



Plano ISD

School Improvement Plan: 2015-2016

School Based Improvement Committee

## Plano West Sr. High School

**Principal: Katherine King**

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

## 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): **Thursday, October 22, 2015**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2016): **Thursday, January 28, 2016**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 10, 2016): **Thursday, May 26, 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			
<b>1 (CNA)</b>	Comprehensive Needs Assessment	<b>6 (PI)</b>	Strategies to Increase Parental Involvement
<b>2 (RS)</b>	Reform Strategies	<b>7 (Tran)</b>	Transition (Elementary schools only)
<b>3 (HQ)</b>	Instruction by Highly Qualified Staff	<b>8 (A)</b>	Teacher Decision-Making Regarding Assessments
<b>4 (PD)</b>	High-Quality Professional Development	<b>9 (M)</b>	Effective and Timely Assistance to Students
<b>5 (R/R)</b>	Strategies to Attract Highly Qualified Teachers	<b>10 (Coord)</b>	Coordination and Integration
Program Funding			
<b>Multilingual</b>	i.e. Parent programs, Assistance with ESL and/or Bilingual program utilizing Multilingual Specialists		
<b>Title I</b>	i.e. Parent programs, Tutorial Program, RAMP up for Kindergarten Program		
<b>Sp.Ed.</b>	i.e. Special Education emergency aid		
<b>Local</b>	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 (SHS)**

<b>Committee Member's Name</b>	<b>Role</b>	<b>Year 1st Participated on SBIC</b>
David Carroll	Faculty Member	2008-09
Alan Greider	Faculty Member	2009-10
Ted Kincaid	Faculty Member	2010-11
Nancy Lewis	Faculty Member	2015-16
Olivia Tanksley	Faculty Member	2015-16
Kelley Wonsmos	Faculty Member	2014-15
Kathy Horn	Faculty Member (Ad Hoc)	2013-14
Rosolayn Johnson	Faculty Member (Ad Hoc)	2014-15
Kris Jones	Faculty Member (Ad Hoc)	2015-16
Allison Venuto	Faculty Member (Ad Hoc)	2013-14
Carrie Stevens	Faculty Member (Ad Hoc)	2015-16
Becky Elizondo	Faculty Member (Senior High only)	2013-14
Barbara Nelson	Faculty Member (Senior High only)	2010-11
Kathy King	Principal	2007-08
Randy Hayes	Principal (Ad Hoc)	2007-08
Carl Herrmann	Principal (Ad Hoc)	2008-09
Michael Cruz	Principal (Ad Hoc)	2015-16
Camica Davis	Principal (Ad Hoc)	2012-13
Kevin Lyons	Principal (Ad Hoc)	2010-11
Victor Nixon	Principal (Ad Hoc)	2010-11
Kristin Anderson	District Professional	2014-15
Ann Raidt	Campus Professional, Non-teaching	2010-11
MaryBeth Randecker	Campus Professional, Non-teaching (Senior High only)	2014-15
Sherrie Gardner	Support Staff Member	2015-16

<b>Committee Member's Name</b>	<b>Role</b>	<b>Year 1st Participated on SBIC</b>
Christine Platt	Parent-Selected by PTA	2015-16
Lori Antonioli	Parent-Selected by PTA (Senior High only)	2015-16
Susan Valesano	Parent-Selected by Principal	2015-16
Annette Oani	Parent-Selected by Principal (Senior High only)	2015-16
Sara Bramlett	Parent	2015-16
Darcey Carter	Parent	2015-16
Hui Wang	Parent	2015-16
Huan Liang	Parent	2015-16
Alpa Shah	Parent (High and Senior High only)	2015-16
Rosemary Avery	Community Member	2015-16
Lara Ashmore	Community Member	2015-16
Mike Zack	Business Representative	2015-16
Larry Harper	Business Representative	2011-12
Jerusalem Assefa	Student (High and Senior High only)	2015-16
Trace Girouard	Student (High and Senior High only)	2015-16
Daniel Madden	Student (High and Senior High only)	2014-15
Zachary Young	Student (High and Senior High only)	2015-16

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
<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.	10 (Coordination and Integration)	All
<b>Violence Prevention and Bullying</b>	10 (Coordination and Integration)	All
<b>Parental Involvement:</b> 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
<b>Highly Qualified Staff:</b> 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
<b>Transition of Pre-KN Students:</b> 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. (CA 11)	<input checked="" type="checkbox"/> Campus Wide <input type="checkbox"/> Mathematics <input type="checkbox"/> Reading <input type="checkbox"/> Science <input type="checkbox"/> Writing <input type="checkbox"/> Social Studies <input type="checkbox"/> ELA <input type="checkbox"/> Other:
2. Analyze and equip teachers to analyze student performance data to inform decision-making. (CA 13)	<input checked="" type="checkbox"/> Campus Wide <input type="checkbox"/> Mathematics <input type="checkbox"/> Reading <input type="checkbox"/> Science <input type="checkbox"/> Writing <input type="checkbox"/> Social Studies <input type="checkbox"/> ELA <input type="checkbox"/> Other:
3. Support the development and use of more frequent common assessments than those provided by the district. (CA 14)	<input checked="" type="checkbox"/> Campus Wide <input type="checkbox"/> Mathematics <input type="checkbox"/> Reading <input type="checkbox"/> Science <input type="checkbox"/> Writing <input type="checkbox"/> Social Studies <input type="checkbox"/> ELA <input type="checkbox"/> Other:
4. Maintain high expectations for all students through creative and effective instructional delivery, rigorous learning outcomes and a focus on eliminating opportunity and achievement gaps	<input checked="" type="checkbox"/> Campus Wide <input type="checkbox"/> Mathematics <input type="checkbox"/> Reading <input type="checkbox"/> Science <input type="checkbox"/> Writing <input type="checkbox"/> Social Studies <input type="checkbox"/> ELA <input type="checkbox"/> Other:
5. Meet or Exceed Special Education Graduation Rate Accountability Safeguard measures	<input type="checkbox"/> Campus Wide <input type="checkbox"/> Mathematics <input type="checkbox"/> Reading <input type="checkbox"/> Science <input type="checkbox"/> Writing <input type="checkbox"/> Social Studies <input type="checkbox"/> ELA <input checked="" type="checkbox"/> Other: Special Education

### Critical Action 1

**Critical Action:** Define high-yield instructional strategies and reinforce their use in all classrooms. (CA 11)

<b>Project Lead:</b>	Supervisory Administrators, Department Chairs
<b>Staff, Title I Staff:</b>	Classroom Teachers
<b>Materials and Resources:</b>	<i>Classroom Instruction That Works</i> , by Marzano, Pickering, and Pollock, Plano Walkthrough Data
<b>2015-2016 Timeline:</b>	Begin September 2015 through June 2016

<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:
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**Strategies for Accomplishing Critical Action:**

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
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).	Monthly Leadership Team Meetings and Departmental Meetings	<p><b>Formative Notes:</b></p> <p><b>Math:</b> The department discussed which strategies we felt we were best at (summarizing and note-taking, giving students practice in class and for homework, and cooperative learning). We identified some strategies that might need more focus—reinforcing effort and providing recognition, generating and testing hypotheses, and cooperative learning—so we are working to identify when we already do these things and how we can incorporate more of these into our daily routine.</p> <p><b>English:</b> For the spring semester, the teachers in the department will be paired up with other teachers in terms of mastery and effectiveness in the cognitive and affective domains. The teachers will meet at least three times between now and the end of the semester. There will also be ongoing communication to maintain the relationship.</p> <p><b>Science:</b> The science teams meet almost daily to discuss progress on the curriculum, instructional strategy effectiveness and student performance. Teachers review test questions that gave students difficulty and use that information to review concepts during future lessons.</p> <p><b>Social Studies:</b> Each discipline will discuss what works or doesn't work for the a particular assignment or test and then make corrections.</p>

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
		<p><b>Summative Notes:</b></p> <p><b>Math:</b> Teachers identified and found ways to implement the strategies in their classes as the semester progressed. The idea was to make those strategies part of our daily habits, so that implementation would continue after this year. Hopefully good exam scores will be the end result.</p> <p><b>English:</b> Teachers were paired up with one another in terms of years of experience (ex. 15 years/2 years). The teachers talked on a regular basis regarding best practice strategies, scaffolding, and classroom management.</p> <p><b>Science:</b> This action step is complete and will continue. The science department meets on a regular basis during lunch to discuss instruction, students, and the curriculum. It is part of the department’s culture and provides a means of informing teachers of department and school events and provides a less formal means of discussing what is going on inside the classroom.</p> <p><b>Social Studies:</b> Curriculum is discussed in each of the disciplines for Social Studies and the teams identify which assignments need changes or a focus shift. The discussion of more student centered activities has also been brought forth</p>
<p>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.</p>	<p>Weekly Departmental/Team Meetings</p>	<p><b>Formative Notes:</b></p> <p><b>Math:</b> This is handled by individual subject teams, since the needs are different in different subjects. Team leaders assist in this implementation.</p> <p><b>English:</b> For the spring semester, the teachers in the department will be paired up with other teachers in terms of mastery and effectiveness in the cognitive and affective domains. The teachers will meet at least three times between now and the end of the semester. There will also be ongoing communication to maintain the relationship.</p> <p><b>Science:</b> Teachers visit other teachers’ classrooms to view instruction on a regular basis. Teachers were able to observe different teaching styles and observe strategies. This was</p>



Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
		<p>particularly helpful to the new teachers that joined the department this year many of whom had never taught physics or the subjects they were assigned to teach before this year. In addition, science teachers visit on a regular basis during lunch periods to discuss curricular issues, student performance and instructional strategies. The team lunches also provide the time necessary to develop team cohesiveness and to share experiences on the day's lessons.</p> <p><b>Social Studies:</b> Our department uses feedback from the PDAS evaluations, our professional development workshops, and data from the "Power Walk through" evaluation system.</p> <p><b>Summative Notes:</b></p> <p><b>Math:</b> Subject teams discussed and worked on implementing the strategies in their subject area.</p> <p><b>English:</b> Through ongoing communication between a mentor and mentee, relationships were established and those pairings will continue into next year. With an established rapport, the teachers should have no problem picking up where they left off this year.</p> <p><b>Science:</b> This action step is complete and will continue. Science will continue to use classroom visits to help new teachers learn the curriculum. They also help teachers teaching a new curriculum become more proficient with it.</p> <p><b>Social Studies:</b> The Social Studies team continues to discuss implementation/sharing of effective instructional strategies during team and department meetings. Frequent conversation revolves around meeting student needs and differentiated instruction practices.</p>
<p>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-5-inch cards and quickly jot a note about the outstanding strategies that</p>	<p>Weekly Walkthroughs by Supervising Administrators and/or Department Chair</p>	<p><b>Formative Notes:</b></p> <p><b>Math:</b> No specific classroom visits by department chair (Alan Greider) yet. Visits by supervising administrator (Victor Nixon) continuing.</p>

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>you observe during a classroom visit. Share your notes with each teacher you visit.</p>		<p><b>English:</b> In face to face meetings between the mentor and mentees they will discuss the most effective strategies observed throughout the semester that meet the needs of the diverse population of students. They can also discuss how the strategies could be differentiated or scaffolded between students.</p> <p><b>Science:</b> Feedback may be in the form of a card, note, or a copy of the PWT observation form, but we can also provide a pdf of the Plano Walkthrough</p> <p><b>Social Studies:</b> The Social Studies Department will use the walk through assessments as well as the formative assessment from observation to modify teaching strategies.</p> <p><b>Summative Notes:</b></p> <p><b>Math:</b> Visits were made by department chair and by principals to document which strategies were being implemented.</p> <p><b>English:</b> Throughout the semester, I met with different teachers, formally or informally, to discuss effective strategies observed, as well as how to meet the needs of our diverse population of students. We have discussed the needs of all of our students, from AP, honors, and on-level. Classroom management strategies were also discussed and teachers even observed best practice strategies.</p> <p><b>Science:</b> The action is complete. Teachers have been provided timely feedback on Walkthroughs. The observation was emailed to teachers as a pdf.</p> <p><b>Social Studies:</b> Teachers received feedback throughout the year from administrators via Plano Walkthroughs and periodic observations.</p>

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>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.</p>	<p>Monthly Leadership Team Meetings and Departmental Meetings</p>	<p><b>Formative Notes:</b></p> <p><b>Math:</b> In progress, since the process of monitoring has just begun.</p> <p><b>English:</b> Teachers will look at improvements in student scores as well as the overall passing rate for the course.</p> <p><b>Science:</b> The science teams meet almost daily to discuss progress on the curriculum, instructional strategy effectiveness and student performance. Teachers review test questions that gave students difficulty and use that information to review concepts during future lessons.</p> <p><b>Social Studies:</b> In order to obtain evidence of student learning the Social Studies Department will rely on the following mechanisms:                      SAS reports                      Walk through evaluations                      Testing methods and                      Study guides/guided reading documents</p> <p><b>Summative Notes:</b></p> <p><b>Math:</b> We had new curriculum this year, so comparing to previous years is difficult. The perception is that students are handling the subjects well. Final exam results will tell us whether or not this is the case.</p> <p><b>English:</b> We have had conversations throughout the semester about student success and the ability to recover credit through second semester grades. This also includes six weeks grades given that ensure the possibility of future success.</p> <p><b>Science:</b> This action step is complete and will continue. The daily meetings have been particularly important this year with so many new staff members and staff members teaching subjects for the first time. Many of the teachers are teaching classes with multiple skill levels or teaching regular and honors classes and need to be able to discuss how to reach students of multiple levels in their lessons. Meeting with the team each day helps with that.</p> <p><b>Social Studies:</b> In order to obtain evidence of student</p>

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
		learning the Social Studies Department will rely on the following mechanisms: SAS reports Walk through evaluations Testing methods and Study guides/guided reading documents

## Critical Action 2

**Critical Action: Analyze and equip teachers to analyze student performance data to inform decision-making. (CA 13)**

<b>Project Lead:</b>	Campus Administrators, Department Chairs
<b>Staff, Title I Staff:</b>	Department Chairs, Academic Specialists, Guidance Counselors
<b>Materials and Resources:</b>	SAS portal, PISD Dashboard, Six Weeks Grade Reports
<b>2015-2016 Timeline:</b>	Begin September 2015 through June 2016

<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:
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### Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Study/analyze the extent to which performance data is currently used to inform leadership decisions in your school.	Weekly Front Office meetings, Monthly Leadership Team Meetings	<p><b>Formative Notes:</b></p> <p><b>Math:</b> Since the district is changing over from the SAS system to the Edugence system, right now most efforts in this area involve learning our way around the new system in order to access student performance information.</p> <p><b>English:</b> Each six weeks, grade reports are given to department chairs to look at the breakdowns of specific courses by teacher.</p> <p><b>Science:</b> Teacher utilizes data from varied sources such as state assessments, CoGAT scores, formative assessments, semester exams, labs and daily work to monitor student performance as instructional effectiveness. Reviewing the data helps teachers to look at alternative strategies for particularly difficult concepts and to alter lessons as needed to ensure student success.</p> <p><b>Social Studies:</b> To help analyze performance data the department will make use of SAS and Edugence in addition to classroom formative and summative assessment data.</p> <p><b>Summative Notes:</b></p> <p><b>Math:</b> We continue to refine our skill with access to Edugence. We are provided with a breakdown of 6 weeks grades in every subject at the end of each 6 weeks to aid in our analysis.</p> <p><b>English:</b> Grade reports are reviewed at the end of each six</p>

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
		<p>weeks to look at the breakdown of specific courses and grades by the individual teacher and for teams as a whole.</p> <p><b>Science:</b> This action step is complete and will continue. Data from multiple sources as it applies to individual students, class performance, subject matter, teacher performance, Edugence, ZipGrade and schools comparisons across the District is analyzed throughout the year to identify students in need of assistance, assess those students' performance and evaluate the effectiveness of curriculum delivery.</p> <p><b>Social Studies:</b> To help analyze performance data the department will make use of SAS and Edugence in addition to classroom formative and summative assessment data. Teachers will look at alternative methods to teach a particular concept in or to ensure student achievement.</p>
<p>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.</p>	<p>Monthly Leadership Team Meetings</p>	<p><b>Formative Notes:</b></p> <p><b>Math:</b> Ongoing.</p> <p><b>English:</b> Teachers use SAS/Edugence to look at student performance data for their classroom. Teachers are also starting to use data from the EOS surveys to look at student performance and probable student performance.</p> <p><b>Science:</b> Teachers review every assessment with students and then review content and performance as a team to assess instructional effectiveness. The teachers use feedback from students acquired during the reviews and from student performance on the test to see what concepts need to be reinforced.</p> <p><b>Social Studies:</b> One method that would be helpful to improve student learning and model good teaching practices would be peer observations and team teaching. We already have several team teaching classes but the peer observations would only be possible if a substitute is provided to help in the teachers create time for the observations. .</p> <p><b>Summative Notes:</b></p>

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
		<p><b>Math:</b> This is always ongoing and will continue into next year. At this point, we have not “arrived” and will continue to refine our skill at utilizing data to make decisions that affect student learning.</p> <p><b>English:</b> Teachers use SAS/Edugence to look at student performance data for their classroom. Teachers are also starting to use data from the EOS surveys to look at student performance and probable student performance.</p> <p><b>Science:</b> This action step is complete and will continue. Reviewing all assessments in a timely manner with students provides both teachers and students with valuable feedback. Assessment feedback allows for teachers and students to assess level of mastery and identify areas for remediation. This information can then be used by the teacher and team to support future instruction and assessment.</p> <p><b>Social Studies:</b> Curriculum study and writing is an constantly shifting activity. An extensive assessment of whether a program has met its objectives and whether unintended outcomes have also occurred is a necessary part of leadership. The assessment provides insight into how and why a program functions. Therefore, each team will review each assessment with students and each other to determine the validity of the assessment.</p>
<p>Build and extend teachers willingness and capacity to openly and collectively examine their student performance data with one another. 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.</p>	<p>Weekly Departmental and/or Team Meetings</p>	<p><b>Formative Notes:</b></p> <p><b>Math:</b> Ongoing in subject team meetings.</p> <p><b>English:</b> Teams use the information and data from SAS/Edugence to discuss performance on district assessments, such as semester exams. Team leaders talk with their individual teams about different levels of performance on those district semester exams. This is also true for the grade reports that are given out at the end of each six weeks.</p> <p><b>Science:</b> Department chair shares six weeks and semester passing rates for courses with team members. Team leaders</p>

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
		<p>bring this information to planning meetings to aid in improving classroom instruction and assessment.</p> <p><b>Social Studies:</b> Each of the disciplines in Social Studies will use formative assessments to analyze test data, assignments, observations, and discussions.</p> <p><b>Summative Notes:</b></p> <p><b>Math:</b> Subject teams have analyzed data from unit tests to make decisions about things that we can change for next year.</p> <p><b>English:</b> Team leaders bring the performance data for the team to team meetings to look at the breakdown of student grades per teacher and for the team as a whole. We also use data from SAS/Edugence to look at student performance on semester exams.</p> <p><b>Science:</b> This action step is complete and will continue. This ongoing analysis permits the department to tailor the calendar, curriculum delivery, and assessments to the needs of the student population.</p> <p><b>Social Studies:</b> Department chair/team leaders will share six weeks and semester passing rates. Teams would discuss similar questions as part of their evaluation:</p> <ul style="list-style-type: none"> <li>• What should students know, and how should they be able to use the information?</li> <li>• How well should students perform?</li> <li>• What is that information based on?</li> <li>• What will we do to improve student accomplishment?</li> </ul>
<p>Firmly establish expectations for open discussions using student performance data in collaborative teacher team meetings. While teachers might be initially uncomfortable sharing their student performance results, leaders can overcome these barriers through coaching and practice.</p>	<p>Weekly Departmental and/or Team Meetings</p>	<p><b>Formative Notes:</b></p> <p><b>Math:</b> This expectation is already in place.</p> <p><b>English:</b> Team leaders and the department chair use the information and data from SAS/Edugence to discuss performance on district assessments, such as semester exams. Team leaders and the department chair talk with their</p>



Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
		<p>individual teachers about different levels of performance on those district semester exams. This is also true for the grade reports that are given out at the end of each six weeks.</p> <p><b>Science:</b> Team leaders collect assessment data. The composite data is shared with the team to evaluate curriculum and assessment effectiveness. The team also uses the data to set grading scales.</p> <p><b>Social Studies:</b> Each subject will have meetings to talk about student achievement and/or failures through Department and Curriculum meetings.</p> <p><b>Summative Notes:</b></p> <p><b>Math:</b> This expectation continues and teachers are comfortable with discussing these results in team and department meetings.</p> <p><b>English:</b> Team leaders and the department chair use the information and data from SAS/Edugence to discuss performance on district assessments, such as semester exams. Team leaders and the department chair talk with their individual teachers about different levels of performance on those district semester exams. This is also true for the grade reports that are given out at the end of each six weeks. The department also uses data to inform any necessary grading scale adjustments during the six weeks.</p> <p><b>Science:</b> This step is complete and will continue. Sharing of the information on student performance within teams allows teachers to collaborate and determine what is working and what needs to change to improve student performance. It also allows for assessments to be scaled appropriately.</p> <p><b>Social Studies:</b> Each subject will have meetings to talk about student achievement and/or failures through Department and Curriculum meetings. They should discuss</p> <ol style="list-style-type: none"> <li>1. Are the instructional methods producing results?</li> <li>2. Do we have the necessary resources to support instruction? i.e. technology</li> <li>3. Do we have the essential training to support our</li> </ol>

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

### Critical Action 3

**Critical Action: Support the development and use of more frequent common assessments than those provided by the district. (CA 14)**

<b>Project Lead:</b>	Department Chairs, Team Leaders
<b>Staff, Title I Staff:</b>	Classroom teachers
<b>Materials and Resources:</b>	TEKS, PISD Curriculum, Student Performance Data
<b>2015-2016 Timeline:</b>	Begin September 2015 through June 2016

<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:
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**Strategies for Accomplishing Critical Action:**

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Ask a grade-level or subject-area team of teachers to volunteer to construct and administer a common assessment for an upcoming unit of study. Facilitate teachers work on creating common assessments by making time and guidance readily available. Many teachers believe that the development and delivery—and the collective study of the results following administration—of common assessments is the most meaningful instructional improvement activity in which they have ever engaged. Comparing results on common assessments helps teachers to identify best practices and to modify instruction as needed to best serve the students.	Weekly Department and/or Team Meetings	<p><b>Formative Notes:</b></p> <p><b>Math:</b> All subject teams in math give common major assessments (tests) in every instance and common minor assessments (quizzes) in some instances. Test making duties are rotated among the members of the team, and then all members of the team have input into refining the final product before the assessment is given to students. This is standard operating procedure for the math department.</p> <p><b>English:</b> The English department implements the PISD district curriculum. This means that each individual academic team gives common assessments for each unit. Also, the teams give the common assessments on the same calendar date.</p> <p><b>Science:</b> All teams currently develop common assessments. The same assessment is given to all students.</p> <p><b>Social Studies:</b> Each teacher in Social Studies will help to develop modified lesson plans, study guides, and new curriculum materials for new books. U.S. History will create and update review material for the STAAR test each year.</p> <p><b>Summative Notes:</b></p> <p><b>Math:</b> The common assessment expectation is and always has been fully implemented in the math department for every single subject. Teams work together to construct assessments that every student in a particular subject will take. Teams discuss how to grade and assign partial credit equitably.</p>

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
		<p><b>English:</b> The English department implements the PISD district curriculum. This means that each individual academic team gives common assessments for each unit. Also, the teams give the common assessments on the same calendar date.</p> <p><b>Science:</b> All teams currently develop common assessments. The same assessment is given to all students.</p> <p><b>Science:</b> The action step is complete and will continue. All team will develop and administer common assessments.</p> <p><b>Social Studies:</b> Each teacher in Social Studies will help to develop modified lesson plans, study guides, and new curriculum materials for online books, new editions and new technology. U.S. History will create and update review material for the STAAR test each year.</p>

### Critical Action 4

**Critical Action: Maintain high expectations for all students through creative and effective instructional delivery, rigorous learning outcomes and a focus on eliminating opportunity and achievement gaps**

<b>Project Lead:</b>	Administrators, Guidance Director
<b>Staff, Title I Staff:</b>	Identified teacher leaders, Counselors
<b>Materials and Resources:</b>	Equal Opportunity Schools Survey Data, Student Profiles,
<b>2015-2016 Timeline:</b>	Begin September 2015 through June 2016

<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:
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**Strategies for Accomplishing Critical Action:**

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Establish Partnership with Equal Opportunity Schools to improve participation in AP coursework for African American, Hispanic, and Low SES student populations. Conduct Staff/Student surveys to develop awareness of campus attitudes and assess campus academic culture. Develop specific actions to encourage participation in AP courses for identified students prior to and during Academic Conference window.	Survey time windows as identified (October). Periodic EOS team meetings.	<p><b>Formative Notes:</b> Student/Staff surveys were completed campus wide in October, 2015. Student profiles were developed by EOS, and reviewed by PWSH staff (counselors/administrators) to identify students that may have the capacity to be successful in an AP course. Over 100 staff members indicated a willingness to participate in the process. PWSH has developed a strategic plan to encourage student participation in AP courses by providing information and resources to students and families.</p> <p><b>Summative Notes:</b> During the spring semester, identified students and parents were invited to a luncheon and evening meeting, where our outreach team presented information regarding enrollment in AP courses. Students met with their counselors and developed their schedules for next school year, and many students were placed into AP courses. Our Academic Support Teacher held 1:1 followup meetings with students that did not register for AP courses, and encouraged their participation. Plans are underway to provide additional supports for the first time AP students and their teachers, including focused energy in skill development (study skills, note taking, collaboration, writing skills, mindset development, self advocacy, etc..) throughout next school</p>

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
		year, and also to provide support to our teachers in meeting the needs of all students.

### Critical Action 5

**Critical Action: Meet/Exceed Sp.Ed Graduation Rate Accountability Safeguard measures**

<b>Project Lead:</b>	Campus Administrators, PISD Assessment and Accountability Staff
<b>Staff, Title I Staff:</b>	Special Education Team Leader
<b>Materials and Resources:</b>	Graduation Data
<b>2015-2016 Timeline:</b>	Begin September 2015 through June 2016

<b>Targeted Area:</b>	<input type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Other: Special Education
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**Strategies for Accomplishing Critical Action:**

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Conduct study in partnership with PISD Assessment and Accountability Department to identify cause(s) of graduation rate deficiency regarding Special Education populations.	PWSH Administrator/PISD Assessment and Accountability meeting – November 2015	<p><b>Formative Notes:</b> PWSH administrators have meet with PISD Assessment and Accountability Department staff. They have begun the process of reviewing individual student data regarding the graduation rate of the Special Education Population, and will be in communication with TEA as appropriate in order to address. It is believed that the Accountability Safeguard concern is due to a unique anomaly regarding students that are served through the Adult Transition Program.</p> <p><b>Summative Notes:</b> PISD Assessment and Accountability Department has identified district actions that will address this concern.</p>

## 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	<b>PREVENTION:</b>			
	Identify high risk areas. <b>(Required)</b>	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	<p><b>Formative Notes:</b> Areas of high risk have been identified.</p> <p><b>Summative Notes:</b> Strategic placement of staff and campus security help to reduce possible incidents.</p>
	Monitor high risk areas. <b>(Required)</b>	Principal Designee	Staff assignments/schedule	<p><b>Formative Notes:</b> Staff Hall Duty Schedule is in place.</p> <p><b>Summative Notes:</b> Staff asked to monitor hallways near their door during passing periods.</p>
	Follow Campus Rules/Expectations. <b>(Required)</b>	Principal	Code of Conduct, District Handbook Campus Handbook	<p><b>Formative Notes:</b> Back to school inservice staff is apprised of campus expectations for behavior.</p> <p><b>Summative Notes:</b> Staff follows campus expectations in reporting concerns and referring discipline concerns.</p>
Staff	<b>EDUCATION:</b>			
	Participate in annual staff training on bullying/sexual harassment. <b>(Required)</b>	Principal or designee	Handouts/PowerPoint	<p><b>Formative Notes:</b> Back to school inservice staff is apprised of campus expectations for behavior.</p> <p><b>Summative Notes:</b> Bullying reports are directed to Dr. Brown for evaluation.</p>
	Review referral process. <b>(Required)</b>	Principal or designee	Campus referral plan	<p><b>Formative Notes:</b> Back to school inservice staff is apprised of campus expectations for behavior.</p> <p><b>Summative Notes:</b> Referral process will be reviewed with Campus leaders.</p>



Applicable Group	Action Step	Responsible	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
<b>Staff</b>	<b>INTERVENTION:</b>			
	Establish recommended intervention strategies for classroom/campus. <b>(Required)</b>	Principal or designee (campus discipline staff)	Discipline Management Plan	<p><b>Formative Notes:</b> Back to school inservice staff is apprised of campus expectations.</p> <p><b>Summative Notes:</b> Staff follows the discipline management plan by following the referral process and communicating with parents.</p>
	Implement campus referral plan. <b>(Required)</b>	Principal or designee	Campus Referral Plan	<p><b>Formative Notes:</b> Back to school inservice staff is apprised of campus expectations</p> <p><b>Summative Notes:</b> Staff follows the discipline management plan by following the referral process and communicating with parents.</p>
	Utilize Discipline Management strategies. <b>(Required)</b>	Principal or designee	Discipline Management Plan	<p><b>Formative Notes:</b> Back to school inservice staff is apprised of campus expectations</p> <p><b>Summative Notes:</b> Progressive discipline is utilized.</p>

Applicable Group	Action Step	Responsible	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
<b>All Students</b>	<b>PREVENTION:</b>			
	State clear student expectations/campus rules/citizenship. <b>(Required)</b>	Principal or designee	Code of Conduct/ Student-Parent Handbook	<p><b>Formative Notes:</b> During the first week of school, staff reviews student expectations with their classes.</p> <p><b>Summative Notes:</b> Student expectations are reinforced throughout the school year.</p>

	Monitor high risk areas. <b>(Required)</b>	All staff	Schedule (if necessary)	<p><b>Formative Notes:</b> Staff Hall Duty Schedule is in place.</p> <p><b>Summative Notes:</b> Staff supervises areas of concern and reports as necessary.</p>
<b>All Students</b>	<b>EDUCATION:</b>			
	Explain referral process/contacts. <b>(Required)</b>	All teachers	Referral Plan	<p><b>Formative Notes:</b> During the first week of school, staff reviews student expectations with their classes.</p> <p><b>Summative Notes:</b> Referral process is revisited when there is a need.</p>
<b>All Students</b>	<b>INTERVENTION:</b>			
	(Please complete cells below)			
	Apply classroom interventions: <b>(Required)</b>	All teachers	Discipline Management Plan	<p><b>Formative Notes:</b> During the first week of school, staff reviews student expectations with their classes.</p> <p><b>Summative Notes:</b> Teachers utilize progressive discipline to keep students in the classroom.</p>
	Employ discipline interventions: <b>(Required)</b>	Designated staff	Administrators/Teachers	<p><b>Formative Notes:</b> During the first week of school, staff reviews student expectations with their classes.</p> <p><b>Summative Notes:</b> Utilized discipline management plan to remediate and redirect student behaviors.</p>
	Use other intervention strategies as necessary/appropriate. <b>(Required)</b>	Administrative staff or counselors	Crisis Intervention Protocols, Bullying/Harassment Intervention Plan	<p><b>Formative Notes:</b> CMIT meetings, conferences, etc are held as needed.</p> <p><b>Summative Notes:</b> Parental involvement through conferences and CMIT meetings are held as required.</p>
	Conference with parents/students. <b>(Required)</b>	Teachers or other staff	Discipline data/history, Code of Conduct, Policy/Procedures, Intervention strategies	<p><b>Formative Notes:</b> CMIT meetings, conferences, etc are held as needed.</p> <p><b>Summative Notes:</b> Remediate concerns at the lowest level possible.</p>

## 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.

<b>Project Lead:</b>	<b>Administrators, Director of Guidance</b>
<b>Staff, Title I Staff:</b>	<b>PTSA, Booster Organizations, Counselors</b>
<b>Materials and Resources:</b>	<b>online resources and information</b>
<b>2015-2016 Timeline:</b>	<b>August 2015 through June 2016</b>

### 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	<p><b>Formative Notes:</b> Parents and students are now registered. Completed in September, 2015</p> <p><b>Summative Notes:</b> This has proved to be an invaluable tool to encourage communication with the community.</p>
Identify parents without computer/internet access to offer hard copies of school information.	August 2015- June 2016	<p><b>Formative Notes:</b> Families are referred to our campus CTA as needed for computers at home information.</p> <p><b>Summative Notes:</b> Several families have benefitted from this program this school year. Personal mobile technology has reduced the need, but it is still useful.</p>
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Monthly	<p><b>Formative Notes:</b> Mrs. King is in communication with our PTSA through monthly Wolf Den meetings and frequent meetings with our PTSA Leadership.</p> <p><b>Summative Notes:</b> Our PTSA is an outstanding organization that supports the school in many ways.</p>
Communicate information through eNews.	Daily	<p><b>Formative Notes:</b> eNews is sent out to the Plano West community on a daily basis.</p> <p><b>Summative Notes:</b> e-news is generally effective, and Plano West is in the process of expanding its social media presence.</p>

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Upgrade and maintain the campus website for easy access and increased communication with the community.	Daily	<p><b>Formative Notes:</b> The PWSH Webmaster receives information and updates the campus website within 24 hours as information is received.</p> <p><b>Summative Notes:</b> The website remains a valuable resource to our community.</p>
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	Monthly	<p><b>Formative Notes:</b> PTSA programming is being planned/implemented for 2015-16</p> <p><b>Summative Notes:</b> PTSA programming was implemented.</p>
Provide opportunities for parents new to Plano ISD to engage in campus life through a New Parent outreach program.	Monthly	<p><b>Formative Notes:</b> New Parent program is under development with support of counseling staff.</p> <p><b>Summative Notes:</b> The new parent program is still "on paper". Additional attention to this area will be provided next school year</p>
Encourage increased participation in school by parents of other cultures.	Bi-Monthly	<p><b>Formative Notes:</b> Encouragement of parent participation is ongoing.</p> <p><b>Summative Notes:</b> We are fortunate to have outstanding parental involvement. We are working with our ESOL Department to increase outreach to targeted populations.</p>

## Highly Qualified Teacher Improvement Plan

### Critical Action:

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

<b>Project Lead:</b>	Plano ISD HR Employee Recruitment & Retention Department
<b>Staff, Title I Staff:</b>	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
<b>Materials and Resources:</b>	Operating Fund, HR Budget, Campus/Curriculum Budget
<b>2015-2016 Timeline:</b>	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	Completed
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify highly qualified candidates interested in teaching in Plano ISD.	May, June	Completed
To attract and retain highly qualified applicants for bilingual students, Plano ISD offers a salary stipend.	Monthly	Completed
To attract highly qualified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses.	Monthly	Completed
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	Completed
The Plano ISD Certification Office follows district hiring procedures to ensure that teachers are not hired if they do not meet "highly qualified" standards.	Monthly	Completed