

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

## Rice Middle School

# LOUD

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# CLEAR

**Principal:** Chris Glasscock

**Mission Statement:** Rice Middle School is an accepting, nurturing, safe community where students are given the freedom to learn and grow as responsible individuals.

## 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): **9/16/2014**
- Meeting 2: Progress monitoring and review of strategic plan (by February 2, 2015): **1/27/2015**
- 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. 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
Sara McCutchen	Faculty Member (Ad Hoc)	2013
Margareta Coveney	Faculty Member	2013
Chad Green	Faculty Member	2012
Jennifer Penny	Faculty Member	2012
Steve Gutierrez	Faculty Member	2014
Maggie Jimenez	Faculty Member	2014
Megan Graves	Faculty Member	2013
Kendyl Zimmerman	Faculty Member	2011
Chris Glasscock	Principal	2006
Ormie Melton	District Professional	2011
Jan Henderson	Campus Professional, Non-teaching	2013
Monisha Pinkston	Support Staff Member	2013
Pinder Chauhan	Parent-Selected by PTA	2014
Lori Baker	Parent-Selected by Principal	2014
Anupama Prasad	Parent	2014
Jennifer Lou	Parent	2014
Visalkashi Vishala	Parent	2014
Noafal Al-Dhahir	Parent	2014
Nick Jivani	Parent	2014
Shazia Sargawala	Community Member/Parent	2014
Lillian Ramos	Community Member/Parent	2014
Lijuan Song	Community Member/Parent	2014
Todd Boone	Business Representative	2013
Shilpa Damle	Business Representative	2013
Gregory Ulteig	Business Representative	2012

## 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
<b>Health, Fitness and Attendance:</b> 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.	9	All
<b>Violence Prevention and Bullying:</b> The violent incidents will meet the target measure. <b>Measure:</b> Reduce specific referrals by 10% as reported in TEAMS	9	All
<b>Parental Involvement:</b> 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
<b>Highly Qualified:</b> The highly qualified rate will meet the 100% target measure.	3, 4, 10	All

### Campus-Wide Critical Actions

<b>Campus-Wide Critical Actions</b> 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.	<b>Title I Components</b>	<b>Applicable Student Groups</b>
1. Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum.	n/a	All students, All grades
2. Study and use the district's written curriculum.	n/a	All students, All grades
3. Ensure that the district's written curriculum is the taught curriculum in every classroom.	n/a	All students, All grades
4. Model and promote substantive collaboration to foster a learning community.	n/a	All students, All grades
5.		
6.		
7.		
8.		
9.		
10.		

## Team Critical-Actions

<b>ELA (Reading and Writing) Critical Actions</b> Areas for improvement identified by <b>STAAR/EOC Needs Assessment</b> and <b>NCEA Diagnostic Reports</b>	<b>Title I Components</b>	<b>Applicable Student Groups</b>
1. Analyze student performance data to inform team discussions and decisions.	n/a	All
2. Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives.	n/a	All
3. Participate in peer classroom visits in order to improve the instructional practices of the team.	n/a	All
4. Study exactly what is to be taught and learned—and to what level of mastery—at their grades and in their subjects.	n/a	All
<b>Mathematics Critical Actions</b> Areas for improvement identified by <b>STAAR/EOC Needs Assessment</b> and <b>NCEA Diagnostic Reports</b>	<b>Title I Components</b>	<b>Applicable Student Groups</b>
1. Participate in peer classroom visits in order to improve the instructional practices of the team.	n/a	All
2. Study exactly what is to be taught and learned—and to what level of mastery—at their grades and in their subjects.	n/a	All
3. Align all instruction with the district's written curriculum and assessment schedules.	n/a	All
4. Use high-yield instructional strategies as tools to support rigorous learning.	n/a	All
<b>Science Critical Actions</b> Areas for improvement identified by <b>STAAR/EOC Needs Assessment</b> and <b>NCEA Diagnostic Reports</b>	<b>Title I Components</b>	<b>Applicable Student Groups</b>
1. Study the specific role that their grade and subject content plays in students' cumulative educational experience.	n/a	All
2. Analyze student performance data to inform team discussions and decisions.	n/a	All
3. Participate in peer classroom visits in order to improve the instructional practices of the team.	n/a	All
4. Collaborate in teams focused on curriculum, instruction, and assessment.	n/a	All
<b>Social Studies Critical Actions</b> Areas for improvement identified by <b>STAAR/EOC Needs Assessment</b> and <b>NCEA Diagnostic Reports</b>	<b>Title I Components</b>	<b>Applicable Student Groups</b>
1. Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives.	n/a	All
2. Participate in peer classroom visits in order to improve the instructional practices of the team.	n/a	All
3. Study exactly what is to be taught and learned—and to what level of mastery—at their grades and in their subjects.	n/a	All
4. Collaborate in teams focused on curriculum, instruction, and assessment.	n/a	All

## ELA Improvement Plan (Reading and Writing)

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

### Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
1. In grade level team meetings, teachers will utilize SAS data, including Class by RIT, to adapt curriculum instruction in order to better meet the needs of students.	<p><b>Project Lead:</b> ELA administrator; district assessment personnel; ELA department chair</p> <p><b>Staff:</b> ELA teachers</p> <p><b>Resources:</b> SAS data; Class by RIT</p> <p><b>Timeline:</b> all school year 2014-2015</p>	<p><b>Evidence:</b> SAS data; PLC notes; lesson plans</p> <p>9-25-14 – Department Meeting reviewing SAS data, including Class by RIT, A-P Data Reports, and STAAR Reports.</p> <p>12-11-14 – Department Meeting reviewing Rick Wormeli videos and discussion of redo/retake plans.</p> <p>SAS data used for group work and tutorials</p> <p>Tutorials given to those in need of remediation based on SAS scores.</p> <p>We reteach and give alternate assignments based on student performance on assessments. We offer weekly or as needed tutorials for re-teaching concepts.</p>
2. In grade level teams meetings, teachers will utilize SAS data to create targeted lists of students in need of remediation prior to STAAR.	<p><b>Project Lead:</b> ELA department chair; grade level content leader</p> <p><b>Staff:</b> ELA teachers</p> <p><b>Resources:</b> SAS data; previous STAAR results</p> <p><b>Timeline:</b> all school year 2014-2015</p>	<p><b>Evidence:</b> SAS data and previous STAAR results; PLC notes; student lists</p> <p>9-25-14 – Department Meeting reviewing SAS data, including Class by RIT, A-P Data Reports, and STAAR Reports.</p> <p>8<sup>th</sup> grade team reviewed student data and created a “target list” for students needing remediation for reading STAAR.</p> <p>7<sup>th</sup> grade team offered an after-school tutorial prior to writing STAAR.</p>
3. In grade level team meetings, teachers will review student performance on curriculum assessments to determine the level of mastery before advancing in order to allow for appropriate re-teaching.	<p><b>Project Lead:</b> ELA department chair; grade level content leader</p> <p><b>Staff:</b> ELA teachers</p> <p><b>Resources:</b> Pinnacle gradebook/curriculum assessments</p> <p><b>Timeline:</b> all school year 2014-2015</p>	<p><b>Evidence:</b> Grades in Pinnacle; PLC notes; lesson plans</p> <p>Weekly meetings comparing assessment results (grades on essays, projects, and other assignments) while looking for gaps in learning.</p> <p>After reviewing student data from assessments, planning teams search for gaps in learning and skills to adjust future instruction.</p> <p>Collaborative Grading – Teachers meet together to grade assessments to compare student results and look for gaps in learning.</p>

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

**Strategies for Accomplishing Critical Action:**

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>1. In grade level team meetings, teachers will plan appropriate differentiated and extension activities for high-achieving students on each lesson.</p>	<p><b>Project Lead:</b> ELA department chair; grade level content leader</p> <p><b>Staff:</b> ELA teachers</p> <p><b>Resources:</b> online curriculum</p> <p><b>Timeline:</b> all school year 2014-2015</p>	<p><b>Evidence:</b> PLC notes; lesson plans</p> <p>Grade level groups share strategies with the rest of the department at department meetings.</p> <p>Writing Workshop – students are given time each day in English to work on various writing related activities (drafting, editing, reading mentor texts, trying new piece of writing, or working on an independent writing activity), allowing time for extension/enrichment activities and/or remediation/re-teaching.</p> <p>Vocabulary – Students maintain a vocabulary page in their notebooks that they are encouraged to use during SSR or class reading. They add vocabulary from their books to this page and can write it on a sentence strip to put in the “class words” bucket. They can find definitions for self-selected vocabulary when they are finished with in-class assignments. We talk about the vocabulary words they found at the end of the period, and words are added to the class word wall.</p> <p>We offer extensions for almost all lessons. For example: Students may read additional historical fiction books when their book club assignments/activities are completed. We do almost all extensions offered in the curriculum. Students also enjoy using their phones or computers to look up additional information about their topics. Ex: Prohibition, slavery, yellow fever</p>
<p>2. Using Class by RIT data from SAS, teachers will determine the baseline of student knowledge and adjust the depth and complexity of instruction in order to provide appropriate challenge and rigor for all students.</p>	<p><b>Project Lead:</b> ELA department chair; grade level content leader</p> <p><b>Staff:</b> ELA teachers</p> <p><b>Resources:</b> Class by RIT</p> <p><b>Timeline:</b> all school year 2014-2015</p>	<p><b>Evidence:</b> SAS data; PLC notes; lesson plans</p> <p>9-25-14 – Department Meeting reviewing SAS data, including Class by RIT, A-P Data Reports, and STAAR Reports.</p> <p>We also take into account the complexity of the lessons. We differentiate based on the knowledge we have of our students from SAS scores.</p>



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

**Strategies for Accomplishing Critical Action:**

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>1. All teachers in the ELA department will complete at least one peer observation per semester.</p>	<p><b>Project Lead:</b> ELA administrator; ELA department chair  <b>Staff:</b> ELA teachers  <b>Resources:</b> evaluation form; campus master schedule; substitute teachers needed to cover classes  <b>Timeline:</b> each semester 2014-2015</p>	<p><b>Evidence:</b> Pre- and Post-conference notes; completed evaluation form (with 3 focuses)                      Peer Classroom Visits held each semester.                      Teachers complete pre-observation planning and complete post-observation conferences and reflections.                      All teachers used the same observation record based on reflection and observation guides provided by the district professional development department.                      Teachers participate in post-observation follow-up reflections and conferences to share ideas and comment about their experiences.                      Discussion on observations during department meeting.                      We constantly discuss curriculum with teachers that work in different subjects and in different grade levels.</p>

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

**Strategies for Accomplishing Critical Action:**

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>1. Working in grade level teams, all teachers will meet and plan together at least once per week.</p>	<p><b>Project Lead:</b> ELA department chair; grade level content leader  <b>Staff:</b> ELA teachers  <b>Resources:</b> campus master schedule; grade level departmental goals and meeting notebook  <b>Timeline:</b> all school year 2014-2015</p>	<p><b>Evidence:</b> PLC notes; lesson plans                      Weekly planning meetings used to discuss the previous week’s instruction and consider goals for upcoming lessons.                      Grade level planning teams include discussion of the students’ level of mastery on specific skills and concepts.</p>
<p>2. In grade level team meetings, teachers will focus on proper implementation of the curriculum while adapting instruction to meet student needs.</p>	<p><b>Project Lead:</b> ELA department chair; grade level content leader  <b>Staff:</b> ELA teachers</p>	<p><b>Evidence:</b> PLC notes; lesson plans                      During planning meetings, teachers center discussion on the goals of the individual lessons, as well as the unit goals/objectives, to</p>

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
	<p><b>Resources:</b> campus master schedule; grade level departmental goals and meeting notebook; online curriculum</p> <p><b>Timeline:</b> all school year 2014-2015</p>	<p>ensure that there is continued momentum toward the final goal. Planning teams consider the “ideal goal” of each assignment during planning.</p> <p>Students are provided with models of the final product to clearly communicate expected outcomes and assignment structure.</p> <p>Planning groups review the semester exams before administration to ensure that students are prepared.</p> <p>Grade level planning groups review student exam data to determine what skill gaps still exist, allowing the creation of a remediation plan.</p> <p>Planning teams analyze their grade level’s exams to determine what skills were addressed in the exam. Questions with a high percentage of incorrect responses are then targeted for future practice.</p> <p>We follow the curriculum and implement the assignments the best ways we can in order to meet the needs of our students.</p>

## Mathematics Improvement Plan

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

**Strategies for Accomplishing Critical Action:**

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>1. All teachers in the Math department will complete at least one peer observation per semester.</p>	<p><b>Project Lead:</b> Math administrator; Math department chair  <b>Staff:</b> ELA teachers  <b>Resources:</b> evaluation form; campus master schedule; substitute teachers needed to cover classes  <b>Timeline:</b> each semester 2014-2015</p>	<p><b>Evidence:</b> Pre- and Post-conference notes; completed evaluation form</p> <p>September 2014: Gutierrez observed Tippit and Weger during his conference period            October 2014: Tippit observed Brosam twice during her conference period            10/9/15 observations: Brosam (2 periods), Silva (2 periods), and Coveney (2 periods)            5/12/15 observations: Tippit (2 periods), Gutierrez (2 periods), Liu, and Cassidy observations            5/23/15 observations: Brosam, Silva, Coveney (2 periods), and Swanson (2 periods) observations            Ongoing: Thomé, as department head, does observations nearly every week of other math teachers in the building</p> <p>Teachers were able to see other classroom management styles, instructional delivery, monitoring of students (including formative assessments), and various grouping strategies.</p> <p>Teacher reflections: Teachers were impressed with the constant use of content-specific vocabulary and strive to continually go back and review prior vocabulary with classes. One teacher wants to use timers to help with time management during class. Another teacher loved the idea of reviewing an exit card from the day before and having students find mistakes in other students' answers. All teachers want to continue to strive to let the students lead the learning and help students engage in peer tutoring rather than rely on direct instruction.</p>

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

**Strategies for Accomplishing Critical Action:**

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>1. Teachers will study the new Math TEKS implemented starting this year, including looking ahead to determine the level of mastery each objective requires for their grade levels.</p>	<p><b>Project Lead:</b> Math department chair; grade level content leader  <b>Staff:</b> Math teachers  <b>Resources:</b> Math TEKS  <b>Timeline:</b> all school year</p>	<p><b>Evidence:</b> Math PLC notes; lesson plans, unit plans</p> <p>Math teachers attended a week-long new curriculum training in August 2014 a few weeks before school started. In the training we studied the new TEKS in depth and looked a lot at vertical alignment so see how far we needed to go in our respective grade levels for each mathematical topic.</p> <p>At our February professional development day (2/16/15), all grade levels did an activity where the new TEKS covering data analysis for every grade level from Kindergarten to Algebra II were cut into strips, mixed up, and then we had to organize them chronologically by year into when we thought students would learn that material. After we finished ordering, we were given the correct order of grade level data analysis TEKS. It was really eye-opening for our math teachers because all grade levels were teaching that content in their next units. We were able to reflect on how far we needed to take the students regarding data analysis within our respective grade levels.</p>
<p>2. Teachers will follow the district unit plan which establishes clear learning goals, desired results, and evidence of learning.</p>	<p><b>Project Lead:</b> Math department chair; grade level content leader  <b>Staff:</b> Math teachers  <b>Resources:</b> online curriculum unit plans  <b>Timeline:</b> all school year 2014-2015</p>	<p><b>Evidence:</b> Math PLC notes; PISD online curriculum planner has lesson plans and unit plans</p> <p>Before each unit teachers sit down and review the unit plans and review what will be taught during that unit as well as develop a pacing calendar. Stage 1 of the unit plans have the TEKS covered in that unit, the desired learning results (what we want students to be able to do), and notes if the material covered has any connection to other units. Stage 2 lists acquisition evidence for what we will accept as evidence of student understanding on assessments. Stage 3 of the unit plan has the material broken down by topic with suggested assessment times.</p>

**Critical Action: Align all instruction with the district's written curriculum and assessment schedules.**

**Strategies for Accomplishing Critical Action:**

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>1. Teachers will follow Stage 3 of the district unit plan which outlines the suggested number of days allowed for each unit, the chapter/lessons used to teach each concept within the unit, and when would be the appropriate time give an assessment.</p>	<p><b>Project Lead:</b> Math department chair; grade level content leader  <b>Staff:</b> Math teachers  <b>Resources:</b> online curriculum unit plans  <b>Timeline:</b> all school year 2014-2015</p>	<p><b>Evidence:</b> Math PLC notes; PISD online curriculum planner has lesson plans and unit plans</p> <p>Because this is the first year of the new math TEKS and new curriculum/books, we have been reflecting after each lesson and unit making notes if we need more time, if we had extra time at the end of the lesson, if we can skip a certain problem, if we need more review before we teach that concept, etc... This will help with planning for next year to be able to make adjustments. This information can also be shared with curriculum writers this summer to make adjustments district-wide as needed.</p>

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

**Strategies for Accomplishing Critical Action:**

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>1. When planning as a team, teachers will discuss strategies for differentiation and various levels of questioning for specific lesson in the units.</p>	<p><b>Project Lead:</b> Math administrator; Math department chair; grade level content leader  <b>Staff:</b> Math teachers  <b>Resources:</b> online curriculum; Bloom's Taxonomy; Marzano's instructional strategies  <b>Timeline:</b> all school year 2014-2015</p>	<p><b>Evidence:</b> Math PLC notes; lesson plans</p> <p>Because we do not have district lesson plans (only unit plans) written this year with the new TEKS/books, the math teachers here at Rice have been writing our own lesson plans using a common template for all grade levels. One of the sections on this template is titled "Crucial Questions: Probing, Extending, Clarifying." Every lesson has questions written to differentiate for our students. We also make notes and add questions that we came up with "on the fly" while teaching the lesson that weren't already on our lesson plan document so we remember for next year.</p>
<p>2. Teachers will use various forms of formative assessment (exit cards, etc.) to check for student understanding and</p>	<p><b>Project Lead:</b> Math department chair; grade level content leader</p>	<p><b>Evidence:</b> Math PLC notes; lesson plans; gradebook</p>

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>then provide feedback to students on what they missed.</p>	<p><b>Staff:</b> Math teachers  <b>Resources:</b> online curriculum  <b>Timeline:</b> all school year 2014-2015</p>	<p>One of our big campus goals for the year was to do more exit cards. We have done a great job incorporating those campus-wide. Another section on our Rice math lesson plan templates includes a spot for formative assessment, so we are actively planning for them in our day-to-day lessons. We have found as a department that we have really benefited from increasing our number of exit cards because we can see really quickly which students understand the new content immediately after learning it. Then the next day we go over them and uncover student misconceptions, talk about mistakes, etc...</p>
<p>3. Teachers will examine student profiles using SAS data and determine learning styles and strategies for students in their classes.</p>	<p><b>Project Lead:</b> Math administrator; district assessment personnel; Math department chair  <b>Staff:</b> Math teachers  <b>Resources:</b> SAS data  <b>Timeline:</b> all school year 2014-2015</p>	<p><b>vidence:</b> SAS data; PLC notes; lesson plans</p> <p>The math department head did a presentation on how to use the “Class by RIT” function of the SAS information portal on 8/18/14 at our first math department meeting of the year. Teachers were then able to look at clusters of students—by class—in each RIT strand to help with grouping strategies. This also identifies which specific math areas (ex: geometry/measurement or data analysis) certain students may need additional help or remediation throughout the year.</p> <p>In Spring 2015, the math department head gave each teacher fall 2014 semester exam results SAS data. This data was broken down by the percentage of students who got each exam question correct for the entire course (ex: Math 6) as well as specific teachers’ students enrolled in that course (ex: Mrs. Silva’s Math 6 students). This data was intended to be used to drive discussions on which TEKS need further review to prepare for future units (both in their current grade and looking ahead to the next year), to help focus on certain areas for STAAR review preparation, etc.</p>

## Science Improvement Plan

**Critical Action: Study the specific role that their grade and subject content plays in students' cumulative educational experience.**

### Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>1. Describe the full continuum of student learning objectives by:</p> <ul style="list-style-type: none"> <li>• Distinguishing between learning objectives at grade and subject level and integrate vertically.</li> <li>• Describing required prior learning objectives needed for student mastery of new content at grade level.</li> <li>• Describing required learning objectives for next grade level mastery of content.</li> <li>• Challenging him/herself to explore a specific learning objective across the full learning continuum (K-12).</li> <li>• Sharing the connections of learning objective with students in order to motivate students to master current learning objectives.</li> </ul>	<p><b>Project Lead:</b> Science department chair  <b>Staff:</b> individual teachers, grade level vertical teachers  <b>Resources:</b> Science TEKS; online curriculum (vertical alignment)  <b>Timeline:</b> all school year 2014-2015</p>	<p><b>Evidence:</b> Assessment analysis; teacher lesson planning; notes from department meetings</p> <p>Update 5/13/15-Meetings have been productive in assessing and then implementing strategies to accomplish each learning objective. Each Action Step has been addressed and all grade levels have implemented strategies to assist in their accomplishment.</p>

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

### Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>1. Analyze student data from many sources</p> <ul style="list-style-type: none"> <li>• Teacher teams review appropriate student data using the SAS data system.</li> <li>• Teacher teams are skilled at analyzing student data and adjusting curriculum and instruction as a result of data analysis.</li> <li>• Hold professional development sessions on testing terms and analysis.</li> <li>• Departmental meetings include data interpretation sessions for SAS data.</li> </ul>	<p><b>Project Lead:</b> Science administrator; district assessment personnel; Science department chair  <b>Staff:</b> Science teachers  <b>Resources:</b> SAS data  <b>Timeline:</b> all school year 2014-2015</p>	<p><b>Evidence:</b> Assessment analysis; PLC notes</p> <p>Update-5/13/15- Department head participated in Leadership Team "data talks." 2015-2016 strategies will focus on department meetings that include SAS data analysis/interpretation.</p>

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>1. Use student performance data to identify best practices.</p> <ul style="list-style-type: none"> <li>Teachers regularly meet to discuss student performance data.</li> <li>Teacher conversations are data-based and collaborative.</li> <li>Identify best practices by seeking teacher feedback on data analysis.</li> <li>Provide opportunity for teachers to study the techniques and strategies of other science and team teachers.</li> <li>Classroom visitations are conducted during the school year.</li> </ul>	<p><b>Project Lead:</b> Science administrator; district assessment personnel; Science department chair  <b>Staff:</b> Science teachers; team/grade level teachers  <b>Resources:</b> SAS data; observation data  <b>Timeline:</b> all school year 2014-2015</p>	<p><b>Evidence:</b> PLC notes</p> <p>Update-5/13/15- Department head participated in Leadership Team "data talks." 2015-2016 strategies will focus on department meetings that include SAS data analysis/interpretation.</p>
<p>2. Analyze student performance data to adjust instructional strategies.</p> <ul style="list-style-type: none"> <li>Analyze student performance data to adjust instructional strategies.</li> <li>Study the state performance data for the students they serve.</li> <li>Study data to determine exactly what instructional adjustment may need to be made and for which students.</li> <li>Make determined instructional adjustments such as intentional or calibrated grouping, curriculum pacing variations, and mini-lessons.</li> </ul>	<p><b>Project Lead:</b> Science administrator; district assessment personnel; Science department chair  <b>Staff:</b> Science teachers  <b>Resources:</b> SAS data; online curriculum  <b>Timeline:</b> all school year 2014-2015</p>	<p><b>Evidence:</b> SAS report data; meeting notes; curriculum/teacher plans</p> <p>Update 5/13/15-Major changes were implemented 2nd semester in both 7th and 8th grades. 6th grade will implement 1st semester of 2015-2016. The concept of "HOMEWORK" was eliminated. Daily grades are taken thru weekly "Concept Checks." Increase in student achievement seen (grades, assessments).</p>
<p>3. Share student performance results as a team.</p> <ul style="list-style-type: none"> <li>Teachers share student performance results with their team.</li> <li>Plan a common lesson sequence for a particular objective to be delivered in each classroom.</li> <li>Become objective analysts exploring what might account for any variation in student performance observed in classroom results.</li> <li>Utilization of data interpretation skills from departmental meetings during team meetings.</li> </ul>	<p><b>Project Lead:</b> Science administrator; district assessment personnel; Science department chair  <b>Staff:</b> Science teachers; team/grade level teachers  <b>Resources:</b> SAS data; online curriculum  <b>Timeline:</b> all school year 2014-2015</p>	<p><b>Evidence:</b> PLC notes; online curriculum planner; lesson plans</p> <p>Update 5/13/15-Grade level teachers continue to collaborate on performance results and the best practices to achieve desired results.</p>
<p>4. Share student performance results as a team.</p> <ul style="list-style-type: none"> <li>Teachers share student performance results with their team.</li> <li>Plan a common lesson sequence for a particular objective to be delivered in each classroom.</li> </ul>	<p><b>Project Lead:</b> Science department chair; academic specialist  <b>Staff:</b> Science teachers; team teachers</p>	<p><b>Evidence:</b> Meeting notes; Online curriculum planner</p> <p>Update 5/13/15—Sharing of results will be more meaningful if we standardize the evaluation method across grade levels. This will be introduced to the science department next school year.</p>



Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<ul style="list-style-type: none"> <li>Become objective analysts exploring what might account for any variation in student performance observed in classroom results.</li> <li>Utilization of data interpretation skills from departmental meetings during team meetings.</li> </ul>		<p>This area is continuing to develop as we learn from these processes.</p>

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

**Strategies for Accomplishing Critical Action:**

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>1. Visit other classrooms as part of collaborative process by:</p> <ul style="list-style-type: none"> <li>Providing opportunities for teachers to visit other science classrooms.</li> <li>Having each teacher to schedule a single period of observation time of a teacher on grade level team.</li> <li>Having each teacher to schedule a single period of observation time of a teacher in the science department.</li> <li>Having teachers to debrief following a visit.</li> <li>Following a schedule of 4 observations per year.</li> </ul>	<p><b>Project Lead:</b> Science administrator; Science department chair  <b>Staff:</b> Science teachers  <b>Resources:</b> evaluation form; campus master schedule; substitute teachers needed to cover classes  <b>Timeline:</b> all school year 2014-2015</p>	<p><b>Evidence:</b> Observation notes &amp; schedule of observation dates</p> <p>Update 5/13/15- Observations continue to be an integral part of our evaluation process. Teachers have visited classes within their grade level, outside their grade level both within science curriculum and other major disciplines. Department head will continue to provide monthly opportunities for science teachers to observe other teachers at Rice by overseeing their classrooms.</p>
<p>2. Fully discuss instructional strategies following observations:</p> <ul style="list-style-type: none"> <li>Teachers should meet and discuss the instructional strategies that were used and observed.</li> <li>Teachers should ask questions about what worked, what did not work, and the intent of instructional decisions.</li> <li>Share observations with the math department.</li> </ul>	<p><b>Project Lead:</b> Science administrator; Science department chair  <b>Staff:</b> Science teachers  <b>Resources:</b> observation and evaluation notes  <b>Timeline:</b> all school year 2014-2015</p>	<p><b>Evidence:</b> Observation schedule and record documents (notes)</p> <p>Update 5/13/15-Positive results continue from this action step. Meetings with math department are set as a priority for next school year.</p>
<p>3. Reflect on lessons as a team.</p> <ul style="list-style-type: none"> <li>Teachers should use team meeting time to discuss and review lessons taught (observed lessons as well as unobserved lessons).</li> <li>Student learning should be part of the discussion.</li> <li>Record any adjustments to the lesson for future</li> </ul>	<p><b>Project Lead:</b> Science department chair  <b>Staff:</b> Science teachers; team/grade level teachers  <b>Resources:</b> observation and evaluation notes  <b>Timeline:</b> all school year 2014-</p>	<p><b>Evidence:</b> Meeting agendas; PLC notes; observation record documents (notes)</p> <p>Update 5/13/15-Meetings continue at grade and department level at a minimum of once per week. Observations are discussed using a standard format.</p>

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
use.	2015	

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

**Strategies for Accomplishing Critical Action:**

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>1. Analyze learning objectives as a team by:</p> <ul style="list-style-type: none"> <li>Observing teacher teams as they engage in team meetings. Confirm they are studying examples of student work, utilize and discuss best practices.</li> <li>Monitoring to ensure this practice is regular and consistent.</li> <li>Integrating SAS data observations into team discussions.</li> </ul>	<p><b>Project Lead:</b> Science administrator; Science department chair  <b>Staff:</b> Science teachers  <b>Resources:</b> student work samples; TEKS; online curriculum; SAS data  <b>Timeline:</b> all school year 2014-2015</p>	<p><b>Resources include:</b> online curriculum planner; lesson plans; assessment review; PLC notes</p> <p>Update 5/13/15-Procedure for observing grade level meetings continues unchanged; administrator and department chair attend as available and monitor discussions of best practice.</p>
<p>2. Develop, review, or refine as a team by:</p> <ul style="list-style-type: none"> <li>Communicating that the best lesson planning involves all teachers who will be teaching the lesson.</li> <li>Setting expectations that lesson planning is collective and collaborative.</li> <li>Having grade level teams collaboratively construct and conduct a lesson to address a specific learning objective.</li> <li>Following-up with a meeting where the teams discuss results focusing on pros and cons.</li> <li>Further developing each time skills by asking them to create a common assessment for a lesson. Post assessment meeting.</li> </ul>	<p><b>Project Lead:</b> Science administrator; Science department chair  <b>Staff:</b> Science teachers  <b>Resources:</b> TEKS; online curriculum; common assessments  <b>Timeline:</b> all school year 2014-2015</p>	<p><b>Notes:</b> Regularly discuss as a department, develop protocol for discussion; PLC notes</p> <p>Update 5/13/15-Frequent collaboration ensures that action steps are being accomplished and objectives are being met.</p>
<p>3. Study student work or assessment results as team by:</p> <ul style="list-style-type: none"> <li>Confirming that grade level teams review student work samples and common assessments as a means to focus instruction on academic objectives.</li> <li>Monitoring to ensure this is an ongoing practice.</li> </ul>	<p><b>Project Lead:</b> Science department chair; Science grade level team leaders  <b>Staff:</b> Science teachers  <b>Resources:</b> student work samples; TEKS; online curriculum; common assessments</p>	<p><b>Notes:</b> Review campus and district assessments, consistently monitor; PLC notes</p> <p>Update 5/13/15-implementation continues as planned.</p>

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
	Timeline: all school year 2014-2015	

<p>4. Collaborate with vertical teams by:</p> <ul style="list-style-type: none"> <li>• Arranging meetings with teachers across grades and subject to discuss students’ levels of preparation for each grade and subject.</li> <li>• Establishing specific collaborative times for vertical alignment meetings to discuss readiness of students as they move from one grade level to another.</li> <li>• Structuring the meetings to produce specific recommendations for improving student preparedness, then act upon these recommendations.</li> </ul>	<p><b>Project Lead:</b> Science department chair; Science grade level team leaders  <b>Staff:</b> Science teachers  <b>Resources:</b> campus master schedule; TEKS; online curriculum  <b>Timeline:</b> all school year 2014-2015</p>	<p><b>Notes:</b> Observation recorded documents from meetings; lesson plans; PLC notes</p> <p>Update 5/13/15-Consistent and periodic meetings are held to insure Action Steps are being taken as planned.</p>
<p>5. Discuss classroom difficulties and solutions as a team by:</p> <ul style="list-style-type: none"> <li>• Measuring the extent to which teachers use team meetings to discuss specific classroom difficulties they are experiencing and share best practices and strategies.</li> <li>• Monitoring the progress of teacher teams’ skill building towards this practice.</li> <li>• Discussing level of success of prior meetings.</li> </ul>	<p><b>Project Lead:</b> Science administrator; Science department chair; Science grade level team leaders  <b>Staff:</b> Science teachers  <b>Resources:</b> online curriculum  <b>Timeline:</b> all school year 2014-2015</p>	<p><b>Notes:</b> Continually review/adjust meeting notes/agenda as necessary; develop protocol discussions to enhance effectiveness; PLC notes</p> <p>Update 5/13/15-Plan continues at both grade level and department meetings.</p>

## Social Studies Improvement Plan

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

### Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>1. Extend learning for students who demonstrate early mastery by:</p> <ul style="list-style-type: none"> <li>Discussing methods and sharing best methods of pre-assessment to determine students who have early mastery.</li> <li>Discussing methods and sharing best practices of strategies to address those students who demonstrate early mastery to ensure students extended learning meets the learning target.</li> <li>Working with teacher teams to add a consideration of early mastery students in their instructional planning.</li> </ul>	<p><b>Project Lead:</b> SS department chair; SS grade level team leaders  <b>Staff:</b> SS teachers  <b>Resources:</b> campus master schedule; TEKS; online curriculum; assessment results  <b>Timeline:</b> all school year 2014-2015</p>	<p><b>Evidence:</b> Class journals; teacher notes; lesson plans; student assessment results; PLC notes                      *Methods for differentiation discussed at physical and virtual department meetings, at grade-level planning meetings, and informally in daily interaction among teachers within grade-levels. Padlet discussion regarding ELL strategies and ways to use them to differentiate for all students.</p> <p>Take-away – Padlet format proved to be an effective tool for departmental communication regarding differentiation methods and best practice ideas.</p>
<p>2. Identify specific work products/outcomes for extended learning by collecting samples of extended learning activities, reviewing them in appropriate teacher groups, evaluating the success of those activities, and refining them as needed.</p>	<p><b>Project Lead:</b> SS department chair; SS grade level team leaders  <b>Staff:</b> SS teachers  <b>Resources:</b> student work samples; online curriculum  <b>Timeline:</b> each semester 2014-2015</p>	<p><b>Evidence:</b> Teacher notes and lesson plans; PLC notes                      *Addressed within grade-level planning meetings, and informally in daily interaction among teachers within grade-levels.</p> <p>Take-away – Consistent grade-level planning meetings help with this goal</p>
<p>3. Work collectively to challenge students who demonstrate early mastery by:</p> <ul style="list-style-type: none"> <li>Examining school-wide approaches for addressing the needs of early mastery students and relating back to the instructional strategies of the department.</li> <li>Meeting with grade level or departments to review school-wide approaches and how they are currently collaborating.</li> <li>Seeking out and sharing ways to design activities across the curriculum to address the needs of students who demonstrate early mastery and extended their learning.</li> </ul>	<p><b>Project Lead:</b> SS administrator; SS department chair; SS grade level team leaders  <b>Staff:</b> SS teachers  <b>Resources:</b> student work samples; TEKS; online curriculum; assessment results  <b>Timeline:</b> all school year 2014-2015</p>	<p><b>Evidence:</b> Teacher notes and lesson plans; PLC notes                      *Methods for differentiation discussed at physical and virtual department meetings, at grade-level planning meetings, and informally in daily interaction among teachers within and across curriculums within grade-levels. Padlet discussion regarding ELL strategies and ways to use them to differentiate for all students.</p> <p>Take-away – Padlet format proved to be an effective tool for departmental communication regarding differentiation methods and best practice ideas. Consistent grade-level planning meetings help with this goal</p>

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

**Strategies for Accomplishing Critical Action:**

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>1. Visit other classroom as part of collaborative process by:</p> <ul style="list-style-type: none"> <li>• Providing and schedule opportunities for teachers to visit other teachers’ classrooms with specific goals developed prior for each observation.</li> <li>• Visiting classrooms once per semester.</li> <li>• Asking each teacher to schedule a single period of observation time with another team member and allowing the opportunity for multiple teachers to share a substitute to provide time to observe classrooms.</li> <li>• Providing structured time for debriefing and review of observations.</li> </ul>	<p><b>Project Lead:</b> SS administrator; SS department chair <b>Staff:</b> SS teachers <b>Resources:</b> evaluation form; campus master schedule; substitute teachers needed to cover classes <b>Timeline:</b> each semester 2014-2015</p>	<p><b>Evidence:</b> Observation notes &amp; observation discussions * Classroom campus observations took place during the year at each grade level. Teachers were encouraged to increase frequency of visits, but reduce duration of visits in order to get a more diverse picture of classroom methods. Because many classroom visits were made last year, fewer were made this year.</p> <p>Take-away – We did not succeed in this area as much as we would have liked. Observations became redundant and it became clear that we need to expand our range to off campus observations at other schools. The logistics of this hindered our progress.</p>
<p>2. Participate in focused learning team walks by:</p> <ul style="list-style-type: none"> <li>• Developing a structure for team walk-throughs with the department in the school. The walk-throughs can be across many curricular areas.</li> <li>• Having teams develop and use rubrics or observation documents with specific goals for the observations.</li> </ul>	<p><b>Project Lead:</b> SS administrator; SS department chair <b>Staff:</b> SS teachers <b>Resources:</b> evaluation form; campus master schedule; substitute teachers needed to cover classes <b>Timeline:</b> spring semester 2014-2015</p>	<p><b>Evidence:</b> Observation record documents * Department chair made brief walk-throughs throughout the year to interact with department members, to observe and discuss lesson coordination, and to discuss results of teacher team meetings.</p> <p>Take-away – We did not succeed in this area as much as we would have liked. Observations became redundant and it became clear that we need to expand our range to off campus observations at other schools. The logistics of this hindered our progress.</p>
<p>3. Fully discuss instructional strategies following observations by:</p> <ul style="list-style-type: none"> <li>• Providing structured time for teachers to meet and debrief to discuss observations.</li> <li>• Modeling positive and constructive sharing techniques.</li> </ul>	<p><b>Project Lead:</b> SS department chair; SS grade level team leaders <b>Staff:</b> SS teachers <b>Resources:</b> evaluation form; campus master schedule; substitute teachers needed to cover classes <b>Timeline:</b> each semester 2014-2015</p>	<p><b>Evidence:</b> Observation record documents * Teachers shared observations through department meeting communications and grade-level planning meetings. Padlet discussion regarding ELL strategies and ways to use them to differentiate for all students.</p> <p>Take-away – We did not succeed in this area as much as we would have liked. Observations became redundant and it became clear that we need to expand our range to off campus observations at other schools. The logistics of this hindered our progress.</p>

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

**Strategies for Accomplishing Critical Action:**

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>1. Explain the district’s written curriculum by:</p> <ul style="list-style-type: none"> <li>• Surveying teachers in the department to confirm areas of understanding of the learning targets.</li> <li>• Encouraging teachers to emphasize those learning targets consistently throughout the curriculum.</li> </ul>	<p><b>Project Lead:</b> SS department chair; SS grade level team leaders  <b>Staff:</b> SS teachers  <b>Resources:</b> online curriculum; TEKS  <b>Timeline:</b> all school year 2014-2015</p>	<p><b>Evidence:</b> Class communication tools (MyPISD, syllabus, parent communication, etc.); online curriculum; lesson plans; PLC notes                      *Emphasized at the beginning of the year Department meeting and within grade-level planning meetings throughout the year.</p> <p>Take-away – Consistent grade-level planning meetings, and both physical and virtual department meetings helped with this goal</p>
<p>2. Explain mastery level for all learning objectives by verifying that all teachers are proficient enough with the curriculum and learning targets to clearly identify the level of mastery desired for all students within the lessons.</p>	<p><b>Project Lead:</b> SS department chair; SS grade level team leaders  <b>Staff:</b> SS teachers  <b>Resources:</b> online curriculum; TEKS  <b>Timeline:</b> all school year 2014-2015</p>	<p><b>Evidence:</b> Online curriculum ; PLC notes                      *Regular communication with staff regarding curriculum (both on-level &amp; PACE) provided informal assessment of curriculum proficiency.</p> <p>Take-away – Consistent grade-level planning meetings, and both physical and virtual department meetings helped with this goal</p>
<p>3. Study the specific knowledge and skills to be tested by:</p> <ul style="list-style-type: none"> <li>• Ensuring that all teachers can identify the specific academic objectives of the districts’ written curriculum.</li> <li>• Providing opportunities for teachers to evaluate the assessment results to confirm academic objectives are being met.</li> </ul>	<p><b>Project Lead:</b> SS department chair; SS grade level team leaders  <b>Staff:</b> SS teachers  <b>Resources:</b> online curriculum; TEKS; district assessments; Pinnacle gradebook  <b>Timeline:</b> all school year 2014-2015</p>	<p><b>Evidence:</b> Online curriculum assessments; TEKS; district learning objectives; district exams                      * Regular communication with staff regarding curriculum (both on-level &amp; PACE) provided informal assessment of curriculum proficiency.</p> <p>Take-away – Consistent grade-level planning meetings, and both physical and virtual department meetings helped with this goal</p>
<p>4. Relate items on various assessments to learning objectives by:</p> <ul style="list-style-type: none"> <li>• Being certain that all teachers can articulate the relationship between any assessment item and the academic objective being assessed.</li> <li>• Providing teachers with resources that connect state assessment items with the districts’ written curriculum.</li> <li>• Providing teachers time to look at assessments and ensure that they meet the academic objectives.</li> </ul>	<p><b>Project Lead:</b> SS administrator; SS department chair; SS grade level team leaders  <b>Staff:</b> SS teachers  <b>Resources:</b> online curriculum; TEKS; district assessments  <b>Timeline:</b> all school year 2014-2015</p>	<p><b>Evidence:</b> Online curriculum assessments; TEKS; district learning objectives, district and campus data                      * Assessments regularly reviewed at grade-level planning meetings to determine areas of strength and weakness. Re-teaching objectives established.</p> <p>Take-away – Consistent grade-level planning meetings, and both physical and virtual department meetings helped with this goal</p>

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

**Strategies for Accomplishing Critical Action:**

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>1. Analyze learning objectives as a team by:</p> <ul style="list-style-type: none"> <li>Determining if teachers regularly meet in grade/subject area teams to thoroughly analyze the academic objectives in the districts written curriculum.</li> <li>Observing teacher teams as they engage in team meetings and confirming they are studying examples of student work, utilize and discuss best practices.</li> <li>Monitoring to ensure this practice is regular and consistent.</li> </ul>	<p><b>Project Lead:</b> SS administrator; SS department chair; SS grade level team leaders  <b>Staff:</b> SS teachers  <b>Resources:</b> online curriculum; lesson plans; unit calendars; assessment review; TEKS; district learning objectives student work samples  <b>Timeline:</b> each semester 2014-2015</p>	<p><b>Notes:</b> PLC notes                      * Department chair made walk-throughs throughout the year to confirm objectives with department members and to review and discuss curriculum and desired mastery levels. Expectations additionally reinforced periodically through physical and virtual (email) meetings requesting feedback.</p> <p>Take-away – Consistent grade-level planning meetings, and both physical and virtual department meetings helped with this goal</p>
<p>2. Develop, review, or refine as a team:</p> <ul style="list-style-type: none"> <li>Communicating that the best lesson planning involves all teachers who will be teaching the lesson.</li> <li>Setting expectations that lesson planning is collective and collaborative.</li> </ul>	<p><b>Project Lead:</b> SS administrator; SS department chair; SS grade level team leaders  <b>Staff:</b> SS teachers  <b>Resources:</b> online curriculum; lesson plans; unit calendars; TEKS; district learning objectives  <b>Timeline:</b> all school year 2014-2015</p>	<p><b>Notes:</b> PLC notes; develop protocol for discussion; collaborate to produce and submit unit calendars                      *Expectation for collaborative planning established at the beginning of the year. Administrators in attendance at meetings and unit calendars produced at each grade level to ensure united presentation of curriculum. Calendars submitted to administrators and department chair. Expectations additionally reinforced periodically through physical and virtual (email) meetings.</p> <p>Take-away – Consistent grade-level planning meetings, and both physical and virtual department meetings helped with this goal</p>
<p>3. Study student work or assessment results as team by:</p> <ul style="list-style-type: none"> <li>Confirming that grade level teams review student work samples and common assessments as a means to focus instruction on academic objectives.</li> <li>Monitoring to ensure this is an ongoing practice.</li> </ul>	<p><b>Project Lead:</b> SS administrator; SS department chair; SS grade level team leaders  <b>Staff:</b> SS teachers  <b>Resources:</b> student work samples; campus and district assessments; TEKS; district learning objectives  <b>Timeline:</b> all school year 2014-2015</p>	<p><b>Notes:</b> PLC notes; review campus and district assessments; consistently monitor                      *Student work reviewed at scheduled monthly grade-level planning meetings, but also more regularly at informal daily/weekly meetings.</p> <p>Take-away – Consistent grade-level planning meetings, and both physical and virtual department meetings helped with this goal</p>
<p>4. Collaborate with vertical teams by:</p> <ul style="list-style-type: none"> <li>Arranging meetings with teachers across grades</li> </ul>	<p><b>Project Lead:</b> SS department chair; SS grade level team</p>	<p><b>Notes:</b> Observation record documents from meetings; lesson plans; PLC notes; utilizing SAS and STAAR testing data</p>



Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>and subject to discuss students’ levels of preparation for each grade and subject.</p> <ul style="list-style-type: none"> <li>Establishing specific collaborative times for vertical alignment meetings to discuss readiness of students as they move from one grade level to another.</li> </ul>	<p>leaders  <b>Staff:</b> SS teachers  <b>Resources:</b> campus master schedule; TEKS; district learning objectives; SAS and STAAR data  <b>Timeline:</b> all school year 2014-2015</p>	<p>* Multiple informal meetings (both physical and virtual via email) at all grade levels throughout year to discuss objectives covered, alignment concerns and goals.            * PACE meetings held at administration bldg. to gain feedback regarding curriculum effectiveness.</p> <p>Take-away – Consistent grade-level planning meetings, and both physical and virtual department meetings helped with this goal</p>
<p>5. Discuss classroom difficulties and solutions as a team by:</p> <ul style="list-style-type: none"> <li>Measuring the extent to which teachers use team meetings to discuss specific classroom difficulties they are experiencing and share best practices and strategies.</li> <li>Monitoring the progress of teacher teams’ skill building towards this practice.</li> <li>Locate and invite teachers to attend trainings for skill building.</li> </ul>	<p><b>Project Lead:</b> Campus administrators; SS department chair; SS grade level team leaders  <b>Staff:</b> SS teachers  <b>Resources:</b> discipline data; online curriculum; lesson plans; district/outside trainings  <b>Timeline:</b> each semester 2014-2015</p>	<p><b>Notes:</b> Continually review/adjust PLC notes/agenda as necessary; develop protocol discussions to enhance effectiveness;            * Ongoing in Fall &amp; Spring semesters. Scheduled meetings attended periodically by administrators at all grade levels. Expectations additionally reinforced periodically through physical and virtual (email) meetings.</p> <p>Take-away – Consistent grade-level planning meetings, and both physical and virtual department meetings helped with this goal</p>

## Health, Fitness and Attendance

**Goals:**  
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 Goals:

Applicable Students	Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
	<b>COORDINATED SCHOOL HEALTH:</b> 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. <b>(Required - Form Provided)</b>	Principal, Wellness Captain, Nurse	Campus Wellness Form	2014-2015 school year	Courtney Craven assigned as Wellness Captain. Serena Yang, nurse, sends out Health Bites & information regarding health checks. Promoted PISD's "Thrill of the Grill" 5K. Zumba and group workouts held throughout the year.
K-8	Include at least one Parent on Campus Wellness Team. <b>(Required)</b>	Campus Wellness Captain	Campus Wellness Form	Determine by Sept. 16 <sup>th</sup> , 2014	PTA role – Shannon DeWolf
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. <b>(Required)</b>	Campus administrators	Coordinated School Health Curriculum	2014-2015 school year	Plan for implementation of health curriculum discussed. Classroom established.
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. <b>(Required)</b>	Teachers/Staff	Coordinated School Health Curriculum	2014-2015 school year	Location: outside gym
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 Form	2014-2015 school year	eNews, staff emails, school website, marquee used to deliver information
	<b>FITNESS:</b>				
3-8	Analyze student fitness data to set program goals for school year. <b>(Required - Form Provided)</b>	Teachers	Fitnessgram Goal Form	Fall 2014	School program evaluated and adapted to meet the needs of students. Bi-semester evaluations held for students to keep track of progress. All students passed the Fitnessgram this school year.
3-8	All eligible students will be assessed using fitness test	Teachers	Student	Biannually	Took place once each semester

Applicable Students	Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
	components. <b>(Required - Form Provided)</b>		Exemption Form	during 2014-2015	
4 <sup>th</sup> & 7 <sup>th</sup>	Ensure all data is entered on timely basis, fitness report cards are printed (4th and 7th grade) and sent to parents or linked through myPISD. <b>(Required)</b>	Teachers	Fitnessgram Student Report	2014-2015 school year	Fitnessgram report cards sent home with each 7 <sup>th</sup> grade student.

	<b>PHYSICAL ACTIVITY REQUIREMENTS:</b> 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. <b>(Required - Form Provided)</b>	Principal	Physical Activity Requirement Form	2014-2015 school year	Required: 1 semester in 6 <sup>th</sup> and 7 <sup>th</sup> , 2 semesters in 8 <sup>th</sup> .
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. <b>(Required)</b>	Wellness Captain, Teachers	Pedometers; heart rate monitors	2014-2015 school year	Teachers received pedometers from Courtney Craven and tracked steps; prizes awarded for most steps.
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. <b>(Required - Form Provided)</b>	Campus administrators	Yearly Plan form; lesson plans; observation	2014-2015 school year	Teachers developed and implemented a curriculum for both semesters.
	<b>ATTENDANCE:</b> Forms are available on inside.pisd	(Please complete cells below)			
K-8	Monitor attendance of students and follow up on prominent and chronic absences. <b>(Required)</b>	Attendance clerk; teachers; Attendance A.P.	Pinnacle attendance reports; truancy forms	2014-2015 school year	Weekly attendance checks and follow-up with students and/or parents when concern arises. Invitations to attend "I'm Present" classes. Re-coup opportunities provided. Truancy court filings as necessary.
K-8	<b>(NEW ACTION STEP)</b> Using Fitnessgram and attendance data, set measurable goals for students who have prominent and chronic absences and whose fitness test scores fall outside the Healthy Fitness Zone. <b>(Required)</b>	Attendance A.P.; Campus Wellness Captain	Pinnacle attendance reports; student goal form	2014-2015 school year	Attendance A.P. followed up with Campus Wellness Captain periodically. No correlation was found between fitness and attendance.

## Violence Prevention and Bullying

### Goals:

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 Goals:

Applicable Students	Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
<b>Staff</b>	<b>PREVENTION:</b>				
	Identify high risk areas. <b>(Required)</b>	Campus administrators	Staff feedback/ survey	Weekly during 2014-2015 school year	Addressed concerns through weekly administrative and grade level meetings. Grade level sessions held on Cyberbullying and Internet Safety.
	Monitor high risk areas. <b>(Required)</b>	All staff	Staff assignments/ schedule	Daily during 2014-2015 school year	Teachers monitor classroom and hallways during passing periods. Have parent volunteers to help monitor before school. Administrators have morning inside duty posts and afternoon outside duty posts.
	Follow Campus Rules/Expectations. <b>(Required)</b>	All staff	Code of Conduct, District Handbook Campus Handbook	Daily during 2014- 2015 school year	Follow-up with concerns with all individuals involved and incidences reported. Communicate concerns.
<b>Staff</b>	<b>EDUCATION:</b>				
	Participate in annual staff training on bullying/sexual harassment. <b>(Required)</b>	Principal; Lead Counselor	Handouts/PowerPoint; Safe Schools trainings	Fall semester— first 2 weeks of 2014-2015 school year	Online training, certificates filed.
	Review referral process. <b>(Required)</b>	Campus administrators	Campus referral plan; PowerPoint	2014-2015 school year	Reviewed procedures with staff during beginning of the year PDH.
<b>Staff</b>	<b>INTERVENTION:</b>				
	Establish recommended intervention strategies for classroom/campus. <b>(Required)</b>	Campus administrators;	Discipline Management Plan	Fall semester—	Campus handbook requirements; team PLCs

Applicable Students	Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
		Academic Specialist		first 2 weeks of 2014-2015 school year	
	Implement campus referral plan. <b>(Required)</b>	All staff	Campus Referral Plan	2014-2015 school year	Two A.P.s followed PISD's discipline procedures from minor infractions to alternative setting placements.
	Utilize Discipline Management strategies. <b>(Required)</b>	All staff	Discipline Management Plan	2014-2015 school year	Leveled system implemented, from lunch detentions to OSS. Utilized PISD's "iDefine" online lessons for students needing learning opportunities.
<b>All Students</b>	<b>PREVENTION:</b>				
	State clear student expectations/campus rules/citizenship. <b>(Required)</b>	All staff	Code of Conduct/ Student-Parent Handbook	2014-2015 school year	All staff members remind students of expectations and refer to team or administrator as necessary.
	Monitor high risk areas. <b>(Required)</b>	All staff	Staff assignments/ schedule	2014-2015 school year	Teachers and staff monitor classroom and hallways during passing periods.
<b>All Students</b>	<b>EDUCATION:</b>				
	Explain referral process/contacts. <b>(Required)</b>	All teachers, Administrators	Campus Referral Plan	Fall semester— first 2 weeks of 2014-2015 school year	Beginning of the year orientation in all classes and fall Open House. Ongoing discussions with parents when students make poor choices.
<b>All Students</b>	<b>INTERVENTION:</b>	(Please complete cells below)			
	Apply classroom interventions: <b>(Required)</b>	All teachers	Class rules; Campus Referral Plan	2014-2015 school year	All staff members remind students of expectations, discipline at the classroom level, and refer to team or administrator as necessary.
	Employ discipline interventions: <b>(Required)</b>	Campus administrators	Campus Referral Plan	2014-2015 school year	All staff members remind students of expectations, discipline at the classroom level, and refer to team or administrator as necessary.
	Use other intervention strategies as necessary/appropriate. <b>(Required)</b>	Campus administrators; counselors	Campus Referral Plan; counseling resources	2014-2015 school year	All staff members remind students of expectations, discipline at the classroom level, and refer to team or

Applicable Students	Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
					administrator as necessary.
	Conference with parents/students. <b>(Required)</b>	All staff	Conference notes	2014-2015 school year	Teachers/teams keep a log of parent contact and conferences.

## 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.

### Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<b>Suggested Action Step:</b> Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and electronic information.	Parent Portal; Registrar; Back to School Orientation; Beginning of Year	Access to computers at back to school orientation (Aug. 14 <sup>th</sup> , 2014); inform parents about access through eNews and school messenger (summer 2014; ongoing for new students in 2014-2015)
<b>Suggested Action Step:</b> Identify parents without computer/internet access to offer hard copies of school information.	Utilize teachers as resources for information on these groups	Difficult to monitor/gain knowledge about these particular families. As teachers find out about special circumstances, they communicate with necessary personnel to help families.  Hard copies of critical forms and information are provided at Open Houses (9/9 and 3/2) and are in front office and counseling office (all school year 2014-2015).
<b>Suggested Action Step:</b> PTSA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	PTA President/Administration	Monthly PTA board meetings (8/25, 9/8, 10/13, 11/10, 12/8, 1/12, 2/9, 3/16, 4/13, 5/11)
<b>Suggested Action Step:</b> Communicate information through eNews.	eNews Representative; Administration	Ongoing (all school year 2014-2015); Catie Inge is eNews representative for Rice M.S.
<b>Suggested Action Step:</b> Upgrade and maintain the campus website for easy access and increased communication with the community.	Principal/Website coordinator (teacher volunteer)	Ongoing (all school year 2014-2015); Erin Camp is website coordinator for Rice M.S.
<b>Suggested Action Step:</b> Partner with PTSA to offer parental programs on a variety of topics (academic, social, etc.).	PTA/eNews	Various meetings scheduled throughout the year on various topics to educate parents/students. Often general information is presented to the meeting before/in collaboration with a fine arts event.  *Sept. 4 <sup>th</sup> – Cyber Safety with Katie Greer (parents); Sept. 5 <sup>th</sup> – Cyber Safety (all students)  *Sept. 9 <sup>th</sup> – Fall Open House and Rice Middle School Accountability

Action Step	Project Lead, Staff, Title I Staff, Resources, Timeline	Formative & Summative Notes and Reflections
		Presentation (from 2012-2014) *Feb. 25 <sup>th</sup> – Rice Annual Multicultural Night
<b>Suggested Action Step:</b> 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.	Website/Counselors/AVID coordinator	Stacey Allen is the AVID coordinator for Rice and works on college/career readiness skills with AVID students throughout the school year. She invites guest speakers to present on their college/career path.  Counseling office will offer information on College Board and links to the programs on the school website and in the counseling office.
<b>Suggested Action Step:</b> College/Career Readiness-Provide information to Career Path Classes and certification information.	Website/Counselors	*Oct. 7 <sup>th</sup> – College/Career Day for 8 <sup>th</sup> Graders (counselors hosting event and having 15-20 guest speakers)



## Highly Qualified Teacher Improvement Plan

**Goal:**

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

**Strategies for Accomplishing Goal:**

Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
Plano ISD reviews and modifies the recruitment schedule biannually.	HR	HR Employee Recruitment & Retention HR Budget	Aug 2014 - July 2015	
Recruiting trips are used to identify highly qualified candidates interested in teaching in Plano ISD.	HR/Campus Administrators	HR Employee Recruitment & Retention HR Budget	Aug 2014 - July 2015	Principal attends recruiting trip during Fall semester.
To attract and retain highly qualified applicants for bilingual students, Plano ISD offers a salary stipend.	HR	Operating Fund	Aug 2014 - July 2015	
To attract highly qualified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses.	HR/Campus Administrators	HR Employee Recruitment & Retention HR Budget	Aug 2014 - July 2015	Identify staff qualified and interested in having student teachers, turn names in to district personnel.
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	Utilize professional training opportunities provided by the district in areas of classroom management, time management, gifted training, etc.
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	Coordinate with HR Department on checking certifications before interviewing candidates.