend.	HR	Operating Fund	Aug 2014 - July 2015	Completed
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	Completed
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	Completed
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	Completed