



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Williams High School

Principal: Gloria Martinez

Vision: Williams HS students' will be inspired and equipped to achieve personal success as lifelong learners and responsible productive citizens.

Mission Statement: In order to prepare students to live in and contribute to a changing world; as well as, engage, in active, lifelong learning, Williams High School provides a balanced, varied school curriculum designed to meet the academic, cultural, and social needs of individuals from the diverse backgrounds of our community.



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 State Certified 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 State Certified Teachers	10 (Coord)	Coordination and Integration
Program Funding			
Staffing	i.e. Teacher		
Parental Engagement	i.e. Parent programs, RAMP up for Kindergarten Program		
Student and Campus Capacity Building	i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities		

Verification Page

Planning Timelines

- Analysis of Critical Actions, and STAAR 2015-2016 Gap Analyses: **August 2016**
- Needs analysis, goal setting and strategic planning: **July - September 2016**
- Campus teacher data analysis day: **August - September 2016**
- SBIC Plan due for DBIC review: **October 14, 2016**

Meeting Dates

- Meeting 1: SBIC approves the improvement plan (by October 7, 2016): **Thursday, October 06, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Thursday, January 26, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Wednesday, May 24, 2017**

2016-2017 Campus Status

Check all that apply

- Title III English Language Learner Campus
 Non-Title I Campus
 Title I School-wide Campus

SBIC Committee

Committee Member's Name	Role	Year 1st Participated on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Christine Miller	Faculty Member	2014	X	X	X
Gerardo Luna	Faculty Member	2016	X	X	X
Edie Alderson	Faculty Member	2013	X	X	
Dee Cayce	Faculty Member	2016	X		
Becky Jackson	Faculty Member	2015	X	X	X
Bonnie Davis	Faculty Member	2014		X	X
Ramy Mahmoud	Faculty Member	2016	X	X	
Lauren Shirar	Faculty Member, Special Education	2016	X		X
Gloria Martinez	Principal	2014		X	X
Susan Hayes	District Professional	2016			X
Gary Carter	Campus Professional, Non-teaching	2011		X	X
Alicia Kamien	Support Staff Member	2013	X	X	
Chris Tien	Parent-Selected by PTA	2016	X	X	X
Jennifer Donaghey	Parent-Selected by Principal	2016		X	X
Denise Burke	Parent	2016		X	
Michelle Dunn	Parent	2016		X	
Tina Wilson	Parent	2016			X
Carol Carter	Parent	2016			X
Jen Fernberg	Parent	2016			
Adrian Rodriguez	Community Member	2013		X	X
<i>Committee member search still in progress</i>	Community Member				
Nadia Lopez	Business Representative	2016	X	X	
<i>Committee member search still in progress</i>	Business Representative				
Sophia Wagle	Student	2016	X	X	X
Leslie Proch	Student	2016	X	X	X
Leslie Noguez	Student	2016	X		X
Jesenia Castro	Student	2016	X	X	
April Pierdant	Student	2016	X	X	X
Ameera Khan	Student	2016	X		X
Kristen Kinnard	Ad hoc (Assistant Principal)	2014	X	X	X
Deba Douglas	Ad hoc (Assistant Principal)	2014		X	
Lisa Delacruz	Ad hoc (Assistant Principal)	2011			

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 the Level II Satisfactory Standard on STAAR/EOC).

District-Wide Goals	Title I Components	Applicable Student Groups
<p>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.</p>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<p>Violence Prevention and Bullying</p>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<p>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.</p>	<p>1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)</p>	<p>All</p>
<p>Highly Qualified Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.</p>	<p>1 (Comprehensive Needs Assessment) 3 (Instruction by State Certified Staff) 4 (High-Quality Professional Development) 5 (Strategies to Attract State Certified Teachers) 10 (Coordination and Integration)</p>	<p>All</p>
<p>Transition of Pre-KN Students: The transition from early childhood to elementary school is supported by the campus and district. (Title I Campuses only)</p>	<p>1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)</p>	<p>Title I only</p>

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 (P³A School Wide and Classroom Level);
- STAAR/EOC Gap Analysis;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

School Wide and/or Targeted Grade Level Critical Actions

1. Provide additional support to our ESL, Special Education and Low-Socio Economic Students through planned intervention throughout the year in writing, science, and math for 9th and 10th grade students.
2. Collaborate in teams focused on curriculum, instruction and assessment. PPPA CL #4
3. Provide proven interventions to assist students in mastering grade level objectives. PPPA CL#13
4. Define high-yield instructional strategies and reinforce their use in all classrooms. PPPA SW #11
5. Provide teachers additional supports through professional development opportunities.

Critical Action 1

Critical Action: Provide additional support to our ESL, Special Education and Low-Socio Economic Students through planned intervention throughout the year in writing, science, and math for 9th and 10th grade students.

Project Lead:	Administrators (Principal and Assistant Principals) Social Studies Department Chair, Science Department Chair, Math Department Chair, English Department Chair							
Staff:	Social Studies Department Teachers, Science Department Teachers, Math Department Teachers, English Department Teachers and all Counselors, ESL Teachers, and Special Education Teachers							
Materials and Resources:	TEKS, PISD Curriculum, Edugence Data, Remediation Curriculum, Technology Resources including computers and iPads							
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:

Strategies for Accomplishing Critical Action 1:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
The master schedule will be created to offer ESL students a class schedule where they are immersed in English instead of being in sheltered classes only.	July-August 2016	Master Schedule	<p>Instead of keeping ESL students on a sheltered class track with the same students this year, a master schedule was intentionally created for ESL students to be scheduled in general education courses with English speaking students throughout the day.</p> <p>Formative Notes: For ESL newcomers, this path has been very challenging for both teacher and ESL students. Some are embracing the immersion opportunity while others are struggling and refusing to participate due to the language challenges.</p> <p>Summative Notes: At the end of the year, it is evident that, while it was hard at first, the majority of the ESL students have made huge gains as a result of being put in situations where they were forced to use English instead of reverting back to their native language. This is definitely a scheduling technique that we want to continue because of the positive impact it has had on our ESL students.</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>In social studies, teachers will incorporate cross content strategies and concepts, including the use of Bloom’s Taxonomy and academic vocabulary.</p>	<p>Weekly team planning mtgs. and bimonthly PLP meetings</p>	<p>Lesson Plans Collaborative Planning Notes</p>	<p>Social studies teachers deliberately embedded the use of HOTS stems and academic vocabulary in their questioning techniques to get all students to think at a higher level.</p> <p>Formative Notes: Discussions at these levels have been engaging and beneficial for students in their learning process. Teachers have been able to formatively assess students in this manner to see if they fully understand the concepts being taught.</p> <p>Summative Notes: Through the discussions mentioned above, students with learning differences have been able to articulate understand at a level that they would find difficult to do in writing. The confidence of these students has increased as a result of the use of this strategy.</p>
<p>All teachers will incorporate the ELPS objectives into their content objective for each lesson.</p>	<p>Daily Lessons</p>	<p>Objectives in Lesson Plans</p>	<p>All teachers have been SI trained to learn best practices for ELLs. The ELPs objectives have been embedded and posted along with the content objectives in each classroom. Additionally, the implementation of the practices learned through SI has occurred throughout all contents.</p> <p>Formative Notes: By posting all objectives, students have a better understanding of what they are expected to learn in each lesson. In addition, the best practices learned through SI training are beginning to be implemented in many classrooms.</p> <p>Summative Notes: By posting the objectives, student expectations are clear and students know what they will need to know and be able to do at the end of each lesson. The implementation of the SI best practices has also been beneficial to all students, not just the ESL students, because these strategies include great teaching techniques that can assist all students in their learning process.</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Social studies teachers will collaborate with English teachers on commonly used writing strategies and then incorporate these strategies into social studies lessons.	After school collaboration with English teachers during first nine weeks and then ongoing as needed.	Strategy Templates Lesson Plans Meeting Notes and Agenda	<p>All social studies and English teachers on campus have adopted the use of the same graphic organizers for all writing assignments.</p> <p>Formative Notes: The use of the same organizational tool for writing as well as the use of similar techniques in teaching writing in these two contents has helped the students develop a plan for how to develop their ideas in writing.</p> <p>Summative Notes: The continuity of this plan has allowed for students to have consistency in what tools they use to develop their writing. This has been especially helpful for our struggling students in developing their writing skills.</p>
Pre-teaching before units will be implemented in English and science classes. Students will attend specific tutoring sessions that focus on pre-teaching vocabulary and other concepts. This will improve the students' confidence once the unit begins in the classroom.	Week prior to the beginning of a new unit	Lesson Plans Tutorial Plans	<p>Teachers utilized the flipped classroom approach in biology to allow students to get certain information prior to the actual lesson. This took place either at home or during block lunch before the lesson was taught. In English, important vocabulary and pertinent background information was pre-taught prior to beginning a new novel in class. This took place during block lunch tutorials, and at times, during the class prior to the novel introduction.</p> <p>Formative notes: Pre-teaching has definitely been valuable in the understanding of some students. One struggle has been getting the students to come in during block lunch. Because of this, alternate opportunities have been opened up before and after school.</p> <p>Summative notes: Ultimately, struggling students had a much better understanding of the material when certain concepts were pre-taught. This allowed many struggling students the time needed to process important concepts, so they could then connect them to the themes associated with the novel or the lesson within the unit.</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Saturday writing workshops will be offered to particular students who have been identified as high-risk and as having struggles in writing. The workshops will be targeted instruction based on the data for each student attending.</p>	<p>Beginning late fall semester and into spring semester 2017</p>	<p>Edugence Data on Students Remediation Curriculum Plan</p>	<p>Administration looked at the testing data to determine the targeted audience for these workshops. Students were then invited to a series of Saturday morning workshops to focus on specific types of writing, writing strategies and test-taking tips.</p> <p>Formative notes: Smaller teacher to student ratios helped students to feel more comfortable in participating. Relevant materials were used, making the sessions very engaging for the students.</p> <p>Summative notes: Overall, students benefited from these workshops. The writing scores for these students increased, but, unfortunately, some of them still did not pass. Looking forward to next year, the plan is to include more grammar and reading into the workshops or to do separate workshops for these skills so that students get a better balance of working on all three skills instead of focusing solely on writing.</p>
<p>The English department will work collaboratively with other core departments to train all teachers on how to support writing.</p>	<p>First nine weeks and ongoing support as needed</p>	<p>Meeting Agenda Graphic Organizers</p>	<p>The English team leads worked closely with the social studies department in collaborative efforts in writing. All social studies and English teachers adopted the use of the same graphic organizers for all writing assignments.</p> <p>Formative notes: The use of the same organizational tool for writing as well as the use of similar techniques in teaching writing in these two contents has helped the students develop a plan for how to develop their ideas in writing.</p> <p>Summative notes: English team leads would like to continue collaborative efforts with other contents on campus. Next year, more emphasis will be placed on finding ways to assist math and science teachers in the development of writing within their classrooms.</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Science teachers will place emphasis in their lessons on nonlinguistic representation strategies for all students.	Daily Lessons	Lesson Plans	<p>Science teachers utilized many visual tools to assist students in learning vocabulary, models for elements, etc. Flashcards, diagrams, and drawings were just a few of the tools used.</p> <p>Formative notes: These strategies have been extremely helpful for many students, especially ESL students and all visual learners within the classroom. These drawings and flashcards have become great study tools for the students.</p> <p>Summative notes: These strategies have really assisted the ESL students in making associations between concepts, both concrete and abstract, and their terms. Visual learners have thrived off of learning this pertinent tool for their learning style.</p>
The math department will set up a peer tutoring program with the help of NHS and Student Senate. Student tutors will be scheduled to tutor 1 day per week in exchange for service hours.	Weekly Sessions	Tutorial Plan Tutorial Schedule	<p>Math teachers created a tutorial schedule including times during block lunch and before and after school in which designated math students worked with some of their peers who were struggling on certain math concepts.</p> <p>Formative notes: The struggling students seemed to grasp the concepts more effectively when they were explained by their peers.</p> <p>Summative notes: This type of peer assistance was beneficial to both the “teacher” and the “learner”. The struggling students gained a better understanding of concepts when explained in different ways through the common language of their peers. At the same time, the teaching students gained a deeper understanding of the concepts as they were able to explain the information to someone else, which is one of the highest levels of understanding. This type of tutoring was very effective and will be continued.</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Math teachers will do targeted tutorials with 2-3 students that are at risk for failing the STAAR EOC or who have already failed the STAAR EOC. These students will be selected from a group that is not already in another intervention program. Teachers will meet with the student and contact parents to establish a schedule that will work for the student, either before or after school, or during block lunch.</p>	<p>Weekly - 2-3 times per week</p>	<p>Edugence Data on Students</p> <p>Remediation Curriculum Plan</p>	<p>Math department chair and intervention teacher identified students who would benefit most from small group targeted tutorials. Intervention teacher was designated time during 4th period and block lunch to do these tutorials on a weekly basis.</p> <p>Formative notes: By studying the data and knowing where each student needs the most assistance, intervention teacher was able to group students appropriately and focus on target areas for each student involved.</p> <p>Summative notes: This type of targeted intervention was very effective. All of the students involved made gains and many also passed the Algebra EOC. The passing rates increased overall for Algebra I EOC and this is one of the strategies that seemed to work best. We will continue with these targeted interventions next year.</p>
<p>The math and science department will incorporate more opportunities for writing in math class. Writing activities will include reflections on work, justifying answers as well as notice and wonder activities.</p>	<p>Daily Lessons</p>	<p>Lesson Plans</p> <p>Writing Activities</p>	<p>Math teachers and science teachers incorporated the use of a reflective journal in their classrooms this year. Students were given opportunities to think and reflect on what they did in class, justifying and/or defending their findings and results in different lessons.</p> <p>Formative notes: The journals seemed to make students evaluate their work and answer questions on why they answered as they did.</p> <p>Summative notes: The use of the reflective journal made students think at a higher level and gain deeper meaning and understanding of the concepts learned.</p>
<p>The ESL department will partner with the Family and Guidance Service department and the multilingual department to host parent informational sessions in Spanish on preparing for college and beyond. Topics will include academics, GPA, college admissions and scholarships. Campus student leaders will serve dinner to the attending families and provide babysitting for the younger siblings while the parents attend each session.</p>	<p>3 to 4 sessions throughout the year – one in November, one in January, and 1 or 2 later in the</p>	<p>Session Agendas</p>	<p>The ESL department implemented a series of parent nights geared at educating parents on what their students are learning and how they can become actively involved in the educational process.</p> <p>Formative notes: The ESL department hosted a meet</p>

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	Spring		<p>and greet, so teachers could introduce themselves to the parents and talk about what they are doing in their classrooms. Turnout was small, but those that attended were excited and appreciative for this meeting.</p> <p>Summative notes: Meetings this year focused on what is happening in the classroom and how parents can help their students with schoolwork at home. Next year, these meetings will still take place, but would like to expand to include counseling information on GPA, degree plans, college and other alternatives/careers after high school, all with an ESL focus.</p>

Critical Action 2

Critical Action: Collaborate in teams focused on curriculum, instruction and assessment. PPPA CL #4

Project Lead:	Administrators (Principal and Assistant Principals) Social Studies Department Chair, Science Department Chair, Math Department Chair, English Department Chair							
Staff:	Social Studies Department Teachers, Science Department Teachers, Math Department Teachers, English Department Teachers and all Counselors, ESL Teachers, and Special Education Teachers							
Materials and Resources:	TEKS, PISD Curriculum, Edugence Data, Remediation Curriculum, Technology Resources							
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:

Strategies for Accomplishing Critical Action 2:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Teachers in all core areas are given a common planning period as well as a common PLP during block lunch with focus on incorporating proven instructional strategies into planning discussions.	Ongoing weekly team meetings and bimonthly PLP meetings.	Master Schedule Block Lunch Schedule	Time for common planning is intentionally placed in the master schedule: each content area has the same class period off, so time is carved out within the school day for planning and meeting as a department/team. Additionally, a PLP time for each team was assigned one day a week during block lunch for added planning time. Formative Notes: Teachers utilize this time to look at lessons and to collaborate on best practices and effective strategies. Teachers are also addressing how best to serve some of our most at-risk students during this time with some out-of-the-box ideas for lessons that engage students. Summative Notes: By carving out time within the day, teachers can be deliberate about their planning. The collaboration that takes place leads to effective and engaging lessons implemented throughout the year.
ESL teachers from all content areas will engage in cross-curricular conversations to discuss best practices and effective instructional strategies that can be used in all content areas.	Once monthly	Meeting Agenda Meeting Notes	ESL teachers meet at least once a month, sometimes more often, to discuss effective strategies and writing and assessment tools. They also bring problems and situations that they are dealing with, seeking solutions to the challenges that they encounter.

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			<p>Formative notes: These ongoing collaborative meetings have given participating teachers timely new ideas that they can implement into their classes immediately. Learning from one another has helped each teacher grow in their educational understanding.</p> <p>Summative notes: These meetings have not only provided solutions and opportunities for collaboration, but they have also provided a support system for this set of teachers. They have assisted each other when help was needed and celebrated small victories together as well.</p>
<p>In math, teams will use a spiraling instruction, practice and assessment format in lesson planning and lesson implementation.</p>	<p>Daily from the beginning of the year</p>	<p>Lesson Plans</p>	<p>Math teachers are including concepts from previous lessons in the current learning, making connections to prior knowledge and illustrating how the concepts are building upon one another.</p> <p>Formative notes: This type of connective learning helps students not only ensure understanding of the current information but also assists them in gaining a deeper long term knowledge of previous concepts.</p> <p>Summative notes: Spiraling the information keeps students from forgetting the old material while connecting the new concepts to the old ones. In so doing, the students have a better understanding of the fact that all of the information is interconnected and understanding of one concept is needed to learn another. Spiraling contributed to the increase in learning and application of concepts in math this year.</p>
<p>In all contents, there will be an emphasis on backward design in lesson planning, making sure that the emphasis is on the assessment first and then working back to create lessons and assignments that align with the assessment/standard.</p>	<p>Weekly Team Meetings</p>	<p>Assessments Lesson Plans</p>	<p>Beginning with the end in mind allows teachers to plan lessons after the assessment is created. The assessment drives the instruction and what types of activities will be included.</p> <p>Formative notes: This type of unit design ensures that lessons and assessments are aligned to the standards. For some of our content areas, this was a fairly new</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			<p>idea. After unpacking the standards, many of our assessments had to be restructured and, as a result, lessons had to be changed to ensure alignment throughout the unit.</p> <p>Summative notes: The use of backwards design has ensured that teachers are focusing on the essential information and aligning all of their lessons to coincide with the assessments. Teachers will continue to use this process to improve lessons for next year.</p>
<p>In the English department, teachers will model lessons for one another. This practice will allow teachers the opportunity to sit in the role of student, making them more equipped to anticipate the needs and struggles of the students prior to the lesson.</p>	<p>Fall semester</p>	<p>Observation Notes/Feedback</p>	<p>Prior to each new unit, English teachers used one another as their audience to teach a variety of lessons found throughout the unit.</p> <p>Formative notes: By modeling for their peers, teachers are able to be proactive and anticipate areas where students may need more support. This process has brought a new awareness to teachers. They are now planning for the possibilities, so even the struggling students can be successful.</p> <p>Summative notes: This practice helped teachers to see different perspectives and insights as they taught the lessons to their peers. It also helped them to identify possible road blocks and to trouble shoot areas that might be challenging to students for new and effective ways to teach these concepts.</p>
<p>The use of an agenda will allow for more transparency and assistance in staying focused on the topic and/or task at hand during weekly science team meetings.</p>	<p>Weekly Team Meetings</p>	<p>Meeting Agenda</p>	<p>All science team meetings now include the use of an agenda, keeping team members focused on the tasks at hand in a timely manner.</p> <p>Formative notes: Teachers are making the most of the time that they have available for planning and collaboration. The agenda keeps them on task and lets them know what needs to be accomplished before the time ends.</p> <p>Summative notes: Before the agenda was implemented, meetings often times did not have a focus. Often times,</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			<p>conversations became off topic or too much time was spent on one item. The agenda has helped the team to use their time more wisely and efficiently, and they have accomplished many tasks this year as a result.</p>

Critical Action 3

Critical Action: Provide proven interventions to assist students in mastering grade level objectives. PPPA CL #13

Project Lead:	Administrators (Principal and Assistant Principals) Social Studies Department Chair, Science Department Chair, Math Department Chair, English Department Chair							
Staff:	Social Studies Department Teachers, Science Department Teachers, Math Department Teachers, English Department Teachers and all Counselors, ESL Teachers, and Special Education Teachers							
Materials and Resources:	TEKS, PISD Curriculum, Edugence Data, Remediation Curriculum, Research-Based Strategies (Marzano, SIOP, etc.)							
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:

Strategies for Accomplishing Critical Action 3:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
In social studies, teachers will provide an after-school camp as an opportunity for struggling students to recover or redo certain assignments.	Will occur during the 5 th and 8 th week of each 9 week grading period	Social Studies Camp Invitations Camp Roster	Every six to nine weeks, social studies teachers provided an opportunity for students who were missing work or who were struggling in the course to stay after school in the evening to complete or redo work to improve their grade. Teachers made calls to parents of students who needed to attend, inviting them to take part in this camp. Formative Notes: Some students were hesitant about taking part in the camp, but, once there, they took advantage of the opportunity to get the help or time needed to improve their grade. Summative Notes: The social studies camp offered many students to extra time and extra help needed in order to be successful in their social studies course. Many students passed their history class because of this built-in opportunity.
The math and science departments will set up a peer tutoring program with the help of NHS and Student Senate. Student tutors will be scheduled to tutor 1 day per week in exchange for service hours.	Weekly sessions	Tutorial Plan Tutorial Schedule	Math and science teachers created a tutorial schedule including times during block lunch and before and after school in which designated math and science students worked with some of their peers who were struggling on certain math and science concepts.

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			<p>Formative notes: The struggling students seemed to grasp the concepts more effectively when they were explained by their peers.</p> <p>Summative notes: This type of peer assistance was beneficial to both the “teacher” and the “learner”. The struggling students gained a better understanding of concepts when explained in different ways through the common language of their peers. At the same time, the teaching students gained a deeper understanding of the concepts as they were able to explain the information to someone else, which is one of the highest levels of understanding. This type of tutoring was very effective and will be continued.</p>
<p>The math department will implement a double block Algebra 1 program to provide intervention to those students at risk of failure. Focus will be on deeper study of Algebra 1 objectives as well as preparation for the STAAR EOC.</p>	<p>August 2016- June 2017; Daily Classes</p>	<p>Master Schedule Lesson Plans</p>	<p>The math department chair reviewed testing data to determine which students would benefit from taking a double block algebra class. The parents of these students were then contacted and students were scheduled to take part in this opportunity.</p> <p>Formative notes: Smaller teacher to student ratios (16:1) helped students to feel more comfortable in participating. Relevant materials were used, making the classes very engaging for the students, and the class was able to go at a slower pace to ensure that the students had time to master each of the concepts presented.</p> <p>Summative notes: Overall, students benefited from the block classes. The math scores for these students increased, and several of them passed the EOC. The results were very encouraging, as many of the students thrived in this type of class environment. Looking forward to next year, the plan is to continue the block classes but to include a period in between the two classes rather than having them back to back. This will allow for a math “brain break” which will assist students in maintaining focus.</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Math teachers will increase their use of graphic organizers to assist students with more visual learning styles and needs.	Daily Lessons	Lesson Plans	<p>Math teachers utilized many visual tools to assist students in learning math vocabulary, steps in problem solving, etc. Flashcards, diagrams, and graphic organizers were just a few of the tools used.</p> <p>Formative notes: These strategies have been extremely helpful for many students, especially ESL students and all visual learners within the classroom. These graphic organizers and flashcards have become great study tools for the students.</p> <p>Summative notes: These strategies have really assisted the ESL students in making associations between concepts, both concrete and abstract, and their terms. Visual learners have thrived since implementing these pertinent tools because they appeal this type of learning style.</p>
Math teachers will utilize Kagan collaborative strategies and activities to increase student engagement in practice activities.	Daily Lessons	Lesson Plans	<p>Math teachers have focused on making lessons more interactive and participatory through the implementation of Kagan collaborative strategies this year.</p> <p>Formative Notes: Students have really embraced the shift from a sit and get/worksheet type environment to a more interactive and collaborative learning classroom. Students are learning and discovering together and finding multiple ways to get to the same answer.</p> <p>Summative Notes: The use of collaborative strategies in math classes has taught students how to interact with others and that their way might not be the only way to solve a problem. Students are discovering how to problem solve in an interactive manner rather than in isolation. Both strong and struggling math students are benefitting from this type of learning experience.</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Math teachers will incorporate writing activities in daily work to encourage students to explain their thinking and justifying their answers.	Daily Lessons	Lesson Plans Writing Activities	<p>Math teachers incorporated the use of a reflective journal in their classrooms this year. Students were given opportunities to think and reflect on what they did in class, justifying and/or defending their findings and results in different lessons.</p> <p>Formative notes: The journals seemed to make students evaluate their work and answer questions on why they answered as they did.</p> <p>Summative notes: The use of the reflective journal made students think at a higher level and gain deeper meaning and understanding of the concepts learned.</p>
All teachers will make planning and intervention decisions based on data and content knowledge of the standards.	Weekly Team Meetings	Edugence Data TEKS Content Standards	<p>Teachers in each department have worked closely with our intervention specialist this year to better understand their students' data in Edugence. In addition, they have unpacked their content standards in an extensive manner to ensure that they have a complete and deep understanding of what students need to be taught.</p> <p>Formative Notes: By having a better understanding of the content standards and their students' individual data, teachers have been able to make more informed decisions on where they need to focus their lessons and how to target individual interventions for students.</p> <p>Summative Notes: Teachers have developed a deeper understanding and awareness for what TEKS need to be a focus within their lessons by unpacking the content standards within each department. This information has been a powerful tool for teachers because it has given them areas of focus in assisting some of their neediest students. Rather than trying to working with students in all areas, interventions can be precise and targeted based on the standards and student data.</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>The English department will continue to use writing and academic literacy classes to provide intervention to those students at risk of failure.</p>	<p>August 2016- June 2017; Daily Classes</p>	<p>Master Schedule Lesson Plans</p>	<p>Administration and the English department chair reviewed testing data to determine which students would benefit from taking an academic literacy reading class and/or a technical writing class. These classes were then included in the students' schedules.</p> <p>Formative notes: Smaller teacher to student ratios helped students to feel more comfortable in participating. Relevant materials were used, making the classes very engaging for the students, and the class focused on specific reading or writing skills and strategies based on student needs.</p> <p>Summative notes: Overall, students benefited from the targeted classes. The English scores for these students increased, and a few of them passed the EOC. The results were very encouraging, as many of the students thrived in this type of class environment. Looking forward to next year, the plan is to continue the academic literacy and writing classes for students identified as needing additional assistance in reading and writing skills.</p>
<p>Focused remediation in math, science, and English will be provided during block lunch. These sessions will be focused on standards rather than work completion and be very learner-centered based on the needs identified within the data for each student involved.</p>	<p>Weekly throughout the year</p>	<p>Remediation Curriculum Plan Remediation Schedule Rosters</p>	<p>The leadership team looked at the testing data to determine the targeted audience for these remediation sessions. Students were then invited to weekly sessions during block lunch to focus on specific standards in a very learned-centered environment.</p> <p>Formative notes: Smaller teacher to student ratios helped students to feel more comfortable in participating. Relevant materials were used, making the sessions very engaging for the students.</p> <p>Summative notes: Overall, students benefited from these targeted remediation sessions. Individual gains were made by many of the students involved, and some even passed EOCs in more than one of their targeted areas. Targeted remediation will be continued next year.</p>

Critical Action 4

Critical Action: Define high-yield instructional strategies and reinforce their use in all classrooms. PPPA SW #11

Project Lead:	Administrators (Principal and Assistant Principals) Social Studies Department Chair, Science Department Chair, Math Department Chair, English Department Chair							
Staff:	Social Studies Department Teachers, Science Department Teachers, Math Department Teachers, English Department Teachers and all Counselors, ESL Teachers, and Special Education Teachers							
Materials and Resources:	TEKS, PISD Curriculum, Edugence Data, Remediation Curriculum, Technology Resources, Research-Based Strategies (Marzano, SIOP, etc.)							
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:

Strategies for Accomplishing Critical Action 4:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Promote a Common understanding of high-yield instructional strategies</p> <p>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.</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, and/or collaborative team study.</p>	<p>Weekly Team Meetings</p> <p>Bi-weekly Leadership Meetings</p>	<p>Meeting Agendas</p> <p>PD Session</p> <p>Handouts and Notes</p>	<p>The leadership team met and determined that focus should be placed on a couple of specific research-based strategy areas in all classes throughout the school year. Marzano strategies and Sheltered Instruction/ESL strategies were selected. Professional development and training were provided throughout the year for the staff, so immediate implementation could occur.</p> <p>Formative notes: Once the strategies were presented to staff, each department met and created an implementation plan that worked best for their content area. Since there are several strategies identified under Marzano and within sheltered instruction, teams were asked to select two or three that they wanted to implement and learn to use effectively throughout the year.</p> <p>Summative notes: By being deliberate and intentional with the implementation of these strategies, teachers began feeling comfortable with how to effectively use them within their classrooms. As teachers saw what a positive impact these strategies were making, they were eager to learn more. As a staff, we will continue to focus on the Marzano strategies and the Sheltered Instruction/ESL strategies in the upcoming year.</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Reinforce the use of high-yield instructional strategies Identify high yield instructional strategies during classroom visits.</p>	<p>Once each nine weeks</p>	<p>Lesson Plans Team Planning Notes Observation Notes/Feedback</p>	<p>The department chairs and assistant principals conducted walkthroughs throughout the year. T-TESS observations also allowed administration the opportunity to see the actual implementation of the Marzano and Sheltered Instruction strategies within the classroom.</p> <p>Formative Notes: Through observations, it was evident that teachers began feeling comfortable with how to effectively use these strategies within their classrooms.</p> <p>Summative Notes: Throughout the year, teachers became more comfortable with the use of these strategies within their classrooms. Students were receptive and it was evident that these strategies were having a positive impact on both instruction and learning.</p>
<p>Identify best instructional practices based on student performance data</p> <p>Rely on evidence of student learning as the means for identifying best instructional practices in our department using detailed test analysis and student work samples.</p>	<p>Weekly Team Meetings</p>	<p>Assessments Work Samples Writing Samples Test Analysis Team Meeting Agendas, Handouts and Notes</p>	<p>At weekly meetings, teachers often brought in work samples for grading calibration and to discuss evidence of learning. This naturally led to discussion over instruction on how certain teachers attained certain results. In turn, the impact of strategies used would be addressed, leading to direct correlations to student growth and performance.</p> <p>Formative Notes: Teachers began to see the connection between the implementation of some of these new strategies and the impact that it was having on student performance within the classroom. This made teachers eager to learn more.</p> <p>Summative Notes: It was evident that these strategies were having a positive impact on both instruction and learning. Because of this, staff will continue to learn and implement more of the Marzano and Sheltered Instruction strategies in the coming year.</p>

Critical Action 5

Critical Action: Provide teachers additional supports through professional development opportunities.

Project Lead:	Administrators (Principal and Assistant Principals) Social Studies Department Chair, Science Department Chair, Math Department Chair, English Department Chair								
Staff:	Social Studies Department Teachers, Science Department Teachers, Math Department Teachers, English Department Teachers and all Counselors, ESL Teachers, and Special Education Teachers								
Materials and Resources:	Professional Learning Team, Staff Survey, Google Docs, Book Study Materials, STAAR Release Tests, Edugence, PD Session Calendar								
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"/> Reading	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 5:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
In social studies, teachers will attend a number of professional development opportunities that yield 21 st century learning. (World Affairs council for DFW, AP workshops, Heart of AP Training, EDx, etc.)	Fall Semester 2016 and Spring Semester 2017	Session Agendas Session Handouts PD Certificates	<p>The social studies department attended a World Affairs conference at the University of North Texas. In addition, many of the AP teachers attended outside AP conference workshops as well as Heart of AP training within the district.</p> <p>Formative Notes: The Heart of AP training has had a lasting impact on teachers in the ways that they approach teaching AP students from all backgrounds within their classroom. In addition, the World Affairs conference gave some real world connections and applications that could be immediately implemented into the classroom.</p> <p>Summative Notes: Many teachers are scheduled to be attending AP workshops throughout the summer. These workshops will equip our teachers with new tools and strategies that they can utilize within their classrooms next year. Many of the strategies are applicable in all levels of classrooms, not just for AP.</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
The Math department will do a book study on Marzano strategies to better equip us to implement these strategies in our classrooms.	Monthly Meetings	Meeting Agenda Book Notes and Handouts	<p>The math department completed a book study on Marzano strategies. From this study, the teachers selected cooperative learning and cues, questions, and advanced organizers as strategies to implement within the classroom for the remainder of the school year.</p> <p>Formative Notes: Teachers read the book together and selected two strategies that they felt would benefit their students most within the math classroom. They then worked as teams to determine where these strategies should be embedded within the daily lessons.</p> <p>Summative Notes: Students responded well to these interactive strategies and the use of graphic organizers in math lessons. Visual and kinesthetic learners have thrived since implementing these pertinent tools because they appeal these types of learning styles.</p>
Professional learning opportunities will be provided on campus throughout the year. Sessions will be determined through a needs assessment completed by the staff. Sessions will be offered at least once monthly.	Once Monthly	PD Calendar Staff Survey Sign in Sheets	<p>At the beginning of the school year, the professional learning team provided a survey to the staff to get feedback on professional development topics that interested them. From this information, a professional development calendar was created, addressing all of the interests of the staff with offering at least once monthly throughout the year.</p> <p>Formative Notes: The teacher survey drove the selection of professional development opportunities offered on campus. Technology and best practices were the main platforms selected for many of the PD offerings.</p> <p>Summative Notes: Teachers enjoyed having professional development offered on campus, and it was an even bigger pleaser for the sessions to address their needs. Teachers were able to take much of the information presented and implement these ideas into the classroom in a timely manner. We will do another PD survey at the beginning of the next school year and</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			plan our calendar for on-campus professional development accordingly.
In English, time will be allocated to analyze the STAAR test. From this, teachers will learn how best to work particular skills into their lessons without feeling like they are teaching to the test.	Monthly Department Meetings	STAAR Release Test Meeting Agendas Notes and Handouts	<p>Throughout the school year, the English department worked to analyze and disaggregate individual student data for each student. This allowed teachers to be intentional and targeted with the skills that they embedded within each of their lessons.</p> <p>Formative Notes: Through analyzing the data, teachers have been able to focus on areas of skill where students need the most growth. Teachers have been able to individualize their lessons to meet the needs of each of their students.</p> <p>Summative Notes: Overall, students benefitted from the targeted instruction within the classroom. Teachers better understood where students were in their skill sets, and they were able to develop lessons to focus on the areas where they needed the most growth. Instruction was differentiated based on the needs, and as a result, students made gains. Teachers will continue to analyze and better understand the data and the individual results for each of their students next year.</p>
In the English department, teachers will model lessons for one another. This practice will allow teachers the opportunity to sit in the role of student, making them more able to anticipate the needs and struggles of the students prior to the lesson.	Fall semester 2016	Observation Notes/Feedback	<p>Prior to each new unit, English teachers used one another as their audience to teach a variety of lessons found throughout the unit.</p> <p>Formative notes: By modeling for their peers, teachers are able to be proactive and anticipate areas where students may need more support. This process has brought a new awareness to teachers. They are now planning for the possibilities, so even the struggling students can be successful.</p> <p>Summative notes: This practice helped teachers to see</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			different perspectives and insights as they taught the lessons to their peers. It also helped them to identify possible road blocks and to trouble shoot areas that might be challenging to students for new and effective ways to teach these concepts.
In science, teachers will complete a book study using <i>The Fundamental 5</i> to identify best practices in lesson planning.	September 2016	Meeting Agenda Book Notes and Handouts	<p>The science department completed a book study on effective lesson planning techniques. From this study, the teachers were able to implement these five fundamentals into lesson planning with their teams for the remainder of the school year.</p> <p>Formative Notes: Teachers read the book together and determined how these techniques should be utilized for effective and efficient team planning meetings. They then worked as teams to develop their daily lessons using these methods.</p> <p>Summative Notes: Planning took on a different look through the implementation of these 5 techniques. All of the needed elements were included and lessons were developed effectively in a timely manner.</p>
Teachers within core content areas will participate in a cross-curricular training of “Talk-Read-Talk-Write” on campus. The training will be facilitated by teachers who have already attended the training at the district level.	Spring Semester 2017	Sign In Sheets Session Handouts Session Agendas	<p>Teachers from all contents attended training either at the campus or district level on the “Talk-Read-Talk-Write” strategy. Teachers then met in teams to determine how this strategy could best be implemented within each content curriculum.</p> <p>Formative Notes: The use of this strategy, especially in social studies and English, has been helpful in assisting students in the development of ideas and deep understanding of a variety of concepts. Having students discuss an article or another content relevant material together has led to a lot of collaborative discovery and understanding. Students then are able to articulate and express these ideas and perspectives through writing as a culminating activity.</p> <p>Summative Notes: Through the implementation of this</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			<p>strategy, students have been able to grow in their collaborative skills. They have learned to appreciate the views and perspectives of others through discussion, and their writing has developed as a result of these conversations. This technique will continue to be used in classrooms next year.</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 Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	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	Administrative staff has identified high risk areas.
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	All staff members are assigned duty times, so they can monitor high risk areas throughout each day.
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	Staff and admin follow and implement campus rules and expectations.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	All staff completed their safe schools modules by the December 2016 deadline.
	Review referral process. (Required)	Principal or designee	Campus referral plan	The campus referral process is reviewed on an annual basis and shared with staff at the beginning of each year.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	All staff follow the discipline management plan.
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	The referral process is implemented and followed throughout the year by all staff. All staff participate in monitoring and referring students for incidents as necessary.
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	Consequences are assigned, review of student placement when and if incident is severe or behavior is persistent

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	PREVENTION:			
	Clearly state student expectations/campus rules/citizenship. (Required)	Principal or designee	Code of Conduct/ Student-Parent Handbook	Students meet with an administrator at the beginning of the year to go over student expectations and the code of conduct. Positive reinforcement and recognition are used throughout the year to recognize good citizenship.
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	All staff members are assigned duty times, so they can monitor high risk areas throughout each day.
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	Teachers and staff explain the discipline management plan and the referral process to students at the beginning of the year. Reminders of behavior expectations are given throughout the year.
All Students	INTERVENTION:			
	Apply classroom interventions: (Required)	All teachers	Classroom behavior plans/steps	Teachers follow classroom behavior plans and use the step by step process within the classroom.
	Employ discipline interventions: (Required)	Designated staff	CMIT, Mediation	Behavior specialist and 504 and CMIT coordinators assist teachers and staff in employing needed interventions including but not limited to mediations and behavior plans.
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Stay Put Room, ISS, detentions	Administrators and counselors take appropriate action to intervene when a student's behavior does not follow the code of conduct and/or is disruptive to the learning environment.
	Conference with parents/students. (Required)	Teachers or other staff	Schedule (as necessary)	All staff contact parents for both positive and negative behaviors, working to create a partnership with the parents.

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.

Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline and Evidence 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.	Counselors, CIS Liaison, and Administrators	August-September 2016, and as new students enroll	Most parents have access to parent portal. We provide an opportunity each year on schedule pick up day for parents to use our computer labs to register if they have not already done so.
Identify parents without computer/internet access to offer hard copies of school information.	Counselors, CIS Liaison, and Administrators	August-September 2016, and as new students enroll	Paper copies are offered at schedule pick up for those who do not have computer access. Additionally, our counseling staff identify these parents, so paper copies of grade reports and other items can be sent throughout the year.
Upgrade and maintain the campus website for easy access and increased communication with the community.	Librarian, Campus Webmaster	August-September 2016, and as the need arises	Our website is maintained and updated regularly.
Communicate information through eNews.	Office Staff	Updated biweekly	eNews is sent out biweekly, and special eNews editions are sent out as needed.
Utilize social media to keep parents and community informed.	Librarian, Webmaster, and Teachers (send info)	As the need arises	Williams uses an array of social media to keep the community informed. Williams uses facebook and twitter accounts. They are updated and maintained by our librarian. Teachers use Google classroom to communicate with students and parents about class information.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Principal, Assistant Principal	Second Wednesday of each month	Ms. Martinez and/or one of the assistant principals meet monthly with the PTSA board.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	Admin Team and Counselors	Various dates throughout the year	PTSA sponsors programs throughout the year for parents on a myriad of topics including many post-secondary readiness programs.

State Certified Teachers and Highly Qualified Paraprofessionals

Critical Action:

The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff 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

Strategies for Accomplishing State Certified Teachers and Highly Qualified Paraprofessionals Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD.	August 2016 to May 2017	The human resource department arranges recruiting trips, and our principal took part in one this year.
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend.	Monthly Bilingual Stipends, July 2016 to June 2017	Williams does not have a bilingual program, but we do provide a strong ESL program for our English language learners.
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses.	August 2016 to May 2017	Williams had one student teacher in biology this year. She completed her student teaching in the spring.
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators.	July 2016 to June 2017	Williams teachers, staff, and administration take part in all required professional development opportunities offered through the district.
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards.	July 2016 to June 2017	All Williams High School teachers meet the state certification and highly qualified standards.