Make your Mark

Clark High School

Principal: Janis Williams

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

Verification Page

Planning Timelines
- Analysis of Critical Actions, and STAAR 2014-2015 Gap Analyses: **June 2015**
- Needs analysis, goal setting and strategic planning: **June – September 2015**
- Campus teacher data analysis day: **August-September, 2015**
- SBIC Plan due for DBIC review: **October 30, 2015**

Meeting Dates
- Meeting 1: SBIC approves the improvement plan (by October 23, 2015): **Tuesday, October 27, 2015**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2016): **Tuesday, February 02, 2016**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 10, 2016): **Tuesday, May 31, 2016**

2015-2016 Campus Status
Check all that apply

- ☐ Title III English Language Learner Campus
- ☐ Non-Title I Campus
- ☐ Title I Targeted Assistance Campus
- ☐ Targeted Assistance Campus Transitioning to Title I School-wide
- ☐ Title I School-wide Campus

Title I Information

Title I Components			
1 (CNA)	Comprehensive Needs Assessment	**6 (PI)**	Strategies to Increase Parental Involvement
2 (RS)	Reform Strategies	**7 (Tran)**	Transition (Elementary schools only)
3 (HQ)	Instruction by Highly Qualified Staff	**8 (A)**	Teacher Decision-Making Regarding Assessments
4 (PD)	High-Quality Professional Development	**9 (M)**	Effective and Timely Assistance to Students
5 (R/R)	Strategies to Attract Highly Qualified Teachers	**10 (Coord)**	Coordination and Integration
Program Funding			
Multilingual	i.e. Parent programs, Assistance with ESL and/or Bilingual program utilizing Multilingual Specialists		
Title I	i.e. Parent programs, Tutorial Program, RAMP up for Kindergarten Program		
Sp.Ed.	i.e. Special Education emergency aid		
Local	i.e. Parent programs		

PDAS SBIC Waiver Approval Form:
To provide an alternative appraisal process to the PDAS for experienced eligible teachers, the School Based Improvement Committee has to submit a waiver (first approved at the campus level) for consideration by the District Based Improvement Committee at its first regularly scheduled meeting. The PDAS SBIC WAIVER APPROVAL FORM may be accessed here: **http://inside.pisd/hr/services/documents/PDASSBICWAIVERAPPROVALFORM.pdf**

SBIC Committee (HS)

Committee Member's Name	Role	Year 1st Participated on SBIC
Karen Stanton	Faculty Member	2015
Teresa Reeves	Faculty Member	2014
Amanda Mathis	Faculty Member	2014
Nicole Vickerman	Faculty Member	2014
Natalie Bauerkemper	Faculty Member	2014
Kristi Washington	Faculty Member	2015
Janis Williams	Principal	2010
Craig McKinney	District Professional	2015
Cindy Dakota	Campus Professional, Non-teaching	2015
Christine Lynd	Support Staff Member	2014
Kim Guynn	Parent-Selected by PTA	2014
Karyn Crowe	Parent-Selected by Principal	2013
Murli Manickam	Parent	2015
Erin Wallace	Parent	2014
Amira Shaham-Albalancy	Parent	2014
RuthAnn Kern	Parent	2015
Tina Ware	Parent (High and Senior High only)	2014
Sarah Albers	Community Member	2015
Courtney Bruhn	Community Member	2015
Rebecca Silvestri	Business Representative	2015
Tracy Lake	Business Representative	2011
Allison Chang	Student (High and Senior High only)	2014
Navpreet Kaur	Student (High and Senior High only)	2015
	Student (High and Senior High only)	
	Student (High and Senior High only)	

Information regarding the SBIC Committee (BQB Local) may be accessed here: **http://pol.tasb.org/Policy/Code/312?filter=BQB**

District-Wide 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 (60% meet Phase-in 1 Level II on STAAR/EOC).

District-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.	**10 (Coordination and Integration)**	**All**
Violence Prevention and Bullying	**10 (Coordination and Integration)**	**All**
Parental Involvement: The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.	**1 (Comprehensive Needs Assessment)** **6 (Strategies to Increase Parental Involvement)** **10 (Coordination and Integration)**	**All**
Highly Qualified Staff: The highly qualified rate of teaching staff (Teachers and Paraprofessionals) will meet the 100% target measure.	**1 (Comprehensive Needs Assessment)** **3 (Instruction by Highly Qualified Staff)** **4 (High-Quality Professional Development)** **5 (Strategies to Attract Highly Qualified Teachers)** **10 (Coordination and Integration)**	**All**
Transition of Pre-KN Students: The transition from early childhood to elementary school is supported by the campus and district. (Title I Campuses only)	**1 (Comprehensive Needs Assessment)** **7 (Transition)** **10 (Coordination and Integration)**	**Title I only**

Improvement Plan Critical-Actions

The areas for school-wide and/or targeted core-subject Critical Actions were identified using the following sources:

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (PPP Analysis);
- STAAR/EOC Gap Analysis;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

Critical-Actions	**Targeted Area**	
1. Define high-yield instructional strategies and reinforce their use in all classrooms.	☐ Campus Wide ☐ Reading ☐ Writing ☑ ELA	☐ Mathematics ☑ Science ☐ Social Studies ☐ Other:
2. Analyze and equip teachers to analyze student performance data to inform decision-making.	☐ Campus Wide ☐ Reading ☐ Writing ☑ ELA	☑ Mathematics ☑ Science ☑ Social Studies ☐ Other:
3. Participate in peer classroom visits in order to improve the instructional practices of the team.	☐ Campus Wide ☐ Reading ☐ Writing ☑ ELA	☑ Mathematics ☐ Science ☑ Social Studies ☐ Other:
4.	☐ Campus Wide ☐ Reading ☐ Writing ☐ ELA	☐ Mathematics ☐ Science ☐ Social Studies ☐ Other:
5.	☐ Campus Wide ☐ Reading ☐ Writing ☐ ELA	☐ Mathematics ☐ Science ☐ Social Studies ☐ Other:

Critical Action 1

Critical Action: Define high-yield instructional strategies and reinforce their use in all classrooms.

Project Lead:	**English Co-department chairs, Michelle Gibson and Karen Stanton, Science department chair, Lisa Boyle, Biology team leader, Teresa Reeves, Chemistry team leader, Casie Gall, English PLC administrator, Janis Williams, and Science PLC admin, Tracy Franco**
Staff, Title I Staff:	**English, ESL, and Science teachers, admin team**
Materials and Resources:	**Marzano's <u>Classroom Instruction that Works</u>, Monday Memos, McRel's Power Walkthrough data**
2015-2016 Timeline:	**Beginning September 2015 and continuing through June 2016**

Targeted Area:	☐ School-wide	☐ Reading	☐ Writing	☑ ELA	☐ Mathematics	☑ Science	☐ Social Studies	☐ Other:

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Promote a common understanding of high-yield instructional strategies 1. Work collaboratively with teachers to identify a set of high-yield instructional strategies* that all teachers will master and use in their classrooms. The chosen strategies must have supporting research that links their use to gains in student learning when properly employed (e.g., mastery teaching, development of higher-order thinking skills, flexible grouping). *For instance, see Marzano, R., Pickering, D., & Pollock, J. (2001). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement. Denver, CO: McREL. 2. Determine how many strategies you will include on your school-wide list.** Next, list the set of competencies that teachers must have to be skilled in each instructional strategy. This	Weekly in the Monday Memo, monthly in team/PLC meetings	• During Science department's professional development meeting, the science department head provided documentation listing Marzano's 9 high yield instructional strategies including a detailed description of each and specific vehicles for implementing each strategy (i.e. thinking maps, T-charts, reflective journals, etc.) • The science department head invited the district's secondary instructional coach to a professional develop meeting and she (Jennifer Bernabo) presented information and examples related to the nine Marzano high-yield strategies and their use in science classrooms. • Science teachers were asked to select and focus on two of the nine Marzano strategies and create activities specific to the upcoming units and lessons during the spring semester. Teachers worked in pairs to develop these activities and presented them to their teams during team meetings. • During both departmental and team meetings teachers shared how they utilized different

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
practice provides an excellent opportunity for teachers to collaborate across subjects and grades. **Start with a list of no greater than three strategies. Once competencies for each strategy have been determined, assess which teachers need training with which strategies. Some teachers may have already mastered all three. Others will need work to build competencies in all three. Be certain that you customize the training to teachers current skill levels. 3. Determine how leaders will ensure that all faculty members are skilled in the use of the identified strategy. Perhaps teachers who demonstrate the strongest skills in each strategy can lead brief sessions across a number of weeks for colleagues. Carefully structure the opportunity for all teachers to master the instructional strategies that have been identified as important for all staff members to employ. This support might include master teachers, instructional coaches, or collaborative team study.		instructional strategies and their success with improving student engagement and learning when the strategies were used. • Throughout the spring semester in chemistry and biology team meetings examples of how to implement a variety of high-yield instructional strategies and were provided by both team leaders and experienced teachers related to upcoming lessons. • Biology teachers located, refined, and developed high-yield instructional strategy activities for Biology STAAR review week and participated in a teacher rotation week of lessons to improve student involvement and interest in review. • ELA- We did not make satisfactory progress on this goal. Next year we would like to introduce the teachers to the high yield strategies and focus on one/two per six weeks and integrate them into our lesson plans. We will then use these to guide our teacher walkthroughs. • Craig McKinney has agreed to come in to help us with the implementation of this goal.
Reinforce the use of high-yield instructional strategies 1. Identify high-yield instructional strategies during classroom visits and make sure that you acknowledge or discuss these strategies with teachers after your visit. For example, carry 3-by-	Weekly in Walkthroughs	• Administrators conducted many science classroom walk-throughs to gather data on instructional strategies and methodologies being utilized. The data was compiled and printed for review by the science teachers. • During April science department professional

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
5-inch cards and quickly jot a note about the outstanding strategies that you observe during a classroom visit. Share your notes with each teacher you visit. 2. Reinforce high-yield instructional strategies by presenting a summary of your classroom visitation notes during faculty meetings. Give examples of strategies that you observed and perhaps share additional research on the effectiveness of the strategy. You may also wish to ask one of the teachers who you observed to be particularly skilled in the strategy to give a quick demonstration. 3. Be certain to incorporate the use of these strategies into formal evaluation processes as well.		development meetings, the PLC lead a discussion on the results of the data and teachers shared their reactions and reflections related to what the data showed and what trends were seen. • In addition, in team meetings, the teams frequently compared last year's test results and attempted to ascertain what may have caused any differences.
Identify best instructional practices based on student performance data 1. Begin to rely on evidence of student learning as the means for identifying best instructional practices in your school. As a leadership team, discuss what measures of student performance you will use to determine how you will identify best practice. 2. Study the benefits of using teacher-constructed common assessments*across a particular grade or subject area. Determining which teacher achieved best results over a relatively short period of time (e.g., one to two weeks) can be an excellent method of helping teachers become more comfortable with this practice. (Using higher-	Next School year	

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
stakes assessments such as district benchmarks or state assessments to identify best practices in your school may trigger unintended competition or anxiety.) *Consider using value-added student performance data to identify which teachers have had the most success with different groups of students (e.g., students who are performing below grade level, students performing at grade level). Since students enter teachers classrooms at very different levels, some consideration of this starting point must be given before you determine who achieved the best outcomes. 3. Make your selection criteria for identifying high-yield instructional practices within your school completely transparent to teachers. Once you have identified these practices, determine how you will use the information to accelerate learning for all teachers.		

Critical Action 2

Critical Action: Analyze and equip teachers to analyze student performance data to inform decision-making.

Project Lead:	English Co-department chairs, Michelle Gibson and Karen Stanton, Social Studies department chair, Mike Mathis, World Geography team leader, Nicole Vickerman, Science department chair, Lisa Boyle, Biology team leader, Teresa Reeves, Chemistry team leader, Casie Gall, Mathematics department chair, Amanda Mathis, Geometry Team leader, Amber Carter, Algebra 2 team leader, Courtney Clark, ESL department chair, Natalie Bauerkemper, English PLC administrator, Janis Williams, Social Studies PLC admin Aquil Bayyan, and Science PLC admin, Tracy Franco, Math PLC admin, Will Daniel, ESL PLC admin, Reba Roberson
Staff, Title I Staff:	English, Math, Science, Social Studies, and ESL teachers, admin team
Materials and Resources:	Futrix Dashboard data, SAS, STAAR results, Gap Analysis
2015-2016 Timeline:	Beginning September 2015 and continuing through June 2016

Targeted Area:	☐ School-wide	☐ Reading	☐ Writing	☑ ELA	☑ Mathematics	☑ Science	☑ Social Studies	☑ Other: ESL

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Consider standardized and performance-based student achievement measures 1. Study/analyze the extent to which performance data is currently used to inform leadership decisions in your school. Consider the following: 1.What decisions are currently being made that need to be more richly informed by data? Identify both the routine decisions (i.e., teacher assignments, master schedule construction, professional development activities, etc.) that leaders make throughout the school year as well as the more singular decisions (i.e., should we go to block scheduling, do we need an all-day kindergarten). Recognize the decisions that are being made and when and if those decisions are made in the absence of student performance data. 2.What types of student performance data are	Each 6 weeks in team/PLC meetings, as well as in STST meetings	• Administration provided the passing/failure rate data reports for all science courses for each of the six week grading periods and semester exams to dept. heads and team leaders. The data also included data for the district to compare to. • The failure reports were then provided to individual teachers during the next weekly team meeting. The results were studied and discussed to identify patterns and trends. • During team meetings data related to major assessment results was reviewed and discussed. Decisions related to the timing of the assessments and the amount and degree of student preparation was also discussed.

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
available to be used for decision making? Be very thorough in identifying those data that are currently available. Do you need to build available data to include richer sources? If yes, to inform which decisions? Rather than seeing different data measures as conflicting, learn how to use the different measures to make far more sophisticated curricular and instructional decisions. 2. Become experts at understanding the performance measures that are available to you and in using those measures to inform your decisions whenever possible. Also, determine when and if more robust and performance-based measures of student performance data are needed and how you will promote the development of that data.		• The Social Studies Department needs to increase the data collection of assessments, six weeks performance, and district exams. • ELA -Our team did a satisfactory job of making progress on this goal this year. We studied classroom assessments as well as individual student data in SAS and school and district failure reports. We are in the process of looking at STAAR results and will analyze those to find areas of strength and relative weakness before we plan next year. • We also used failure data to inform our fourth period interventions. We found this time to be extremely helpful for improving the grades of our at-risk students.
Consider current, prior, and subsequent student performance 1. Review current student performance data available to your schools grade levels. Then study student performance data in each core subject area longitudinally. That is, how did this years sixth-grade students performance in mathematics compare to previous years sixth-grade students? Single-year performance data should never be acted upon without this broader context. 2. Study students performance in grades prior to your grade span. Did students gain at appropriate levels in the first year after transitioning into your school? Did they gain at appropriate levels in all core subject areas?	Each 6 weeks in team/PLC meetings, as well as in STST meetings	• The Social Studies Department reviewed student performance data and worked on strategies to improve student success. The different subjects and difference in student success needs to be examined more closely. • The Social Studies Department would like to track EOS students to Plano Senior High School and ask about the quality of preparation.

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
3. Develop the systems and structures to build leaders capacity to track student progress after they leave your school. Do students continue to make strong academic gains when they leave your school? Any definition of success you ascribe to your own school must include the evidence that students had the necessary skills to do well when they advanced from your school. To truly understand your achievement impact, you must study it within the context of the full KĐ12— probably KĐ16—spectrum. Be certain that you do not use limited data reviews to inform your decisions.		
Determine the extent of learning problems 1. Ensure that the appropriate school leaders are fully aware of any identified learning problem in your school. (This includes the common teacher concern that "students don't come to my class with the skills they need to do grade-level work.") 2. Determine the extent of any identified learning problem as the first step before responding to that problem. Once a particular learning problem is identified—through student performance data or teacher input—determine if the problem is prevalent within a particular classroom or equally present across all classrooms of the same grade and subject in your school. 3. Discuss any grade-wide or subject-wide learning concern with district leaders to determine if the same learning problem exists across many or most schools in the district (i.e., third-graders		• The Social Studies Department invited students who failed for the semester to geography tutorials during 4th period every Tuesday to address the learning gaps.

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
across all schools seem to be having difficulty with that objective).		
Identify the root cause of learning problems 1. Ensure that all leaders in your school become proficient at determining the source or root cause of any identified learning problem before responding. Reflection and analysis relative to the source of a learning problem is absolutely essential to ensuring that any chosen solution may actually be successful in eliminating it. 2. Begin by working with your leadership team to list questions you should ask to determine if a learning problem is curricular or instructional in origin. For example, you might ask: "Did students have all of the necessary prerequisite skills to successfully engage with the material being taught?" If no, the problem may be curricular. Next, investigate whether the prerequisite skills are thoroughly covered in your districts written curriculum. If no, the problem is curricular. If yes, the problem may be instructional—not teaching the material at a deep enough level for either retention or as the foundation for future learning. You might choose to develop a checklist that you use prior to brainstorming solutions for any situation. 3. Identify a particular learning need and use the questions to locate the root cause of the problem. Have teachers join you to inform the discussion. School leaders need a deep understanding of the	Each 6 weeks in team/PLC meetings, as well as in STST meetings	• The Social Studies Department continued to work with students so they could build on their writing and document analysis.

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
source of a learning problem before applying or approving solutions.		
Provide guidance for data analysis and use 1. Make sure that your leadership team has the necessary skills to model how teachers can use student performance data to make specific instructional adjustments in their classrooms. It is critical that teachers know how to move from reflecting on data to using that reflection to improve student learning. 2. Identify teachers in your school who leaders already know are skilled in this practice. (If you cannot identify teachers who are, then you will need to seek external expertise.*) Ask those teachers to lead sessions with the leadership team to demonstrate how they make instructional adjustments using performance data. *You might check with other principals in your district to identify particularly skilled teachers in their buildings. Arrange to have the identified teacher(s) work with your leadership team. 3. Determine how you will ensure that all teachers build their capacity to use the performance data in this type of meaningful way.	Each semester in campus professional development	• Guidance for data analysis and use is given during Campus Professional Development, Leadership Team Meetings, Department Meetings, and Team Meetings.
Review student performance with teachers 1. Build and extend teachers willingness and capacity to openly and collectively examine their student performance data with one another.	Each 6 weeks in team/PLC meetings, as well as in STST meetings, staff meetings, SBIC meetings	• All of the Departments reviewed and examined the failure rates of students during Team Meetings.

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Cultivate a school culture where your staff treats performance data as a flashlight illuminating teaching-learning needs, as opposed to a hammer used to criticize or punish teachers. 2. Discuss school-level data or performance by student groups as a first step in developing a strong culture of data analysis. Drilling that analysis down to the teacher level is the next step. Meet with each teacher to discuss student performance results. Following district benchmarks, common formative assessments, or more formal assessments, arrange individual meeting times to have teachers provide a review and interpretation of performance relative to the students they serve. Reflect on the data together and determine what specific adjustments or interventions students might need. Be frank and objective about these results. 3. Reinforce open analysis and sharing of student performance data as the means for continuous improvement. You will know you have a strong data-use culture in place when teachers go even a step further and willingly share their data with their peers as part of their collaborative problem-solving process.		
Establish expectations for teacher teams data analysis 1. Firmly establish expectations for open discussions using student performance data in collaborative teacher team meetings. While teachers might be initially uncomfortable sharing their student	Each 6 weeks in team/PLC meetings, as well as in STST meetings and campus professional development	• All of the Departments reviewed and examined the failure rates of students during Team Meetings.

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
performance results, leaders can overcome these barriers through coaching and practice. 2. Foster the practice by leading collaborative team meetings in which teachers analyze mock data to build their skills. At the same time, begin to build trust and openness by discussing teachers anxieties about the process. Gradually, begin to move toward the study of data more directly tied to the teams actions. 3. Measure your own level of success by determining the extent to which teachers consider this sharing and collective data reflection to be their primary tool for improving instruction.		

Critical Action 3

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

Project Lead:	**English Co-department chairs, Michelle Gibson and Karen Stanton, Social Studies department chair, Mike Mathis, World Geography team leader, Nicole Vickerman, Mathematics department chair, Amanda Mathis, Geometry Team leader, Amber Carter, Algebra 2 team leader, Courtney Clark, ESL department chair, Natalie Bauerkemper, English PLC administrator, Janis Williams, Social Studies PLC admin Aquil Bayyan, and Math PLC admin, Will Daniel, ESL PLC admin, Reba Roberson**
Staff, Title I Staff:	**English, Math, Social Studies, and ESL teachers**
Materials and Resources:	**Sub Codes, Marzano's** <u>Classroom Instruction that Works</u>
2015-2016 Timeline:	**Beginning September 2015 and continuing through June 2016**

Targeted Area:	☐ School-wide	☐ Reading	☐ Writing	☑ ELA	☑ Mathematics	☐ Science	☑ Social Studies	☐ Other:

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Visit other classrooms as part of collaborative process: 1. Provide opportunities for teachers to visit other team members' classrooms. 2. Ask each teacher to schedule a single period of observation time with another team member. 3. Provide structured time for teachers to debrief following a visit by talking openly about what did and didn't work during the observed lesson. **4.** Work to develop an observation schedule that provides three to six opportunities per school year.	One to two visits per semester	• The Social Studies Department conducted classroom observations/walkthroughs in other teacher classrooms. The World History team lead and the World Geography team lead observed teachers in the Social Studies Department. • ELA: We made progress on this goal but did not all get in to classrooms during semester 2. We were met with great success when we got a substitute and wrote a group lesson plan for AcLit. This created the least amount of work for our teachers and enabled them to observe/learn from other teachers. • Math: Each math teacher visited two classrooms (one math and one non-math teacher) during 2nd semester.

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
		• Each teacher answered questions on a team made Google form for reflection.
Participate in focused learning team walks: 1. Develop a structure for learning team walks in your school. 2. Have team members develop and use rubrics or observation documents to record their observations.	Once as a team per semester, twice per semester as an STST team	• The Social Studies Department conducted classroom observations/walkthroughs in other teacher classrooms. The World History team lead and the World Geography team lead observed teachers in the Social Studies Department. • ELA: We are looking forward to using a Marzano-based rubric for "learning walks."
Fully discuss instructional strategies following observations: 1. Provide structured time for teachers to meet following any peer observation to discuss the instructional strategies that were used and observed. 2. Model the type of sharing that you would like to see (e.g., an analytical discussion of what did and did not work in the lesson). 3. Initiate discussions about what may not have worked by asking questions as an investigator, not an evaluator.	In team/STST meetings after each observation or learning walk	• The Social Studies Department talked about the observations and there is room for improvement in the analysis of the data. • ELA: Our teachers did this individually next year with their partners through professional development, but we would like to extend this practice to our team meetings.

Critical Action 4

Critical Action:

Project Lead:	
Staff, Title I Staff:	
Materials and Resources:	
2015-2016 Timeline:	

Targeted Area:	☐ School-wide	☐ Reading	☐ Writing	☐ ELA	☐ Mathematics	☐ Science	☐ Social Studies	☐ Other:

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)

Critical Action 5

Critical Action:

Project Lead:	
Staff, Title I Staff:	
Materials and Resources:	
2015-2016 Timeline:	

Targeted Area:	☐ School-wide	☐ Reading	☐ Writing	☐ ELA	☐ Mathematics	☐ Science	☐ Social Studies	☐ Other:

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)

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 Goals:

Applicable Group	Action Step	Responsible	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	**PREVENTION:**			
	Identify high risk areas. **(Required)**	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	The administrative team walks the building daily to identify potential high risk areas. Staff members and students are in communication with the administrative team to identify high risk areas.
	Monitor high risk areas. **(Required)**	Principal Designee	Staff assignments/ schedule	Staff members are assigned hall duty stations before school, during passing periods, and after school. It has been noted that staff presence in the hallway limits negative student behavior.
	Follow Campus Rules/Expectations. **(Required)**	Principal	Code of Conduct, District Handbook Campus Handbook	The students and staff members are consistently reminded about the Plano ISD and Clark HS expectations through various interactions with staff members. The Student Code of Conduct is posted in several areas of the school. The Student Handbook is posted on the Clark HS website.
Staff	**EDUCATION:**			
	Participate in annual staff training on bullying/sexual harassment. **(Required)**	Principal or designee	Handouts/PowerPoint	All staff members have been trained on Bullying/Sexual Harassment via various modalities and in multiple sessions before the school year started and during the school year. Training was provided by Plano ISD, the Clark administrative team, and the Clark Counseling Department. Students and staff members have done an excellent job of reporting and responding to potential bullying and sexual harassment.

Applicable Group	Action Step	Responsible	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Review referral process. **(Required)**	Principal or designee	Campus referral plan	The administrative team reviewed the referral process at the beginning of the school year and drafted a "Flagrant Offense Norms" document so that discipline violations would be handled with consistency. Throughout the school year the administrative team talked about the effectiveness of the Norms and what may need to be added or altered for the next school year. The referral process has been effective this school year.
Staff	**INTERVENTION:**			
	Establish recommended intervention strategies for classroom/campus. **(Required)**	Principal or designee (campus discipline staff)	Discipline Management Plan	The administrative team consistently communicated about intervention strategies this year. An administrator attended monthly district Student Management Meetings and served on the district Discipline Management Committee. An administrator collaborated with the Clark HS Student Management Committee (17 staff members) through the year to create intervention strategies for the classroom/campus.
	Implement campus referral plan. **(Required)**	Principal or designee	Campus Referral Plan	The staff members implement the campus referral plan and communicate with the administrators via personal conversation, phone, and email. The referrals are tracked/stored in Microsoft One Note and the district online Database. The data is maintained by the administrative team.
	Utilize Discipline Management strategies. **(Required)**	Principal or designee	Discipline Management Plan	The staff members utilize the discipline management strategies.

Applicable Group	Action Step	Responsible	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	**PREVENTION:**			
	State clear student expectations/campus rules/citizenship. **(Required)**	Principal or designee	Code of Conduct/ Student-Parent Handbook	At the beginning of the school year the administrative team and Officer Art Parker held Student Expectation Talks with every student in 100W outlining the campus

			expectations, discipline process, and laws.
	Monitor high risk areas. **(Required)**	All staff	Schedule (if necessary)	The Clark HS staff monitors high risk areas via hall duty and walking the halls.
All Students	**EDUCATION:**			
	Explain referral process/contacts. **(Required)**	All teachers	Referral Plan	At the beginning of the school year the administrative team and Officer Art Parker held Student Expectation Talks with every student in 100W outlining the campus expectations, discipline process, and laws.
All Students	**INTERVENTION:** (Please complete cells below)			
	Apply classroom interventions: **(Required)**	All teachers	Student Handbook	Classroom interventions are applied by teachers as needed.
	Employ discipline interventions: **(Required)**	Designated staff	Student Handbook	Discipline interventions are applied by staff members as needed.
	Use other intervention strategies as necessary/appropriate. **(Required)**	Administrative staff or counselors	Student Handbook	The staff members and administrators are flexible while using other intervention strategies with students, depending on the history, situation, or circumstances.
	Conference with parents/students. **(Required)**	Teachers or other staff	Student Handbook	Conferences are held throughout the year with students and/or parents on an as needed basis.

Parent Involvement

Critical Action:

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

Project Lead:	**Clark administrative team, Janis Williams, Aquil Bayyan, Reba Roberson, Tracy Franco, Will Daniel**
Staff, Title I Staff:	**Enews editor, Bill Freeman, Clark counselors, Cindy Dakota, Nancy Garcia-Smith, Kevin Koger, Patti Saucier, Krista Kent, ESL department chair, Natalie Bauerkemper**
Materials and Resources:	**Technology**
2015-2016 Timeline:	**Beginning September 2015 and continuing through June 2016**

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and electronic information.	August 2015 – June 2016	The majority of the parents were able to register their students via Parent Portal from home.
Identify parents without computer/internet access to offer hard copies of school information.	August 2015 – June 2016	Before the school year started, we reserved computer labs for parents who could not register from home. These parents were able to register their students via Parent Portal.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Monthly	A PTA representative was in constant communication with the building principle to gain insight into student/parent needs.
Communicate information through eNews.	Weekly	The Clark HS eNews was consistently updated by the CTE Department Chair, Bill Freeman.
Upgrade and maintain the campus website for easy access and increased communication with the community.	Daily to Weekly	The Clark HS Website was updated consistently by the CTE Department Chair, Bill Freeman.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…).	Monthly	The PTA sends out a monthly newsletter that offers information on parental programs and other topics.

Highly Qualified Teacher Improvement Plan

Critical Action:

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

Project Lead:	**Plano ISD HR Employee Recruitment & Retention Department**
Staff, Title I Staff:	**HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators**
Materials and Resources:	**Operating Fund, HR Budget, Campus/Curriculum Budget**
2015-2016 Timeline:	**Throughout the year, as needs arise**

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Plano ISD Human Resources Dept. reviews and modifies the recruitment schedule biannually.	Biannually	
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify highly qualified candidates interested in teaching in Plano ISD.	May, June	
To attract and retain highly qualified applicants for bilingual students, Plano ISD offers a salary stipend.	Monthly	
To attract highly qualified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses.	Monthly	
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Curriculum Department/Campus Administrators.	Monthly	
The Plano ISD Certification Office follows district hiring procedures to ensure that teachers are not hired if they do not meet "highly qualified" standards.	Monthly	