



Plano ISD

School Improvement Plan: 2015-2016

School Based Improvement Committee

Frankford Middle School

Principal: Shurandia Holden

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

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): **Monday, October 12, 2015**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2016): **Wednesday, January 13, 2016**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 10, 2016): **Wednesday, May 25, 2016**

2015-2016 Campus Status

Check all that apply

- | | |
|---|--|
| <input checked="" type="checkbox"/> Title III English Language Learner Campus | <input checked="" type="checkbox"/> Title I Targeted Assistance Campus |
| <input type="checkbox"/> Non-Title I Campus | <input type="checkbox"/> Targeted Assistance Campus Transitioning to Title I School-wide |
| | <input type="checkbox"/> 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

Committee Member's Name	Role	Year 1st Participated on SBIC
Byerly, Ruth Ann	Faculty Member	2015
Davis, Montrail	Faculty Member	2015
Dudley, Amy	Faculty Member	2015
Epstein, Debbi	Faculty Member	2015
Harris, Ashley	Faculty Member	2014
Langmead, Annette	Faculty Member	2015
McDonnell, Jeff	Faculty Member	2012
Holden, Shurandia	Principal	2012
Lindsey, Michael	District Professional	2015
Peake, Kim – Counselor	Campus Professional, Non-teaching	2015
Johnson, Kenny - Administrative Intern	Campus Professional, Non-teaching	2015
Bugbee, Debbie	Support Staff Member	2015
Olmsted, Jenny	Parent-Selected by PTA	2015
Novando, Karen	Parent-Selected by Principal	2015
Reisinger, Matthew	Parent	2015
Elizabeth Satz	Parent	2014
Reisinger, Antonia	Parent	2014
Ren Theimann	Parent	
Northington, Phyllis	Community Member	2015
Jamie Jolly	Community Member	2015
Gary Buse	Business Representative	2015
Amy Phillips	Business Representative	

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

SBIC Committee – AD Hoc

Committee Member's Name	Role	Year 1st Participated on SBIC
Steenbergen, Melanie	Campus Professional, Non-teaching	2012
Wigginton, Andrea	Assistant Principal	2012
McDaniels, Eric	Faculty Member	2015
Moore, Lisa	Faculty Member	2015
Niermann, Stacie	Faculty Member	2015
Northcutt, Nicole	Faculty Member	2015
Rooklidge, Thomas	Faculty Member	2015
Smith, Megan	Faculty Member	2015
Spaulding, Beth	Faculty Member	2015
Valliere, Jennifer	Faculty Member	2013
Vestal, LaVonda	Faculty Member	2015
Vines, Anna	Faculty Member	2009
Waller, Candy	Faculty Member	2013
Watson, Murette	Faculty Member	2013
Wynne, Karyn	Faculty Member	2012
Youngblood, Lisa	Faculty Member	2015

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. Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. (CA 17/ State Safeguards)	<input checked="" type="checkbox"/> Campus Wide <input type="checkbox"/> Mathematics <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Science <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Social Studies <input type="checkbox"/> ELA <input type="checkbox"/> Other:
2. Build support structures to enable increasing numbers of students to engage successfully in rigorous coursework. (CA 10)	<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. Study and use the district's written curriculum. (CA 1)	<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:

Critical Action 1

Critical Action: Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. (CA 17)

Project Lead:	Andrea Wigginton											
Staff, Title I Staff:	Lisa Moore, Stacie Niermann, Anna Vines, Patti Walker, Fatima Abuqulal, Ana Dominguez, Melanie Steenbergen, Thomas Rooklidge,											
Materials and Resources:	Master schedule, Master Calendar, Late Buses, Software, Tutorial Schedules, SAS data, PISD curriculum, Title I staff, RTI data/forms											
2015-2016 Timeline:	Beginning August 2015 through June 2016											
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Other:				
Title I Components:	<input checked="" type="checkbox"/> 1 (CNA)	<input checked="" type="checkbox"/> 2 (RS)	<input checked="" type="checkbox"/> 3 (HQ)	<input checked="" type="checkbox"/> 4 (PD)	<input type="checkbox"/> 5 (R/R)	<input type="checkbox"/> 6 (PI)	<input type="checkbox"/> 7 (Tran)	<input checked="" type="checkbox"/> 8 (A)	<input checked="" type="checkbox"/> 9 (M)	<input checked="" type="checkbox"/> 10 (Coord)	Program Funding:	Title I \$130K, SCE, State and Local

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>Proactively develop intervention plans for students performing below grade level</p> <ol style="list-style-type: none"> Create and share a written intervention plan that clearly identifies the school-level support used to assist students who enter a class at a below-grade achievement level. Develop, distribute, and implement the plan to provide this remediation beyond the classroom teacher for students entering a classroom below grade level. It is critical for all staff, parents, and students to be aware that a well-constructed and effective school-level intervention plan is in place and will be enacted for these students. Use student assessment data and teacher input to identify the students at each grade level in your school who are going to require additional instructional supports from the first day of the school year. Ensure that these students receive these services. 	<p>Established</p> <p>Staff Handbook/Team Meetings RTI: Review the Process Training/Review February 10, 2016 Intervention Meeting 1 by the end of December 2015</p> <p>Intervention Meeting 2 by February 15, 2016 Intervention Meeting 3 by April 1, 2016</p>	<p>Copy of the plan shared with staff. During the meeting interventions provided to students were discussed and testing and placement decisions were made in the best interest of the students. Implemented Kagan Strategies Reviewed data(MAP, Exams, Teacher made assessments periodically as a team and department) May 12th Reviewed Accommodations PDH</p> <p>All staff understands the plan through training provided by academic support teacher.</p> <p>PDH: Formative Assessment for the Differentiated Classroom 4/14/16</p> <p>Meeting Attendance: SPED Assessment, SPED Team Leader,</p>

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
	Intervention Meeting 4 by May 18, 2016	Department Meetings, Academic Support, Administrator, 6th grade level teacher, 7th grade level teacher, 8th grade level teacher Students identified were placed in Support classes, assigned tutorials, Pull out classes
<p>Provide proactive support for students performing below grade level</p> <ol style="list-style-type: none"> Provide just in time support to ensure that students who are performing below grade level gain the specific prerequisite skills needed before they are introduced to new content. That is, to move all students to higher levels of achievement, you must concentrate on both the level of instruction in every classroom and the required remediation to allow students to successfully engage in that instruction. Students must be taught at grade level while simultaneously receiving the necessary review and reinforcement to master the grade-level prerequisites. For example, students entering a sixth-grade math classroom performing below grade level must receive intensive intervention if they are to be taught at grade level. And, if they are not taught at grade level, they will never be able to get back on track to grade-level performance. All of the learning gaps cannot be addressed immediately. Ensure that each unit of study (no longer than six weeks) in all core content areas has been carefully analyzed to determine what necessary prerequisite skills students must possess to be able to engage with the new learning content successfully. Use pre-assessments designed around these prerequisite skills so that teachers can know whether students in their classrooms have the necessary skills for the new content. Structure specific instruction opportunities for the prerequisite skills in tutorial sessions that precede the new unit of study. Have 	<p>Ongoing throughout school year weekly</p> <p>Technology to Improve Student Engagement Training Jan 21</p> <p>Modifying and Accommodating Assessments training Jan 28 and Feb 7</p> <p>Formative Assessments for a Differentiated Classroom training April 14</p> <p>Ongoing throughout school year bimonthly</p> <p>Ongoing throughout school year</p>	<p>Curriculum Audit-Fall semester indicated this is an established practice at Frankford.</p> <p>Lesson plans were reviewed Students turned in failure report each 6 weeks that were discussed with Admin. (tutoring, parent contact)</p> <p>Attend subject planning meetings Coordinators assisted when needed Math teachers used comprehension checks to assess student’s mastery as pre requisites skills Math teachers used weekly practice sheets to consistently review skills and concepts previously taught</p> <p>Title 1 teachers taught prerequisite skills for math and reading</p>

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>students from across classrooms who need this instruction take part in the tutorials.</p> <ul style="list-style-type: none"> *Offer tutorials that specifically target a skill *Utilize the plus period to teach/reinforce prerequisite skills *Scaffold student needs in the lesson plans-complete per audit 	<p>Weekly</p> <p>SIOP training March 3rd</p> <p>FAME Core content Title I tutorials-after school and on Saturdays.</p>	<p>ESL teachers supported students in other disciplines by pre-teaching vocabulary</p>
<p>Proactively develop intervention plans for students demonstrating early mastery of the curriculum</p> <ol style="list-style-type: none"> 1. Brainstorm with your leadership team to determine what school-level support you might be able to provide for teachers whose students demonstrate early mastery of any given unit of study. Keep in mind that this is support for students demonstrating early mastery of specific academic objectives, not formal gifted programming/identification. 2. Choose one of the support options from your brainstorming session to implement during the current school year. Consider options such as 1) regrouping students across teachers for a unit of study to let those students who have already mastered the material work on more advanced structured learning projects, or 2) providing specialized computer software that extends learning relative to the specific academic objectives being taught. Teachers will be far more willing to assess students to determine early mastery if they are confident that there are strong alternatives in place for those who do.- 	<p>Ongoing throughout school year</p> <p>Weekly using curriculum</p> <p>Kagan Strategies Training for 3 Math teachers Fall semester</p> <p>Kagan Strategies trainings for all staff: Jan 28, Feb 11, 25, March 31, April 14 & 28</p>	<p>Teachers developed extensions that allow students to broaden the depth of their knowledge. Extensions were not just be more assignments to complete.</p> <p>Saturday School</p> <p>Plus Period: One on one time, Group re-teaching time</p> <p>PACE coordinator/teacher provide for additional trainings for teachers</p> <p>Think Through Math</p> <p>Carnegie Math Online</p>
<p>Provide enhanced learning opportunities for students demonstrating early mastery of the curriculum</p> <ol style="list-style-type: none"> 1. Begin by studying the academic objectives for any given unit of study. Determine what types of knowledge and skills students would be developing if their learning was to be taken to a deeper level. For example, if students were to have read an assigned 	<p>Ongoing throughout school year</p> <p>Curriculum audit recommends using the preplanned extensions</p>	<p>Lesson plans</p> <p>Review and implementation of needs determined by the Curriculum Audit (October 2015)</p> <p>Curriculum Audit review with each Department (November 2015)</p>

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>piece and to summarize the conflicting opinions in the piece, the extended activity may ask students to select one of the opinions and to defend it. Or, students might be asked to select one of the opinions and prepare to debate with another student who chose a differing opinion. School-level supports provide activities and ideas for teachers to use for specific extensions to each academic objective.</p> <p>2. Determine your course of action to begin providing intellectually demanding learning opportunities for students who demonstrate early mastery of specific curricular content. These learning opportunities and support systems should go above and beyond the extensions offered individually by classroom teachers. Remember that this type of support requires a very fluid process with pre-assessment options that identify students for conceivably short periods of time (one to two weeks) and should not be confused with formal gifted identification or programming.</p>	<p>Fall Semester January 30-review data and effectiveness of extensions</p> <p>GT student identifiers and student engagement training Feb 25</p>	<p>EOC Algebra scores all but a few students showed growth and every student passed phase III Increase in the number of students in Math 6 taking the Bridging course and testing in August</p> <p>Discussion during Department Meetings/Teams AVID: Identify students during the year Used Pre-assessments to determine course work for students Allowed more choice in activities</p>
<p>Provide academic support aligned with the district curriculum</p> <p>1. Examine any school-level interventions to make certain that they are tightly aligned with the academic objectives of the district's written curriculum that are being addressed in the classrooms. It is imperative that all support is tightly aligned with the specific academic objectives students need to master. (</p> <p>2. Avoid the common error of providing general support such as afterschool tutoring that is not specifically aligned to the current learning objectives being addressed.</p>	<p>Ongoing throughout the school year</p> <p>Ongoing throughout the school year</p> <p>Fall semester-completed</p>	<p>Targeted Tutorials, Title I core content tutorials, Title I push in and pull out classes, Reading classes for 7/8, *Plus period</p> <p>Tutorial sign in sheet designating the skill targeted or concept</p>

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>3. Make sure that every instructional minute within school-level interventions is aligned to the academic objectives of the district's written curriculum and tightly coordinated across school organizational levels (i.e., district, school, and classroom).</p>	<p>Department meetings to discuss findings completed in the fall semester</p>	<p>curriculum audit classrooms looking for curriculum alignment Met with coordinators to discuss findings Met with each Department to discuss the results of the audit Gap Analysis</p>
<p>Evaluate the effectiveness of student interventions</p> <p>1. Determine how you will evaluate the effectiveness of any school-level learning interventions that you provide. For any support programs, strategies, or materials—for students who are performing below-grade level or for students who need extended learning opportunities—clearly identify the processes that you will use to determine if the support led to improved outcomes.</p> <p>2. Attempt to tie any evaluation to demonstrated student performance (e.g., increased mastery levels for students who received the intervention that were greater than gains for students who did not). While any causal relationships (between the intervention and the improved outcome) will be difficult, if not impossible, to prove, you should construct the most rigorous evaluation processes possible.</p> <p>3. Abandon interventions that do not result in increased student performance.</p>	<p>Ongoing throughout the school year daily</p> <p>Intervention meetings 1-4</p> <p>Fall Semester</p> <p>Ongoing throughout school year at 3 week reviews</p>	<p>Gather data on student mastery prior to intervention, during intervention, and following intervention Discuss the effectiveness of interventions at the Intervention Meeting Evaluate and support programs during leadership meetings Use MAP,STAAR, Semester Exams to analyze program effectiveness</p> <p>Title 1 Math nor SSI Math results support that the intervention were totally successful Power Math/Soar Classes seemed more effective based on student success FAME (Saturdays) Students receiving Reading support did better on STAAR Reading based on 1st STAAR Administration</p> <p>Will incorporate power-math in 6th grade classes since most of the struggling students did not stay for tutorials</p>

Critical Action 2

Critical Action: Build support structures to enable increasing numbers of students to engage successfully in rigorous coursework. (CA 10)

Project Lead:		Andrea Wigginton											
Staff, Title I Staff:		Counseling, AVID, Department Chair, Team Leaders											
Materials and Resources:		Master Schedule, Master Calendar, Honors intervention sheet, team meeting data, SAS data, PISD curriculum											
2015-2016 Timeline:		Beginning August 2015 through June 2016											
Targeted Area:		<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:				
Title I Components:		<input type="checkbox"/> 1 (CNA)	<input checked="" type="checkbox"/> 2 (RS)	<input checked="" type="checkbox"/> 3 (HQ)	<input type="checkbox"/> 4 (PD)	<input type="checkbox"/> 5 (R/R)	<input type="checkbox"/> 6 (PI)	<input type="checkbox"/> 7 (Tran)	<input checked="" type="checkbox"/> 8 (A)	<input type="checkbox"/> 9 (M)	<input type="checkbox"/> 10 (Coord)	Program Funding:	Title I \$120K, SCE, State and Local

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>Set expectations for rigorous coursework</p> <ol style="list-style-type: none"> Establish expectations that educators at your school encourage students to engage in the most rigorous coursework possible. Counselors and teacher advisors are critical players relative to helping all students achieve higher standards. Ensure counselors invest extensive time both in monitoring the courses students are taking and in arranging the support to increase rigor in their schedules. Keep counselors—including elementary—involved in providing both the support necessary to help students succeed in more rigorous coursework and the specific information about career and job opportunities that a more challenging academic experience will enhance. Ask counselors to examine all available student performance data to determine which students are showing more ability than their current grades and/or courses would suggest. These students should be counseled into more rigorous coursework and assisted 	<p>End of each grading period review documentation with curriculum training</p> <p>3 weeks progress reports and 6 week reports AVID Grades</p> <p>Meet weekly with counselors to discuss failures and conferencing progress</p>	<p>Tutorials: Teaching student to ask the right questions AM and PM tutorials for Honors and AP classes More encouragement and teacher support for Science Fair Parent Night for Science Fair(September 8th) We had increase in number of students placing at District and Regional Science Fairs *Honors intervention documentation sheet used to help staff identify and support students</p> <p>Counselors monitored students in Honors classes to provide early intervention and counseling SPED Case Managers Checked students on caseload consistently and created a plan of action as needed Parent contact regularly to seek support Positive calls, notes,</p> <p>9th grade honors criteria spread sheet Academic Conferences through the Year for students 6th-8th</p>

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>in understanding what supports will be in place to help them succeed.</p>	<p>Counselors will meet each six weeks with students</p> <p>Spring Semester each six weeks</p>	
<p>Provide learning supports for rigorous coursework</p> <ol style="list-style-type: none"> 1. Create school-level support systems to help those students who attempt to stretch academically to take advantage of more rigorous coursework. Rather than just encouraging students to engage in more academically challenging courses, make certain that useful supports are in place to assist those students who choose to do so. While support structures for students who are failing are often present in schools, support structures for students who are attempting to engage in more rigorous coursework are far less likely to be found. 2. Discuss the type of support you will provide for these students. Support systems may include extended learning time, specialized tutorials, learning labs, highly aligned software, and peer assistance in learning teams, among others. 	<p>3rd six weeks thru the end of the year</p> <p>Monthly meetings thru the end of the school year</p> <p>Weekly team meetings address intervention strategies that work throughout the year</p>	<p>Honors intervention documentation sheet to assist teachers in retaining students in the honors program</p> <p>Discuss intervention strategies at team meetings</p> <p>Discussions with AVID teacher on progress of students</p>

Critical Action 3

Critical Action: Support the development and use of more frequent common assessments than those provided by the district.

Project Lead:		Shurandia Holden											
Staff, Title I Staff:		Marette Watson, Nicole Northcutt, Ashley Harris, Thomas Rooklidge											
Materials and Resources:		Master schedule, Master Calendar, PISD curriculum, Planning meetings, Lesson Plans											
2015-2016 Timeline:		Beginning August 2015 through June 2016											
Targeted Area:		<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:				
Title I Components:		<input type="checkbox"/> 1 (CNA)	<input type="checkbox"/> 2 (RS)	<input type="checkbox"/> 3 (HQ)	<input type="checkbox"/> 4 (PD)	<input type="checkbox"/> 5 (R/R)	<input type="checkbox"/> 6 (PI)	<input type="checkbox"/> 7 (Tran)	<input checked="" type="checkbox"/> 8 (A)	<input type="checkbox"/> 9 (M)	<input type="checkbox"/> 10 (Coord)	Program Funding:	State and Local

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>Support the development of common assessments</p> <p>1. Study the value of teacher-developed common assessments across grades or subjects. Common assessments within a school should not be confused with district benchmark assessments.* Common assessments are constructed by teams of teachers for relatively short units of study (i.e., one to three weeks). The chief purposes of the assessments are to allow teachers to monitor student comprehension of the standards more frequently and to compare results across classrooms.</p> <p>2. 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</p>	<p>Classroom Teachers Department Chairs August –May 2016</p> <p>Weekly throughout the school year</p>	<p>Comprehension Checks Quizzes, Skills Tests, Teacher written exams. Modified or adapted exams</p> <p>During planning meetings, teachers analyzed results of student exams to see how students were progressing. Review assessment data during planning meetings</p>

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
needed to best serve the students. 3. Provide extensive support for the development of common assessments.	Monthly lesson reviews throughout the school year As tests are given	Evaluate lesson plans and assessments to ensure commonality consistently

Critical Action 4

Critical Action: Study and use the district's written curriculum.

Project Lead:		Shurandia Holden											
Staff, Title I Staff:		Dept. Chairs/ALL STAFF											
Materials and Resources:		Master schedule, Master Calendar, Sub Codes, Team meetings, Department Meetings, Plano Walk through Training/ap, PISD curriculum, West cluster meetings,											
2015-2016 Timeline:		Beginning August 2015 through June 2016											
Targeted Area:		<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 checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Other:				
Title I Components:		<input checked="" type="checkbox"/> 1 (CNA)	<input checked="" type="checkbox"/> 2 (RS)	<input checked="" type="checkbox"/> 3 (HQ)	<input checked="" type="checkbox"/> 4 (PD)	<input type="checkbox"/> 5 (R/R)	<input type="checkbox"/> 6 (PI)	<input type="checkbox"/> 7 (Tran)	<input checked="" type="checkbox"/> 8 (A)	<input checked="" type="checkbox"/> 9 (M)	<input type="checkbox"/> 10 (Coord)	Program Funding:	State and Local

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>Be fully aware of learning outcomes of the district curriculum</p> <ol style="list-style-type: none"> Identify exactly how to access the district's written curriculum for each grade and subject. While no principal—especially at the secondary level—has rote knowledge of the academic objectives for every grade and subject, every principal should be able to easily access those objectives for every grade and subject. Be certain that all school leaders can access the stated learning outcomes in the district's written curriculum for any grade or subject. Brainstorm as a leadership team to discuss how each leader will use his/her knowledge of the written curriculum to positively impact teaching and learning in your school (e.g., will reference a specific academic objective being taught during every classroom visit or observation). Remember that it is impossible to evaluate any instructional practice, strategy, or outcome unless you know exactly what it was students were to have learned 	<p>Curriculum Audit : October</p> <p>Ongoing throughout the school year weekly</p> <p>Brainstorm prior to the end of the semester with each department leader</p> <p>Peer observations and walkthrough ongoing throughout the school year monthly</p>	<p>Curriculum audit findings stated this critical action was not necessary, campus wide that staff were utilizing curriculum appropriately.</p> <p>Curriculum Audit Lesson Plans Plano Walk Thrus</p> <p>Administrator attend planning meetings and department meetings</p> <p>Department chairs peer observations English Dept. did Peer observations with Coordinators</p>

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>Use the curriculum to diagnose learning problems</p> <ol style="list-style-type: none"> 1. Analyze the written curriculum when diagnosing learning problems. Develop the skill to distinguish when student performance problems are likely the result of curricular rather than instructional issues. Making such a distinction is essential for providing appropriate solutions to identified problems. Several questions may help you "use" the curriculum in your problem solving: <ol style="list-style-type: none"> a. Is the problem widespread or fairly specific? The more common or widespread the learning issue (i.e., "none of the ninth graders can write a three paragraph essay"), the more likely that the problem needs to be solved by using the curriculum. b. Does a review of the curriculum for prior grades include learning objectives taught at a sufficient level to provide students with the necessary prerequisite skills to do grade-level work? (A learning problem in algebra could be the result of the KÐ2 math curriculum.) 2. Discuss the role of school leaders relative to understanding and using the district's written curriculum beyond the above diagnostic process 	<p>Department meeting throughout the school year monthly</p> <p>Curriculum team meetings throughout the school year weekly Meeting with department chairs regularly to calibrate on administrative observations vs, department chair observations</p>	<p>Vertical discussions during Department Meetings</p> <p>Administrators and department chairs to attend planning meetings throughout the year.</p>
<p>Study curricular connections across school levels</p> <ol style="list-style-type: none"> 1. Communicate with the appropriate district leaders to determine how you might structure meetings with principals and leaders from the school levels both before and/or after yours. The purpose of these meetings is to study curricular connections to ensure that learning transitions across schools are seamless. 	<p>Throughout the Year:</p>	<p>Met with Elementary, High and Senior High Feeder School feeder schools to discuss issues and students' academic progress. Campus Sign in Sheet</p>

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>Smooth transitions from school to school ensure that achievement gains accomplished at one level are not lost at the next.</p> <p>2. Begin to forge a PreK-12 team of principals to study the progress of students from kindergarten through graduation. Each principal should view his/her student performance data relative to this continuum. Consider both student performance data (i.e., do student achievement scores dip when they change school levels?) as well as teacher feedback (i.e., do teachers typically indicate that students enter your school prepared to do grade-level work?) in your studies with other principals. The size of your district will dictate the structure of these teams. Build skills to collaboratively address issues openly and honestly. Do students always come from one school better prepared than another? The ability to objectively analyze what is happening across school transitions serves students extremely well, but it may challenge or threaten some adults. Your job as leaders is to work through any obstacles that keep you from this type of objective analysis and problem solving.</p>	<p>Spring Semester/Fall Semester</p>	<p>Meet with West Cluster Principals to discuss academic needs currently on campus and the students who will be transitioning on to the next school. Agenda</p>
<p>3. Build the skills of your team as you discuss how transitions across schools affect achievement gains for each core subject area and how you might minimize any disruptions in learning.</p>	<p>Spring Semester/Fall Semester</p>	<p>Meet with cluster principals to discuss curriculum and master schedule ideas that will close achievement gaps</p>

Health, Fitness and Attendance

Critical Action:

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

Strategies for Accomplishing Critical Action:

Applicable Students	Action Step	Responsible	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
COORDINATED SCHOOL HEALTH:				
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. (Required - Form Provided)	Principal	Campus Wellness Plan	Actions met
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	Actions met
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. (Required)	Principal	Coordinated School Health Curriculum	Actions met
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. (Required)	P.E. Teacher/ Staff	Coordinated School Health Curriculum	Located in Gym
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	Promoted Thrill of the Grill Promoted Fun Runs
FITNESS:				
3-8	Analyze student fitness data to set program goals for school year. (Required - Form Provided)	P.E. Teacher	Program Goal Form	Actions met
3-8	Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	Actions met
4 th & 7 th	Ensure all data for 3 rd -8 th grade students is entered on timely basis, fitness report cards are printed (4th and 7th grade) and sent to parents or linked through myPISD. (Required)	P.E. Teacher	Fitness gram Student Report	Actions met

Applicable Students	Action Step	Responsible	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
PHYSICAL ACTIVITY REQUIREMENTS:				
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. (Required - Form Provided)	Principal	Recommended sample schedules are available upon request MVPA Form	Actions met
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	Actions met
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. (Required - Form Provided)	Principal	Yearly Plan Form, Lesson Plans Visible During Class Time Observation	Actions met Walk-Throughs and Lesson Plans
ATTENDANCE: Forms are available on inside.pisd (Please complete cells below)				
K-8	Monitor attendance of students and follow up on prominent and chronic absences. (Required)	Principal	Attendance clerk-monitor daily attendance and enter corrections Administrative Intern- Attendance reports, Attendance letters, Referral forms, Truancy Court	Actions met
K-8	Using Fitnessgram and attendance data, set measurable goals for students who have prominent and chronic absences and whose fitness test scores fall outside the Healthy Fitness Zone. (Required)	Principal	Student Goal Form/Pinnacle Attendance Reports	Actions met

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	Actions met
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	Actions met Flexible duty schedule; made adjustments/additions as needed
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	Actions met
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	Actions met: August
	Review referral process. (Required)	Principal or designee	Campus referral plan	Actions met: August PDH
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	Actions met
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	Actions met
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	Actions met

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/Student expectation videos/Citizenship trait of the Month/PBIS/Man up Program/Keys/Girls Empowerment	Actions met
	Monitor high risk areas. (Required)	All staff	Duty supervision schedules/expectations	Actions met Teachers Surveyed areas Will implement consistent PBIS 2016-2017 school year
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan/Student Handbook/Student Code of Conduct/The online Tip link and tip box	Actions met
All Students	INTERVENTION:			
	Apply classroom interventions: (Required)	All teachers	Teachers/classroom management plans /PBIS/Behavior Intervention Chart/detention slips	Actions met
	Employ discipline interventions: (Required)	Designated staff	Student Code of Conduct/FNA/office referral	Actions met Decreased Number of students sent to SPC
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Student Code of Conduct/CMIT/CIT/ISS	Actions met
	Conference with parents/students. (Required)	Teachers or other staff	Teachers/administrators contact logs/conference	Actions met

			sign in sheets	
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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:	Kenny Johnson
Staff, Title I Staff:	Sharlene Barton, Kim Peake, Ginger Hagood, Phyllis Northington, Stacie Niermann, Lisa Moore, Terri Watkins
Materials and Resources:	Pinnacle data, Parent Portal, S'more account, PISD eNews, Parenting programs offered by PISD, refreshments and flyers for outreach program, School Messenger, CIS staff, PTA meetings, PTA news Flash, Handouts, PTA meetings
2015-2016 Timeline:	Beginning August 2015 through June 2016

Title I Components:	<input checked="" type="checkbox"/> 1 (CNA)	<input type="checkbox"/> 2 (RS)	<input type="checkbox"/> 3 (HQ)	<input type="checkbox"/> 4 (PD)	<input type="checkbox"/> 5 (R/R)	<input checked="" type="checkbox"/> 6 (PI)	<input type="checkbox"/> 7 (Tran)	<input type="checkbox"/> 8 (A)	<input type="checkbox"/> 9 (M)	<input checked="" type="checkbox"/> 10 (Coord)	Program Funding:	Title I: \$1000 SCE, Local, PTA
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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, as needed throughout school year	Assured parents able to do this by providing translators and staff to help with registration August 13, 2015 Counselors provide for New students throughout the year
Identify parents without computer/internet access to offer hard copies of school information.	August 2015, as needed throughout school year	
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Monthly throughout school year	
Communicate information through eNews via s'more	Weekly	Enews, School Messenger, Weekly emails from some teams and departments, Remind 101, Newsletters
Upgrade and maintain the campus website for easy access and increased communication with the community.	Weekly	Weekly or as needed
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	Twice a school year	Will offer more next year: August October, November, February, May
Community Outreach-staff spend time on a Saturday in the community to build rapport and assist parents in using tech resources	Twice a school year	Outreach with feeder school at McCallum apartments: breakfast, games, raffles, etc.

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

Title I Components:	<input checked="" type="checkbox"/> 1 (CNA)	<input type="checkbox"/> 2 (RS)	<input checked="" type="checkbox"/> 3 (HQ)	<input checked="" type="checkbox"/> 4 (PD)	<input checked="" type="checkbox"/> 5 (R/R)	<input type="checkbox"/> 6 (PI)	<input type="checkbox"/> 7 (Tran)	<input type="checkbox"/> 8 (A)	<input type="checkbox"/> 9 (M)	<input checked="" type="checkbox"/> 10 (Coord)	Program Funding:	Title I: \$500, Title II part of the planning budget \$25K, SCE, State and Local

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	Attended April and June Job Fair
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	Consistent updates for PDH opportunities
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	

Annual Measurable Objective (AMO)

Title I – Targeted Assistance and Schoolwide Campuses Only

A measurement used to determine compliance with the federal No Child Left Behind Act (NCLB). States must develop annual measurable objectives (AMOs) that will determine if a school, district, or the state as a whole is making adequate yearly progress (AYP) toward the goal of having all students proficient in English language arts and mathematics by 2019-20. For Texas, the AMO target for all grades combined is **83%** on the State of Texas Assessments of Academic Readiness (STAAR) English Language Art and mathematics tests.

Critical Action:

For student groups with 25 or more tests, the campus will implement and provide a plan to increase the performance of student groups that did not meet the NCLB Reading or Mathematics Annual Measurable Objective (AMO) of **83%**.

Reading AMO

All		African American		Hispanic		White		Special Ed		Economically Disadvantaged		ELL Current & Monitored	
% Passed	# Tests	% Passed	# Tests	% Passed	# Tests	% Passed	# Tests	% Passed	# Tests	% Passed	# Tests	% Passed	# Tests
87	1055	72	213	78	258	95	443	41	123	73	384	-	-

Project Lead:	Lisa Moore
Staff, Title I Staff:	ELA/ELAR/Reading teachers, Lisa Moore, Anna Vines
Materials and Resources:	Master Schedule, Master Calendar, PISD ELA/ELAR/READING curriculum, RTI forms, SAS data, Title I tutorials
2015-2016 Timeline:	Beginning August 2015 through June 2016

Title I Components:	<input checked="" type="checkbox"/> 1 (CNA)	<input checked="" type="checkbox"/> 2 (RS)	<input checked="" type="checkbox"/> 3 (HQ)	<input type="checkbox"/> 4 (PD)	<input type="checkbox"/> 5 (R/R)	<input type="checkbox"/> 6 (PI)	<input type="checkbox"/> 7 (Tran)	<input checked="" type="checkbox"/> 8 (A)	<input checked="" type="checkbox"/> 9 (M)	<input checked="" type="checkbox"/> 10 (Coord)	Program Funding:	Title I \$120K, SCE, State and Local
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Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
1. Develop, distribute, and implement the plan to provide this remediation beyond the classroom teacher for students entering a classroom below grade level. It is critical for all staff, parents, and students to be aware that a well-constructed and effective school-level intervention plan is in place and will be enacted for these students.	Remediating began in August-May	Saturday School, Plus Period-Tutorials, Re-teaching AM & PM tutorials SOAR Classes Title 1 Math Title 1 Reading Lesson Plans Sign in sheets for tutorials

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
2. Examine any school-level interventions to make certain that they are tightly aligned with the academic objectives of the district's written curriculum that are being addressed in the classrooms. It is imperative that all support is tightly aligned with the specific academic objectives students need to master. (Of course, to do this, you must know exactly what it is that students need to know and be able to do and which students lack this knowledge or these skills.)	Used previous gap analysis and Campus Needs Assessment to determine or select students (July 5 th scores)	Will use MAP, GAP Analysis from STARR Assessment to measure program success

Math AMO

All		African American		Hispanic		White		Special Ed		Economically Disadvantaged		ELL Current & Monitored	
% Passed	# Tests	% Passed	# Tests	% Passed	# Tests	% Passed	# Tests	% Passed	# Tests	% Passed	# Tests	% Passed	# Tests
81	1056	63	213	70	259	93	443	34	123	62	384	-	-

Project Lead:	Stacie Niermann
Staff, Title I Staff:	Math teachers, Stacie Niermann
Materials and Resources:	Master Schedule, Master Calendar, PISD Math curriculum, RTI forms, SAS data, Title I tutorials
2015-2016 Timeline:	Beginning August 2015 through June 2016

Title I Components:	<input checked="" type="checkbox"/> 1 (CNA)	<input checked="" type="checkbox"/> 2 (RS)	<input checked="" type="checkbox"/> 3 (HQ)	<input type="checkbox"/> 4 (PD)	<input type="checkbox"/> 5 (R/R)	<input type="checkbox"/> 6 (PI)	<input type="checkbox"/> 7 (Tran)	<input checked="" type="checkbox"/> 8 (A)	<input checked="" type="checkbox"/> 9 (M)	<input checked="" type="checkbox"/> 10 (Coord)	Program Funding:	Title I \$120K, SCE, State and Local
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Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
1. Provide just in time support to ensure that students who are performing below grade level gain the specific prerequisite skills needed before they are introduced to new content. That is, to move all students to higher levels of achievement, you must concentrate on both the level of instruction in every classroom and the required remediation to allow students to successfully engage in that	August 2015 – May 2016 Late Bus Provide (Sept. – May 3 days a week) for tutorials	Waiting on STAAR Results for final measure of successful implementation or effectiveness

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>instruction. Students must be taught at grade level while simultaneously receiving the necessary review and reinforcement to master the grade-level prerequisites. For example, students entering a sixth-grade math classroom performing below grade level must receive intensive intervention if they are to be taught at grade level. And, if they are not taught at grade level, they will never be able to get back on track to grade-level performance. All of the learning gaps cannot be addressed immediately.</p>		
<p>2. Attempt to tie any evaluation to demonstrated student performance (e.g., increased mastery levels for students who received the intervention that were greater than gains for students who did not). While any causal relationships (between the intervention and the improved outcome) will be difficult, if not impossible, to prove, you should construct the most rigorous evaluation processes possible.</p>	<p>During planning meetings teachers discussed and adjusted assessments to assess student mastery of certain objectives</p>	<p>Weekly assessments, unit assessments, district assessments, STAAR results (July)</p>