



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

Frankford Middle School

Principal: Shurandia Holden

Mission Statement: Frankford Middle School is committed to providing all students with a successful, nurturing environment that promotes academic excellence and respect for all.

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): 9/22/2014
- Meeting 2: Progress monitoring and review of strategic plan (by February 2, 2015): 1/12/2015
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 12, 2015): 5/19/2015

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

- Non-Title I
- Title I Schoolwide
- Title I Targeted Assistance
- TA Campus transitioning to Title I Schoolwide

SBIC Committee

Committee Member's Name	Role	Year 1st Participated on SBIC
Shelia Underwood	Faculty Member	2012
Jennifer Valliere	Faculty Member	2013
Noelle Witte	Faculty Member	2014
Karyn Wynn	Faculty Member	2012
Anna Vines	Faculty Member	2014
Ashley Harris	Faculty Member	2014
Marette Watson	Faculty Member	2013
Melanie Steenbergen	Faculty Member	2012
Jeff McDonnell	Faculty Member	2012
Shurandia Holden	Principal	2012
Andrea Wigginton	Assistant Principal	2012
James Dearing	Administrative Intern	2014
Ormie Melton	District Professional	2012
Ginger Hagood	Campus Professional, Non-teaching	2013
Sheryl Haggblade	Support Staff Member	2014
Kim Lacey	Parent-Selected by PTA	2013
Elizabeth Satz	Faculty Member/Parent	2014
Michael Thibodeaux	Parent	2014
Antonia Reisinger	Parent	2014
Brandon J. Motte Sr	Parent	2014
Cynthia & Robert Buse	Business Representative	2014
Tad Miller	Business Representative	2014

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).

Campus-Wide Goals	Title I Components	Applicable Student Groups
Health, Fitness and Attendance: The campus will utilize their coordinated health program and analyze their student fitness data to set goals and objectives to encourage the health, fitness and attendance of their students.	FSP	All
Violence Prevention and Bullying: The violent incidents will meet the target measure. Measure: Decrease mutual combat incidents by 15%	FSP	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.	IPI	All
Highly Qualified: The highly qualified rate will meet the 100% target measure.	THQ OPD AHQ	All

Comprehensive Needs Assessment

Prior to setting long-range goals or measurable campus performance objectives, effective campus planning and decision-making teams reviewed the most current, accurate needs assessment information available. Teams used this review to determine the effectiveness of educational programs for each and every student population served.

<p>DEMOGRAPHICS</p> <p><i>Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Enrollment <input checked="" type="checkbox"/> Attendance <input checked="" type="checkbox"/> Ethnicity <input type="checkbox"/> Gender <input type="checkbox"/> Mobility/Stability <input type="checkbox"/> Special Program Participation <input checked="" type="checkbox"/> At-Risk by Category <input checked="" type="checkbox"/> Teacher-Student Ratios <input type="checkbox"/> Graduation, Completion, Dropout, and GED rates <input type="checkbox"/> Course/Class Assignments <input type="checkbox"/> College/University/Dual Credit/Advanced <input type="checkbox"/> Placement Enrollment 	<p>STUDENT ACHIEVEMENT</p> <p><i>Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> State Assessment Data <input checked="" type="checkbox"/> TELPAS and AMAO Results <input type="checkbox"/> SAT/ACT/PSAT Results <input type="checkbox"/> Advanced Course/Dual Enrollment Data <input checked="" type="checkbox"/> Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures <input checked="" type="checkbox"/> State and AYP Data Tables <input type="checkbox"/> Texas Success Initiative (TSI) Data <input checked="" type="checkbox"/> Course/Class Grades <input type="checkbox"/> Graduation, Completion, Dropout, and GED Rates; Diploma Types <input type="checkbox"/> Promotion/Retention Rates <input type="checkbox"/> Classroom and Program Assessments and Other Data Student Work 	<p>CURRICULUM, INSTRUCTION AND ASSESSMENT</p> <p><i>The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Standards-Based Curriculum Resources and Materials <input checked="" type="checkbox"/> Scope and Sequence; Pacing Guides; and/or Other Focus Documents <input type="checkbox"/> Foundation Course/Class Materials <input checked="" type="checkbox"/> Enrichment Course/Class Materials <input checked="" type="checkbox"/> Technology <input type="checkbox"/> Instructional Design/Delivery; High-Yield Strategies <input checked="" type="checkbox"/> Lesson Study/Delivery Processes <input type="checkbox"/> Collaborative Horizontal and Vertical Team Alignment Processes <input type="checkbox"/> Student-Specific/Differentiated Strategies and Processes <input type="checkbox"/> Other Assessments <input checked="" type="checkbox"/> Class, School, and Special Program Schedules 	<p>Technology</p> <p><i>Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Technology Infrastructure, Networks, etc. <input checked="" type="checkbox"/> Technology Hardware and Software <input checked="" type="checkbox"/> Classroom Technology Needs by Area, Class, Department, etc. <input type="checkbox"/> STaR Chart <input type="checkbox"/> Professional Development/Teacher Preparation <input checked="" type="checkbox"/> Needs in Technology <input checked="" type="checkbox"/> Leadership and Administrative Support Structures for Technology Implementation <input checked="" type="checkbox"/> Resource Allocations <input checked="" type="checkbox"/> Technology Policies and Procedures <input type="checkbox"/> Technology Plan <input type="checkbox"/> Assessment of Technology Skills for Students, Staff and Other Stakeholders
<p>SCHOOL CULTURE AND CLIMATE</p> <p><i>School culture refers to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Surveys <input type="checkbox"/> Questionnaires <input type="checkbox"/> Focus Groups <input type="checkbox"/> Interviews <input checked="" type="checkbox"/> Feedback Data <input checked="" type="checkbox"/> Classroom and School Walkthrough Data <input checked="" type="checkbox"/> Parent Conferences, Meetings, etc. 	<p>STAFF QUALITY, RECRUITMENT AND RETENTION</p> <p><i>Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher Certification/Qualification Data <input checked="" type="checkbox"/> Paraprofessional and Other Staff Qualifications <input checked="" type="checkbox"/> Staff Effectiveness in Relation to Student Achievement <input checked="" type="checkbox"/> PDAS and/or Other Staff Effectiveness Data <input type="checkbox"/> Staff Mobility/Stability <input checked="" type="checkbox"/> Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc. <input type="checkbox"/> Professional Development Data <input checked="" type="checkbox"/> Teacher-Student Ratios <input type="checkbox"/> Graduation, Completion, Dropout, and GED rates <input type="checkbox"/> Course/Class Completions, Grades, & Other Data <input checked="" type="checkbox"/> Recruitment and Retention Strategies & Other Data 	<p>SCHOOL CONTEXT AND ORGANIZATION</p> <p><i>School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Structure or Make-Up, e.g., Teaming, Looping, etc. <input type="checkbox"/> Decision-Making Processes <input checked="" type="checkbox"/> Master Schedule <input checked="" type="checkbox"/> Leadership: Formal and Informal <input checked="" type="checkbox"/> Supervision Structure <input checked="" type="checkbox"/> Support Structures: Mentor Teachers <input checked="" type="checkbox"/> Duty Rosters <input checked="" type="checkbox"/> Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc. <input checked="" type="checkbox"/> School Map & Physical Environment <input checked="" type="checkbox"/> Program Support Services, e.g., Extracurricular Activities, After School Programs, etc. <input checked="" type="checkbox"/> Communication: Formal and Informal 	<p>FAMILY AND COMMUNITY INVOLVEMENT</p> <p><i>Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.</i></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Family and Community Participation Counts by Type of Activity <input checked="" type="checkbox"/> Parent Volunteer Information <input type="checkbox"/> Parent Activity Evaluations and Feedback <input type="checkbox"/> Parent and Community Partnership Data <input type="checkbox"/> Mobility/Stability <input checked="" type="checkbox"/> Demographic Data <input type="checkbox"/> Community Service Agencies and Support Services

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>
<p>1. Study and use the district’s written curriculum and ensure the district’s written curriculum is used in every classroom. (Theme 1: Curriculum and Academic Goals)</p>	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> TRA <input checked="" type="checkbox"/> ISR <input type="checkbox"/> TTD <input type="checkbox"/> THQ <input checked="" type="checkbox"/> MSP <input type="checkbox"/> OPD <input type="checkbox"/> FSP <input type="checkbox"/> IPI <input type="checkbox"/> AHQ	<p style="text-align: center;">All</p>
<p>2. Discuss student performance results early and often with the principal, parents and students. (Theme 4: Monitoring Performance and Progress)</p>	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> TRA <input type="checkbox"/> ISR <input checked="" type="checkbox"/> TTD <input type="checkbox"/> THQ <input type="checkbox"/> MSP <input type="checkbox"/> OPD <input type="checkbox"/> FSP <input checked="" type="checkbox"/> IPI <input type="checkbox"/> AHQ	<p style="text-align: center;">All</p>
<p>3. Increase the proficiency rate of economically disadvantage students to narrow achievement gap and improve student performance on STAAR Math, Writing, and Science. (Gap Analysis Worksheet)</p>	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> TRA <input checked="" type="checkbox"/> ISR <input type="checkbox"/> TTD <input type="checkbox"/> THQ <input checked="" type="checkbox"/> MSP <input type="checkbox"/> OPD <input type="checkbox"/> FSP <input type="checkbox"/> IPI <input type="checkbox"/> AHQ	<p style="text-align: center;">Economically Disadvantaged</p>
<p>4. Increase proficiency rate of ELL students in Reading and Math to narrow the achievement gap and improve performance on STAAR. (Gap Analysis & Student Achievement Data Table (Theme 4: Monitoring Performance and Progress))</p>	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> TRA <input checked="" type="checkbox"/> ISR <input type="checkbox"/> TTD <input type="checkbox"/> THQ <input checked="" type="checkbox"/> MSP <input type="checkbox"/> OPD <input type="checkbox"/> FSP <input type="checkbox"/> IPI <input type="checkbox"/> AHQ	<p style="text-align: center;">ELL</p>
<p>5. Increase the number of students meeting STAAR Advanced performance rates. (Theme 4: Monitoring Performance and Progress)</p>	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> TRA <input checked="" type="checkbox"/> ISR <input type="checkbox"/> TTD <input type="checkbox"/> THQ <input checked="" type="checkbox"/> MSP <input type="checkbox"/> OPD <input type="checkbox"/> FSP <input type="checkbox"/> IPI <input type="checkbox"/> AHQ	<p style="text-align: center;">All</p>
<p>6. Increase the proficiency rate of African American and Hispanic students to narrow the gap and improve performance on STAAR and EOC. (Theme 4: Monitoring Performance and progress. Theme 4: Monitoring Performance and Progress)</p>	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> TRA <input checked="" type="checkbox"/> ISR <input type="checkbox"/> TTD <input type="checkbox"/> THQ <input checked="" type="checkbox"/> MSP <input type="checkbox"/> OPD <input type="checkbox"/> FSP <input type="checkbox"/> IPI <input type="checkbox"/> AHQ	<p style="text-align: center;">AA, Hispanic,</p>
<p>7. Increase collaboration among teachers, teams, and departments to foster collaborative planning and reflective feedback by participating in peer classroom visits. (Theme 2: Staff Selection, Leadership & Capacity Building)</p>	<input type="checkbox"/> CNA <input type="checkbox"/> TRA <input checked="" type="checkbox"/> ISR <input type="checkbox"/> TTD <input type="checkbox"/> THQ <input type="checkbox"/> MSP <input checked="" type="checkbox"/> OPD <input type="checkbox"/> FSP <input type="checkbox"/> IPI <input type="checkbox"/> AHQ	<p style="text-align: center;">All</p>
<p>8. Use high yield instructional strategies and programs support rigorous learning. (Theme 3: Instructional Tools: Programs & Strategies)</p>	<input type="checkbox"/> CNA <input type="checkbox"/> TRA <input checked="" type="checkbox"/> ISR <input type="checkbox"/> TTD <input type="checkbox"/> THQ <input checked="" type="checkbox"/> MSP <input type="checkbox"/> OPD <input type="checkbox"/> FSP <input type="checkbox"/> IPI <input type="checkbox"/> AHQ	<p style="text-align: center;">All</p>

<p>9. Use targeted interventions to address learning needs of students. (Theme 5: Intervention & Adjustment)</p>	<input type="checkbox"/> CNA <input type="checkbox"/> TRA <input type="checkbox"/> ISR <input type="checkbox"/> TTD <input type="checkbox"/> THQ <input checked="" type="checkbox"/> MSP <input type="checkbox"/> OPD <input type="checkbox"/> FSP <input type="checkbox"/> IPI <input type="checkbox"/> AHQ	<p>All</p>
<p>10. Increase the proficiency rate of students receiving Special education services to improve academic performance on State Assessments.</p>	<input type="checkbox"/> CNA <input type="checkbox"/> TRA <input type="checkbox"/> ISR <input type="checkbox"/> TTD <input type="checkbox"/> THQ <input checked="" type="checkbox"/> MSP <input type="checkbox"/> OPD <input type="checkbox"/> FSP <input type="checkbox"/> IPI <input type="checkbox"/> AHQ	<p>Special Education</p>

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. Department chair with an additional planning period to assist and observe all grade levels within their content area. (Theme 2: Staff Selection, Leadership. & Capacity Building)	<input type="checkbox"/> CNA <input type="checkbox"/> TRA <input type="checkbox"/> ISR <input type="checkbox"/> TTD <input checked="" type="checkbox"/> THQ <input type="checkbox"/> MSP <input checked="" type="checkbox"/> OPD <input type="checkbox"/> FSP <input type="checkbox"/> IPI <input type="checkbox"/> AHQ	All
2. Teams will focus on curriculum, instruction, and assessment to improve student success. Addition of Morning tutorials and plus one to facilitate instruction. Create Soar classes to focus on current student strand deficiencies within the content area. (Theme 1: Student Learning; Expectations and Goals)	<input type="checkbox"/> CNA <input type="checkbox"/> TRA <input checked="" type="checkbox"/> ISR <input checked="" type="checkbox"/> TTD <input type="checkbox"/> THQ <input checked="" type="checkbox"/> MSP <input type="checkbox"/> OPD <input type="checkbox"/> FSP <input type="checkbox"/> IPI <input type="checkbox"/> AHQ	All
3. Use high-yield instructional strategies as tools to support rigorous learning and close achievement gaps through tutorials and targeted interventions on STAAR. (Theme 5: Recognition, Intervention, & Adjustment)	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> TRA <input checked="" type="checkbox"/> ISR <input type="checkbox"/> TTD <input type="checkbox"/> THQ <input type="checkbox"/> MSP <input type="checkbox"/> OPD <input type="checkbox"/> FSP <input type="checkbox"/> IPI <input type="checkbox"/> AHQ	All
4. Incorporate reading strategies across grade levels and discipline to increase student performance in school to improve student performance on STAAR and District Assessments. (Gap Analysis)	<input type="checkbox"/> CNA <input type="checkbox"/> TRA <input checked="" type="checkbox"/> ISR <input type="checkbox"/> TTD <input type="checkbox"/> THQ <input type="checkbox"/> MSP <input type="checkbox"/> OPD <input type="checkbox"/> FSP <input type="checkbox"/> IPI <input type="checkbox"/> AHQ	All
5. Close the gap between special education students and other populations in reading and writing.	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> TRA <input type="checkbox"/> ISR <input type="checkbox"/> TTD <input type="checkbox"/> THQ <input type="checkbox"/> MSP <input type="checkbox"/> OPD <input type="checkbox"/> FSP <input type="checkbox"/> IPI <input type="checkbox"/> AHQ	Special Education
Mathematics 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 to increase number of students receiving advanced performance on STAAR and EOC's. (Theme5: Recognition, Intervention and Adjustment.)	<input type="checkbox"/> CNA <input type="checkbox"/> TRA <input checked="" type="checkbox"/> ISR <input checked="" type="checkbox"/> TTD <input type="checkbox"/> THQ <input checked="" type="checkbox"/> MSP <input type="checkbox"/> OPD <input type="checkbox"/> FSP <input type="checkbox"/> IPI <input type="checkbox"/> AHQ	All
2. Participate in peer classroom visits in order to improve the instructional practices of the team. (Theme 2: Staff Selection, Leadership & Capacity Building)	<input type="checkbox"/> CNA <input type="checkbox"/> TRA <input type="checkbox"/> ISR <input type="checkbox"/> TTD <input checked="" type="checkbox"/> THQ <input type="checkbox"/> MSP <input checked="" type="checkbox"/> OPD <input type="checkbox"/> FSP <input type="checkbox"/> IPI <input type="checkbox"/> AHQ	All
3. Teachers will study exactly what is to be taught and learned and to what level of mastery at their grades and their subjects: focus on curriculum alignment and consistency. (Theme 1: Student learning : Expectations and Goals)	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> TRA <input checked="" type="checkbox"/> ISR <input type="checkbox"/> TTD <input type="checkbox"/> THQ <input type="checkbox"/> MSP <input type="checkbox"/> OPD <input type="checkbox"/> FSP <input type="checkbox"/> IPI <input type="checkbox"/> AHQ	All
4. Increase the number of African Americans, special education, ELL, and economically disadvantage student populations. Students achieving satisfactory performance on STAAR; to close the achievement gap. (Gap Analysis)	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> TRA <input type="checkbox"/> ISR <input type="checkbox"/> TTD <input type="checkbox"/> THQ <input type="checkbox"/> MSP <input type="checkbox"/> OPD <input type="checkbox"/> FSP <input type="checkbox"/> IPI <input type="checkbox"/> AHQ	AA, Sped, ELL, Economically Dis.

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 industrial practices of the team. (Theme 2: Staff Selection, Leadership and Capacity Building)	<input type="checkbox"/> CNA <input type="checkbox"/> TRA <input type="checkbox"/> ISR <input type="checkbox"/> TTD <input checked="" type="checkbox"/> THQ <input type="checkbox"/> MSP <input checked="" type="checkbox"/> OPD <input type="checkbox"/> FSP <input type="checkbox"/> IPI <input type="checkbox"/> AHQ	All
2. Study exactly what is to be taught and learned and to what level of mastery at their grade level and subject. (Theme 1: Student Learning: Expectations and Goals)	<input type="checkbox"/> CNA <input checked="" type="checkbox"/> TRA <input checked="" type="checkbox"/> ISR <input type="checkbox"/> TTD <input type="checkbox"/> THQ <input type="checkbox"/> MSP <input type="checkbox"/> OPD <input type="checkbox"/> FSP <input type="checkbox"/> IPI <input type="checkbox"/> AHQ	All
3. Align all instruction with the district’s written curriculum and assessment schedules for transition to next grade level. (Theme 1: Student Learning : Expectations and Goals)	<input type="checkbox"/> CNA <input type="checkbox"/> TRA <input checked="" type="checkbox"/> ISR <input type="checkbox"/> TTD <input type="checkbox"/> THQ <input type="checkbox"/> MSP <input type="checkbox"/> OPD <input type="checkbox"/> FSP <input type="checkbox"/> IPI <input type="checkbox"/> AHQ	All
4. Use high-yield instructional strategies as tools to support rigorous learning to close achievement gaps through intervention and tutorials for African Americans, special education, ELL, and economically disadvantage student populations. (Theme 5: Recognition, Intervention and Adjustment)	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> TRA <input checked="" type="checkbox"/> ISR <input type="checkbox"/> TTD <input type="checkbox"/> THQ <input type="checkbox"/> MSP <input type="checkbox"/> OPD <input type="checkbox"/> FSP <input type="checkbox"/> IPI <input type="checkbox"/> AHQ	AA, ELL, Economically Dis. Special Education
Social Studies 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 to increase number of student scoring advanced performance on STAAR. (Theme 5: Recognition Intervention and Adjustment)	<input type="checkbox"/> CNA <input type="checkbox"/> TRA <input checked="" type="checkbox"/> ISR <input checked="" type="checkbox"/> TTD <input type="checkbox"/> THQ <input checked="" type="checkbox"/> MSP <input type="checkbox"/> OPD <input type="checkbox"/> FSP <input type="checkbox"/> IPI <input type="checkbox"/> AHQ	All
2. Use high-yield instructional strategies as tools to support rigorous learning. (Theme 5: Recognition, Intervention and Adjustment)	<input type="checkbox"/> CNA <input type="checkbox"/> TRA <input type="checkbox"/> ISR <input type="checkbox"/> TTD <input checked="" type="checkbox"/> THQ <input type="checkbox"/> MSP <input checked="" type="checkbox"/> OPD <input type="checkbox"/> FSP <input type="checkbox"/> IPI <input type="checkbox"/> AHQ	All
3. Analyze student performance data to inform team discussions and decisions. (Theme 2: Staff Selection, Leadership and Capacity Building)	<input type="checkbox"/> CNA <input type="checkbox"/> TRA <input checked="" type="checkbox"/> ISR <input type="checkbox"/> TTD <input type="checkbox"/> THQ <input type="checkbox"/> MSP <input type="checkbox"/> OPD <input type="checkbox"/> FSP <input type="checkbox"/> IPI <input type="checkbox"/> AHQ	All
4. Improve Reading strategies in History classes across grade levels to narrow achievement gap and improve student performance within the special education population. (Gap Analysis)	<input checked="" type="checkbox"/> CNA <input type="checkbox"/> TRA <input type="checkbox"/> ISR <input type="checkbox"/> TTD <input type="checkbox"/> THQ <input type="checkbox"/> MSP <input type="checkbox"/> OPD <input type="checkbox"/> FSP <input type="checkbox"/> IPI <input type="checkbox"/> AHQ	All

ELA Improvement Plan (Reading and Writing)

Critical Action: Participate in peer classroom visits in order to improve the instructional practices of the team. (Theme 2: Staff Selection, Leadership. & Capacity Building)

Critical Action addresses the following Title I components: CNA ISR THQ OPD IPI TRA TTD MSP FSP AHQ

Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Funding, Resources, Timeline	Formative & Summative Notes and Reflections
More efficient use of planning time.	Project Lead: Department Head Staff: ELA/Reading teachers Resources: Written notes and discussion; Timeline: Weekly team meetings	Agenda, lesson plans, administrative attendance, instructional coaches invited to attend, department chairs attend. SOAR classes to address reading skills and study skills.
Department chair with an additional planning period to assist and observe all grade levels within their content area.	Project Lead: Department heads Staff: Team/Level teachers Timeline: All year	After visits discuss observations/instructional strategies with team. Attend grade level department planning meetings.
Schedule time for teachers to meet following peer observation to discuss the instructional strategies that were observed.	Project Lead: Principal/Department Chair Staff: Team/level teachers Resources: Sub codes, Notes taken or reflection; Timeline: First semester	Notes on identified focus Schedule: visits to schools using best practices-first semester

Critical Action: Teams will focus on curriculum, instruction, and assessment to improve student success. (Theme 1: Student Learning; Expectations and Goals)

Critical Action addresses the following Title I components: CNA ISR THQ OPD IPI TRA TTD MSP FSP AHQ

Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Funding, Resources, Timeline	Formative & Summative Notes and Reflections
Analyze and identify the academic objectives in the district’s written curriculum, learning targets TEKS.	Project Lead: Dept. Chair, team Leaders Staff: District coordinators, All teachers Resources: PISD Curriculum Timeline: All year	ELA currently discussing best practice assessments. Planning Meetings: Ongoing discussion about curriculum at weekly planning meetings and Dept. meetings.

Action Step	Project Lead, Staff, Title I Funding, Resources, Timeline	Formative & Summative Notes and Reflections
Study both student work samples and common assessment results in team meetings.	Project Lead: Teachers Staff: Teachers Resources: Assessments Timeline: All year	Study and discuss samples of assessments during weekly planning meetings.
Modify and accommodate for special education and ELL students	Project Lead: Teachers/Dept. Chair Staff: Teachers, Specialists Resources: Assessments, Curriculum Timeline: All year	Work samples and notes from specialist visits
Discuss what worked and what didn't work in each classroom. Revise the lesson plan, and bank it for future use linked to learning targets and TEKS.	Project Lead: Team/level teachers; Dept. Chair Staff: Teachers Resources: lesson plans, curriculum, TEKS Timeline: All year	Meetings: Notes on identified focus; lesson plans accessible. Revising plans on a continuous basis to meet student needs.

Critical Action: Use high-yield instructional strategies as tools to support rigorous learning and close achievement gaps through tutorials and targeted interventions on STAAR. (Theme 5: Recognition, Intervention, & Adjustment)

Critical Action addresses the following Title I components: CNA ISR THQ OPD IPI TRA TTD MSP FSP AHQ

...
Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Funding, Resources, Timeline	Formative & Summative Notes and Reflections
Create Soar classes to focus on student deficiencies with in Reading and Language arts.	Project Lead: Reading Department, Title I, Staff: ELA teachers; Resources: Scholastic subscriptions, district Ezine software; Timeline: all year	Small groups formed from assessment data, incorporating science and social studies text, software and scholastic math and science
PLUS one schedule	Project Lead: Administrators, Department Chairs, Title I, Staff: All; Resources: Current curriculum, Think thru Math, Bridging the Gap material; Timeline: All year	Master Schedule, administrative notes
Targeted Tutorials offered in the mornings and afternoons	Project Lead: teachers; Title I, Staff: Teachers, Resources: Late Bus, curriculum; Timeline: September 15-May 15.	Transportation log, student sign in, morning tutorials, Plus period and teacher plans. Saturday school began in February ended in April.

Critical Action: ... Incorporate reading strategies across grade levels and discipline to increase student performance in school to improve student performance on STAAR and District Assessments. (Gap Analysis)

Critical Action addresses the following Title I components: CNA ISR THQ OPD IPI TRA TTD MSP FSP AHQ

Action Step	Project Lead, Staff, Title I Funding, Resources, Timeline	Formative & Summative Notes and Reflections
Provide staff training on best instructional strategies to assist in cross discipline instruction.	Project Lead: Reading department chair; Staff: All teachers; Resources: Staff meetings, team meetings, reading specialist; Timeline: All year	Staff meeting agenda and calendar. Kim Edmonds and Joel trained staff on ESL strategies. Aretha Lee worked with ELA throughout the year.
Provide reading material for every student based on their reading level and interest.	Project Lead: Librarian; Staff: All teachers; Resources: budget; Timeline: All year	Budget
Incorporate WICOR strategies across disciplines.	Project Lead: Avid department Chair; Staff: All teachers; Resources: Staff meetings, team meetings, reading specialist; Timeline: All year	WICOR posters, examples, staff trainings, staff attending AVID Pathways Trainings

Critical Action: Close the gap between special education students and other populations in reading and writing.

Critical Action addresses the following Title I components: CNA ISR THQ OPD IPI TRA TTD MSP FSP AHQ

Action Step	Project Lead, Staff, Title I Funding, Resources, Timeline	Formative & Summative Notes and Reflections
Study skill sections, Soar sections, Plus Period, and additional resource ELA/ESL sections to provide more individualized instruction.	Project Lead: Special education and ESL Department chair, Title I teacher; Staff: Special education teachers, ESL teachers; Resources: curriculum, academic specialists; Timeline: All year	Lesson plans and master schedule. Saturday school sessions targeted on reading and writing.
Provide teachers with additional trainings on how to incorporate and use modifications and Accommodations with struggling students.	Project Lead: Special Education department chair, academic specialist; Staff: teachers; Resources: meeting schedule ; Timeline: all year	Scheduled staff meetings, planning meetings, and department meetings. Lesson plans, quizzes, and tests. Master Calendar, meeting agenda, and notes.

Mathematics Improvement Plan

Critical Action: Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives to increase number of students receiving advanced performance on STAAR and EOC's. (Theme5: Recognition, Intervention and Adjustment.)

Critical Action addresses the following Title I components: CNA ISR THQ OPD IPI TRA TTD MSP FSP AHQ

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Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Funding, Resources, Timeline	Formative & Summative Notes and Reflections
Create and administer comprehension checks to obtain data on student mastery of objective.	Project Lead: Dept. Lead Staff: Grade level teachers Resources: Curriculum, Progress Reports, student work samples Timeline: All year	At weekly meetings discuss comprehension checks and student's mastery of material. Practice Sheets
Team planning to create new learning opportunities that require deeper level of thinking for students who need challenging experiences.	Project Lead: Grade level teachers Staff: Grade Level teachers Resources: Lone STAAR questions, Blooms Taxonomy Timeline: Year long	Weekly team planning meetings, agendas, delegated tasks for each planning member and utilize technology; Lesson plans; 2x per week
Teachers will become familiar with and utilize Carnegie Curriculum and resources.	Project Lead: Coordinators, Administrators, Dept. Chair Staff: grade level teachers Resources: curriculum Timeline: All year	Attend all district trainings and planning meetings. Instructional specialist will visit and observe classrooms providing guidance and implementation strategies for the curriculum. Lesson plans, work samples, and planning notes. Trainings

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

Critical Action addresses the following Title I components: CNA ISR THQ OPD IPI TRA TTD MSP FSP AHQ

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Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Funding, Resources, Timeline	Formative & Summative Notes and Reflections
More efficient use of planning time.	Project Lead: Dept. Chair Staff: Teachers Resources: Agenda, Rubric or guidelines Timeline: October-May	Meetings to discuss instructional practices using notes
Department chair with an additional planning period to assist and observe all grade levels within their content area.	Project Lead: Department heads Staff: Team/Level teachers Timeline: All year	After visits discuss observations/instructional strategies with team. Attend grade level department planning meetings.
Schedule time for teachers to meet following peer observation to discuss the instructional strategies that were observed.	Project Lead: Principal/Department Chair Staff: Team/level teachers Resources: Sub codes, Notes taken or reflection; Timeline: First semester	Notes on identified focus Schedule: visits to schools using best practices

Critical Action: Teachers will study exactly what is to be taught and learned and to what level of mastery at their grades and their subjects: focus on curriculum alignment and consistency. (Theme 1: Student learning: Expectations and Goals)

Critical Action addresses the following Title I components: CNA ISR THQ OPD IPI TRA TTD MSP FSP AHQ

Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Funding, Resources, Timeline	Formative & Summative Notes and Reflections
Provide teachers with resources that connect state assessment items with district written curriculum; should be more specific than state standards.	Project leader: Administrators, District Coordinators, Math teachers, and Counselors Staff: Math Teachers Resources: Assessments, TEKS, Curriculum Resources Timeline: Assessments, TEKS	Working with coordinators, we are purchasing materials to support assessments and instruction. Math department developed clear guidelines for parents and staff to understand the transition from on level courses to honors. Bridging units were developed for students identified as meeting honors criteria.
Continue to analyze curriculum to insure that written objectives adequately describe the knowledge and skills students need to be successful.	Project Lead: Grade level teachers Staff: All teachers Resources: Curriculum, Lesson Plans Timeline: All year	Discuss curriculum during department meeting.
Schedule Transition meetings with previous year math teachers or Elementary Coordinators and High school feeder (Shepton) to discuss vertical alignment.	Project Lead: Dept. Chair, Math Coordinators, Administrators Staff: Teachers Resources: grades, testing data, observations Timeline: Spring 2015	FMS for transition meeting for feeder schools held on December 9 th and April 24 th .

Critical Action: Increase the number of African Americans, special education, ELL, and economically disadvantage student populations. Students achieving satisfactory performance on STAAR; to close the achievement gap. (Gap Analysis)

Critical Action addresses the following Title I components: CNA ISR THQ OPD IPI TRA TTD MSP FSP AHQ

Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Funding, Resources, Timeline	Formative & Summative Notes and Reflections
Use raw scores, SAS data, and MAP scores and Gap Analysis to determine targeted students to provide additional instruction during math academy in the spring	Project Lead: Administrators, Dept. Chair; Title I Staff: Teachers Resources: Budget; Timeline: All year Title 1 Funding: Staff positions, food,	Title I budget request- Saturday Academies, Grant money for morning tutorials. Plus period added to daily schedule. SOAR addressing students who failed Math or Reading the previous year.
Within plus one period, morning and afternoon tutorials use effective strategies to improve student learning.	Project Lead: Classroom teachers Staff: Classroom teachers Resources: Think Through Math, Math Mania Timeline: all year	Weekly tutorials on assigned days Will use student sign-in sheets to monitor attendance. Will use teacher observations, grades and assessments to determine progress. Provide parents will all materials available.
Study skill sections, Soar sections, and additional resource math/ESL sections to provide more individualized instruction.	Project Lead: Special education and Title I teacher, ESL Department chair; Staff: Special education teachers, ESL teachers; Resources: curriculum, academic specialists; Timeline: All year	Lesson plans and master schedule
ESL training provided by Ms. Edmonds "Classroom Instruction that Works"	Project Lead: Administrators, Kim Edmonds; Staff: Teachers; Resources: Books and workbooks; Timeline: all year	Meeting agenda, master calendar, homework, PowerPoint, handouts.

Science Improvement Plan

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

Critical Action addresses the following Title I components:

- CNA
 ISR
 THQ
 OPD
 IPI
 TRA
 TTD
 MSP
 FSP
 AHQ

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Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Funding, Resources, Timeline	Formative & Summative Notes and Reflections
Department chair with an additional planning period to assist and observe all grade levels within their content area.	Project Lead: Science Dept. Chair Staff: Team of teachers Resources: Schedule flexibility, Timeline: All year (at least 3)	Notes from teachers' debriefing sheets, Documentation of schedule of teacher visits; 2014-2015 schedule allows for more visits
Teachers will use graphic organizer to begin their debriefing and to document strategies that are being used by students with different disciplines	Project Lead: Dept. Chair Staff: Teachers Resources: Graphic organizers, notes Timeline: All year	Meeting discussions: Graphic Organizer & Questions will be used to guide discussions. Notes from teachers' debriefing sheets, Documentation of schedule of teacher visits
Teachers will visit peer classrooms on campus to ensure vertical alignment of science TEKS.	Project Lead: Science Department Chair, Administrators, Schedule Staff: teachers Resources: Schedule Timeline: All Year	Notes from teachers' debriefing sheets, Documentation of schedule of teacher visits, Google Doc

Critical Action: Study exactly what is to be taught and learned and to what level of mastery at their grade levels and subject.

Critical Action addresses the following Title I components: CNA ISR THQ OPD IPI TRA TTD MSP FSP AHQ

Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Funding, Resources, Timeline	Formative & Summative Notes and Reflections
Differentiate for Honors students by providing clear guidelines for the science fair and providing rigorous learning opportunities.	Project Lead: Science Fair Coordinator, Department Chair, Teachers, Administrators, Coordinators Staff: Teachers Resources: Curriculum, TEKS, lesson plans Timeline: All year	Lesson plans, Frankford will participate in writing curriculum during the summer of 2015 to create an Honors Curriculum
Students will use their interactive notebook as a self-evaluation piece to determine their level of understanding of the targets after the lesson, lab, assignment, etc.	Project Lead: Science department chair Staff: Science teachers Resources: notebooks, curriculum Timeline: all year	Interactive notebook
Discuss vertical alignment within grade levels to determine depth and scope.	Project Lead: Coordinators, Administrators, Dept. Chair Staff: Science teachers all grade levels Resources: Lesson Plans,	Use Lesson plans; Entire dept. discuss strands and scaffolding; Will schedule meeting with feeder schools in the Spring
Ensure teachers are aware of the specific academic goal and objective of the district's written curriculum, which are based on the TEKS provided by the state.	Project Lead: Science Department Staff: Teachers Resources: TEKS, Curriculum, lesson plans Timeline: All year; Spring meetings	Discuss changes in new curriculum.

Critical Action: Use high-yield instructional strategies as tools to support rigorous learning to close achievement gaps through intervention and tutorials.

Critical Action addresses the following Title I components: CNA ISR THQ OPD IPI TRA TTD MSP FSP AHQ

Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Funding, Resources, Timeline	Formative & Summative Notes and Reflections
Ask teachers to raise their level of questioning techniques and the level of thinking of those questions to challenge the students.	Project Lead: Dept. Chair, Administrators Staff: Teachers Resources: Bloom’s Taxonomy, Curriculum, Lesson plans Timeline: All year	Meetings: Write example questions and discuss importance of higher level questioning. Use Curriculum and add questions to lesson plans.
During peer observations, document higher-level questions that were observed and whether the students were able to answer those.	Project Lead: Teachers Staff: Teachers Resources: Bloom’s Taxonomy, Peer Observation notes Timeline: All year	Schedule peer visits, allow time for reflection and discussion during team and dept. meetings.
Teachers perform weekly homework checks to assure student mastery of science concepts prior unit tests.	Project Lead: Dept. Chair Staff: Teachers Resources: Bloom’s chart, Timeline: All year	Work in progress; Add to display in classroom

Critical Action: Increase the number of African American and Hispanic Students achieving satisfactory performance on STAAR to close the achievement gap.

Critical Action addresses the following Title I components: CNA ISR THQ OPD IPI TRA TTD MSP FSP AHQ

Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Funding, Resources, Timeline	Formative & Summative Notes and Reflections
Teachers will provide Soar classes and study skill classes with materials to reinforce spiraling of TEKS.	Project Lead: Dept. Chair, Staff: Science Teachers Resources: curriculum Timeline: all year Title 1 Staff	Lesson plans, meeting notes, agenda
Help teachers increase their knowledge and skills relative to the use of flexible grouping arrangements in their classroom by varying lab grouping, seating arrangements, etc.	Project Lead: John Tedford Staff: Science teacher Resources: PowerPoint, Handouts, Assessment data	Presentation by John Tedford to discuss grouping, reading and understanding assessment data etc. Professional development- time for planning groups
Plus one and targeted morning/afternoon tutorials	Project Lead: Teachers Staff: Teachers Resources: Curriculum, TEKS, assessment data Timeline: All year	Master schedule and master calendar
Create and provide Science Academies during the spring through STAAR camp and after school tutorials.	Project Lead: Science Department; Title I, Staff: Selected Staff ; Resources: Curriculum, assessment data; Timeline: second semester Title 1 Funding: Saturday Tutorials, Food	Master Calendar, title I funds request, budget Interactive labs with support from Deb Johnson and assigned practice sheets were developed.

Social Studies Improvement Plan

Critical Action: Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives to increase number of students scoring advanced performance on STAAR.

Critical Action addresses the following Title I components: CNA ISR THQ OPD IPI TRA TTD MSP FSP AHQ

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Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Funding, Resources, Timeline	Formative & Summative Notes and Reflections
Provide interactive engaging lessons to promote student participation, limiting worksheets.	Project Lead: Administrators, Dept. Chair Staff: Teachers Resources: curriculum, grades, teacher data of tests and projects Timeline: All year	Lesson Plans, curriculum, trainings
Incorporate technology to provide for different learning styles.	Project Lead: Dept. Chair; Eric McDaniels & Daniel Walden Staff: Teachers Resources: computers Timeline: All year	Lesson Plans, Appropriate Apps, provide trainings
Plan enrichment lessons for student's already displaying mastery.	Project Lead: Dept. Chair Staff: Teachers Resources: TEKS Timeline: All year	Lesson plans, curriculum

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

Critical Action addresses the following Title I components: CNA ISR THQ OPD IPI TRA TTD MSP FSP AHQ

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Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Funding, Resources, Timeline	Formative & Summative Notes and Reflections
Use planning time effectively, consistently, and efficiently.	Project Lead: Department Head Staff: ELA/Reading teachers Resources: Written notes and discussion; Timeline: Weekly team meetings	Agenda, lesson plans, administrative attendance, instructional coaches invited to attend, department chairs attend
Department Chair will visit High Schools for vertical alignment.	Project Lead: History department chair; Staff: teachers; Resources: Sub code; Time line: first semester	Observation notes

Critical Action: Improve Reading strategies in History classes across grade levels to narrow achievement gap and improve student performance within the special education population. (Gap Analysis)

Critical Action addresses the following Title I components: CNA ISR THQ OPD IPI TRA TTD MSP FSP AHQ

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Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Funding, Resources, Timeline	Formative & Summative Notes and Reflections
Collaborating with grade level reading teachers and social studies teachers at each grade level implement the reading of a historical article, books, and magazines throughout disciplines.	Project Lead: Dept. Chair Staff: Teachers, Librarian Resources: articles, magazines, books Timeline: All year	Purchased nonfiction books, magazines Books ordered by Librarian
Create small instructional sections for struggling special education students.	Project Lead: History Department Staff: Teachers, Librarian Resources: articles, magazines, books Timeline: 2014-2015	Master Schedule, lesson plans
Provide staff with training on using modifications and accommodations to improve instruction for identified students.	Project Lead: Staff: teachers Resources: Planning time Timeline: 2014-2015	Staff Meetings, Agenda, Handouts, power points,

Health, Fitness and Attendance

Critical Action:

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

Strategies for Accomplishing Critical Action:

Applicable Students	Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
	COORDINATED SCHOOL HEALTH: Forms are available on inside.pisd				
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. (Required - Form Provided)	Principal	Campus Wellness Plan	2014-2015	Nutrition Challenge
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain(Shanda Hairston)	Campus Wellness Plan	2014-2015	Relay for Life
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. (Required)	Principal	Coordinated School Health Curriculum	2014-2015	Needed Health class to Master schedule
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. (Required)	P.E. Teacher/ Staff	Coordinated School Health Curriculum	2014-2015	Brain Break
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	2014-2015	Relay for Life, Breast Cancer Awareness, SIDS, Leukemia "Pennies for Patients", FCA leadership run, Heart Awareness, Drug Awareness, Guest Speaker- Earl Young
	FITNESS: Forms are available on inside.pisd				
3-8	Analyze student fitness data to set program goals for school year. (Required - Form Provided)	P.E. Teacher	Program Goal Form	2014-2015	Completed
3-8	All eligible students will be assessed using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	2014-2015	Completed

Applicable Students	Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
4 th & 7 th	(NEW ACTION STEP) Ensure all data for 3 rd -8 th grade students is entered on timely basis, fitness report cards are printed (4th and 7th grade) and sent to parents or linked through myPISD. (Required)	P.E. Teacher	Fitnessgram Student Report	2014-2015	Completed
	PHYSICAL ACTIVITY REQUIREMENTS: Forms are available on inside.pisd				
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. (Required - Form Provided)	Principal	Recommended sample schedules are available upon request MVPA Form	2014-2015	Student Schedules, Lesson Plans, Master Calendar
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers and heart rate monitor	2014-2015	Pedometers and heart rate monitors were no longer functional
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. (Required - Form Provided)	Principal	Yearly Plan Form, Lesson Plans Visible During Class Time Observation	2014-2015	Lesson Plans
K-5	(NEW ACTION STEP) Ensure students are receiving daily unstructured play during recess. (Required)	Principal		NA	
K-5	(NEW ACTION STEP) Ensure students are receiving opportunities for brain breaks and short activity breaks. (Required)	Principal	Resources available upon request	2014-2015	Training to staff during professional development and staff meetings.
	ATTENDANCE: Forms are available on inside.pisd	(Please complete cells below)			
K-8	Monitor attendance of students and follow up on prominent and chronic absences. (Required)	Principal	Administrative Intern, Truancy filed	2014-2015	Truancy reporting
K-8	(NEW ACTION STEP) Fitnessgram administered to promote awareness and data collection (Required)	Principal	Student Goal Form	2014-2015	completed

Violence Prevention and Bullying

Critical Action:

VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (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	2014-2015	Bathrooms, hallways, Bus zone (outside of cafeteria)
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/ schedule	2014-2015	More teachers have been assigned to duty areas; Officer assigned to campus 2 days a week.
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	2014-2015	Posted throughout the building, agenda, SOAR, announcements, Posters, Verbal reminders
Staff	EDUCATION:				
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	2014-2015	Beginning of school PDH
	Review referral process. (Required)	Principal or designee	Campus referral plan	2014-2015	Included in teacher handbook
Staff	INTERVENTION:				
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	2014-2015	Ruby Payne Training: June 18 th Data Entered in OneNote High Risks students are assigned mentors, conference with teachers on strategies
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	2014-2015	August PDH; conference with teachers regularly
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	2014-2015	August PDH, student management
All Students	PREVENTION:				
	State clear student expectations/campus rules/citizenship. (Required)	Principal or designee	Code of Conduct/ Student-Parent Handbook	2014-2015	SOAR Bucks, Soar Store, Frankford's Finest, six weeks Grade Level Awards, 8 th Grade Celebration, Fabulous Falcons

Applicable Students	Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	2014-2014	Duty schedule: Staff assigned to High Risk areas, Address often and monitor students through memos
All Students	EDUCATION:				
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	2014-2015	August PDH
All Students	INTERVENTION:	(Please complete cells below)			
	Apply classroom interventions: (Required)	All teachers	Staff Handbook, Detention forms, Referral Forms	2014-2015	August PDH, Ongoing assistance for teachers in need
	Employ discipline interventions: (Required)	Designated staff	Ruby Payne Trainings and follow-up	2014-2015	Articles and attachments , PDH
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Grace Dearborn Training: New staff and designated staff members	2014-2015	Posters are displayed throughout the building for staff and students. New teachers attended additional training. Drug Counselor on campus ½ day per week. Saftey Net, GEMS, Man up, Keyyss, Women’s Empowerment, Parent Awareness-Drugs in Plano and Social Media, Bullying lessons in the Fall from counseling and Harrassment lessons in the spring, Plus period conduct videos, ISS lesson I.D., Watch Dogs, Tutorial Buses, PBMS, SOAR store, PALS, Chris BianeZ-Guest Speaker, AVID informational parent meeting
	Conference with parents/students. (Required)	Teachers or other staff	Conference times,	2014-2015	Notes, teacher documentation

Parent 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.

Critical Action addresses the following Title I components: CNA ISR THQ OPD IPI TRA TTD MSP FSP AHQ

Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I 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.	Project Lead: Principal, Counselors, PTA Staff: Terri Watkins, Lois Schock Resources: ENews, Website, Remind 101, QR Codes Timeline	Begin working with PTA in the summer to get the message out. Eric McDaniel and Daniel Walden are designated Technical Advisors, Training Cheat sheet for parents
Suggested Action Step: Identify parents without computer/internet access to offer hard copies of school information.	Administrators Lois Schock: CTA Counselors Project Lead: Administrators Staff: Lois Schock: CTA, CIS, Title 1 staff Counselors Resources: Computers Timeline: September - June	Parents sometimes contact us. Teachers report to Lois if student says they need a computer.
Suggested Action Step: PTSA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Project Lead: Principal, PTA Staff: Principal, Kim Lacey Resources: Schedule Timeline A: Monthly	I meet with Kim Lacey regularly to discuss community concerns and plans for the school events. I meet with Michel Mecca to organize student services opportunities
Suggested Action Step: Communicate information through E-News.	Project Lead: Andrea Wigginton Staff: Terri Watkins Resources: eNews, Information Timeline: Weekly	We give information, flyers, etc. to Terri as we receive them for the ENEWS
Suggested Action Step: Upgrade and maintain the campus website for easy access and increased communication with the community.	Project Lead: Principal Staff: Terri Watkins Resources: information Timeline: Weekly; as necessary to keep updated	Website is maintained by Terri Watkins and Andrea Wigginton.
Suggested Action Step: Partner with PTSA to offer parental programs on a variety of topics (academic, social, etc...).	Project Lead: Principal Staff: PTA Administrators, Counselors CIS, Title 1 staff, Title 1 Food & Snacks	Met with PTA Liaisons to plan Parent Education classes and to create a mentoring program. Work with CIS and Title 1 to promote programs: Drug Trends in Plano: September 18 th , Mentoring Orientation-September 25 th

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>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.</p>	<p>Project Lead: Counselors Staff: Counselors, AVID, Life Management, Teachers: Pamela Lomax Resources: Title 1 Funds for food CIS: Contact Parents Timeline: Update as necessary</p>	<p>College Week activities, AVID, Career Day (Nov. 14), Grade level Newsletters</p>
<p>Suggested Action Step: College/Career Readiness- Provide information to Career Path Classes and certification information.</p>	<p>Project Lead: Counselors, AVID Staff: Teachers Resources: Explore test, school environment Timeline: All year</p>	<p>Began with College Door decorations, College Nameplate near door, AVID doses week long college activities, Counselors discuss careers</p>

Highly Qualified Teacher Improvement Plan

Critical Action:

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

Critical Action addresses the following Title I components: CNA ISR THQ OPD IPI TRA TTD MSP FSP AHQ

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	Attended the April 25 th Job Fair and gave feedback to HR Team
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	Participating in interviewing and hiring candidates (2) for Job Fair April 25 th recruitment fair
To attract and retain highly qualified applicants for bilingual students, Plano ISD offers a salary stipend.	HR	Operating Fund	Aug 2014 - July 2015	UTD mentors As part of the interview, discuss languages spoken
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	Pull Out days for teacher enrichment Student teachers assigned to campus UTD tutors
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	August PDH District Curriculum pullouts of staff for various subjects Coordinators visit campus to provide curriculum support
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	HR contacts Administrator regarding any certification concerns Karon Khlar

Annual Measurable Objective (AMO)

A measurement used to determine compliance with the federal No Child Left Behind Act (NCLB). States must develop annual measurable objectives (AMOs) that will determine if a school, district, or the state as a whole is making adequate yearly progress (AYP) toward the goal of having all students proficient in English language arts and mathematics by 2019-20. For Texas, the AMO target for all grades combined is **79%** on the State of Texas Assessments of Academic Readiness (STAAR) English Language Art and mathematics tests.

Critical Action:

For student groups with 25 or more tests, the campus will implement and provide a plan to increase the performance of student groups that did not meet the NCLB Reading or Mathematics Annual Measurable Objective (AMO) of **79%**.

Critical Action addresses the following Title I components: CNA ISR THQ OPD IPI TRA TTD MSP FSP AHQ

Reading AMO

All		African American		Hispanic		White		Special Ed		Economically Disadvantaged		ELL	
% Passed	# Tests	% Passed	# Tests	% Passed	# Tests	% Passed	# Tests	% Passed	# Tests	% Passed	# Tests	% Passed	# Tests
92	1022	85	171	84	234	96	483	74	111	80	297	72	96

Strategies for Accomplishing Critical Action:

Action Step	Formative & Summative Notes and Reflections
Create a structured remediation classes, provide additional instruction during spring academies using selected staff, additional opportunities for tutorials in the morning and the afternoon, School wide designated Friday reading zone, book club, increase the variety of reading materials available in the library, incorporating reading strategies school wide, additional ESL and SPED staff designated to work on reading instruction, moved an ELA staff allocation to 8 th grade to decrease class sizes, provide emotional support through mentoring programs.	Lesson plans, master calendar, master schedule, staff meetings, grade level meetings, team meetings, map data, SAS data, budget, Title I funds for tutorials and food, CIS, Man up, Dallas PD girl empowerment group, mentoring program, Grants, SOAR classes, Study skills classes, Book Club, Parent involvement, eNews

Mathematics AMO

All		African American		Hispanic		White		Special Ed		Economically Disadvantaged		ELL	
% Passed	# Tests	% Passed	# Tests	% Passed	# Tests	% Passed	# Tests	% Passed	# Tests	% Passed	# Tests	% Passed	# Tests
89	1023	78	171	83	234	95	483	76	112	78	298	70	96

Strategies for Accomplishing Critical Action:

Action Step	Formative & Summative Notes and Reflections
Decrease class sizes, create a structured remediation classes, provide additional instruction during spring academies using selected staff, additional opportunities for tutorials in the morning and the afternoon, provide instructional resources to parents, incorporate technology for student engagement, provide teacher training to ensure best practice strategies, more consistent efficient structured planning times, lesson plans analyzed by an administrator, increase differentiation for learning abilities and styles, focus on vocabulary, teach the newly adopted math curriculum, increase usage of WICOR strategies, additional staff to facilitate instruction, and more consistent schedule for title I assistance, provide emotional support through mentoring programs.	Lesson plans, master calendar, master schedule, staff meetings, grade level meetings, team meetings, map data, SAS data, budget, Title I funds for tutorials and food, CIS, Man Up, Dallas PD girl empowerment group, FMS Mentoring Program, SOAR classes, Study Skills, Plano Grant –Math tutorials in the morning.