STRONG SCHOOLS, STRONG STUDENTS,

Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Vines High School

Principal: Shauna Sanchez

Mission Statement: **At Vines High School, we work together to build a community of academically, socially, and emotionally well-rounded individuals through meaningful interactions.**

Vines High School Vikings

Approved by DBIC on November 14, 2016

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: **September 30, 2016**

Meeting Dates
- Meeting 1: SBIC approves the improvement plan (by October 7, 2016): **Monday, October 03, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Monday, January 23, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Wednesday, May 31, 2017**

2016-2017 Campus Status
Check all that apply

☑ Title III English Language Learner Campus   ☑ Non-Title I Campus   ☐ 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 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		

SBIC Committee

Committee Member's Name	Role	Year 1st Participated on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Laura Spear, Meredith Smith, Angelique Voss, Laurie Liefer	Faculty Member	2016-2017	X	X	X
Debbie Schmittou	Faculty Member	2016-2017	X		X
Teresa Reynolds	Faculty Member	2015-2016	X	X	X
Trevor Dean	Faculty Member	2016-2017	X		X
Traci Borsattino, Ellen Miller, Lane Pippin	Faculty Member	2016-2017	X	X	X
Glenna Pollett	Faculty Member, Special Education	2016-2017	X		X
Shauna Sanchez	Principal	2010-2011	X	X	X
Joana Sorrels	District Professional	2016-2017	X	X	X
Tonelli Hatley, Melissa Crane, Reuben Davis	Campus Professional, Non-teaching	2009-2010	X	X	X
Carmen Eriksson	Support Staff Member	2016-2017			
Sandhya Seshadri	Parent-Selected by PTA	2016-2017	X	X	X
Frank Forrest	Parent-Selected by Principal	2016-2017			
Beverly Zetsche	Parent	2016-2017	X	X	X
Pam Schweinsberg	Parent	2016-2017	X	X	X
Charon Griffith	Parent	2016-2017	X		
Karen Snorton	Parent	2016-2017	X		X
Julie Hedrick	Parent	2016-2017	X	X	X
Tina Roberts	Parent	2016-2017	X	X	X
Vanessa Ferrara	Community Member	2016-2017	X	X	X
Dan Fay	Community Member	2016-2017	X	X	X
Simon Santillanes	Business Representative	2015-2016	X	X	X
Justin Taylor	Business Representative	2016-2017			
Andres Moreno	Student	2016-2017	X	X	
Kaitlin Sanders	Student	2016-2017	X	X	
Luis Echavarria	Student	2016-2017	X	X	
Elizabeth Hock	Student	2016-2017	X	X	

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
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 rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.	**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)**	**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 (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. **Study and use the district's written curriculum (PPPA School Wide Best Practice 1)**
2. **Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. (PPPA School Wide Best Practice 17)**
3. **Model and promote substantive collaboration to foster a learning community. (PPPA School Wide Best Practice 9)**
4.
5.

Critical Action 1

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

Project Lead:	PLC Administrators, Math Science, Social Studies, ELA Department Heads, and All Core Subject Team Leaders
Staff:	Eng 1 & 2, Biology, Chemistry, Algebra 1 & 2, Geometry, World Geography, And World History Teachers
Materials and Resources:	TEKS, PISD Curriculum Planner, Textbooks, Online Resources

Targeted Area:	☐ School-wide	☐ Reading	☐ Writing	☑ ELA	☑ Mathematics	☑ Science	☑ Social Studies	☐ 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
Study curricular connections across school levels 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. Smooth transitions from school to school ensure that achievement gains accomplished at one level are not lost at the next. Many principals and school leaders behave as if what happens before and what happens after a student is in their particular grade span is "none of their business" even when those students are continuing in the exact same district. Principals need to actively work with principals of grade spans before and/or after their own. Learning deficits when students enter or learning losses when students leave a school are VERY MUCH the business of each principal. 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. 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	Twice a semester; District Pullout meetings	Meeting agendas (District Pullout)	**Vines will continue to communicate/plan with feeder schools (middle and senior high) regarding skills needed to be successful** **Formative Notes:** 1. Bridge gaps, strengthen skills/concepts 2. Meet 1-2 times per semester (possibly video conference) for planning and reflection 3. For ESL – Establish "math essentials" elective to strengthen math skills more for ESL learners. **Summative Notes:** 1. Pullout meetings occur via the district curriculum coordinators. Teachers collaborate with other teachers across the district to address online curriculum changes that were needed or implemented throughout the year. 2. ESL students are mainstreamed in the math classroom with the addition of an instructional aide to assist with language acquisition and understanding of math concepts.

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
disruptions in learning.			
Be fully aware of learning outcomes of the district curriculum 1. 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. 2. Be certain that all school leaders can access the stated learning outcomes in the district's written curriculum for any grade or subject. Far too often, principals and school leaders assume that district and/or school subject specialists "take care of" the curriculum. While those individuals may well develop, monitor, and refine the curriculum, school leaders must spend appropriate time and energy to ensure that they can USE that curriculum in school improvement efforts. Study the format and structure of the written curriculum and be certain all leaders regularly access that curriculum to facilitate instructional discussions. 3. 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.	Once a week	Agenda of PLC meetings	**Vines will meet with curriculum departments to access the online curriculum in collaboration with each department.** **Formative Notes:** Weekly department meetings will facilitate the opportunity for administrators and teachers to practice accessing the online written curriculum. **Summative Notes:** Administrators attended weekly curriculum meetings 90% of the time to provide feedback during department planning meetings.

Use the curriculum to diagnose learning problems
 	
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:
  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
	After each curriculum unit.	Unit Assessment	**Vines is going to meet and work with departments to diagnose learning problems by analyzing the written curriculum**
			
			Formative Notes: Departments will use an item analysis after assessments are given to diagnose gaps in student performance.
			
			Summative Notes: The science department uses an item analysis after all assessments to analyzing student performance and gaps in the curriculum.
			
			Pull out curriculum meetings are held to discuss data

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
math curriculum.) When diagnosing a learning problem, always ask questions about the curriculum! 2. Discuss the role of school leaders relative to understanding and using the district's written curriculum beyond the above diagnostic process. Traditionally, school leaders have allowed curricular issues to reside with district specialists or teachers while they concentrate more heavily on instructional or assessment issues—teaching strategies, classroom management, and student performance outcomes. While school leaders may not be directly involved with writing the curriculum, their knowledge of the curriculum must be the foundation to understanding all instructional decisions. 3. Build your team's awareness of the importance of the curriculum. Encourage every school leader to ask, "What is it that you were wanting students to know or be able to do as a result of this lesson (or homework assignment, strategy, or field trip, etc.)?"			and help with student learning gaps. Students identified at various times during the year by our Special Education department and Academic Specialist to create a plan of success for students needing intervention

Critical Action 2

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

Project Lead:	PLC Administrators, Math, Science, Social Studies, ELA Department Heads, and All Core Subject Team Leaders
Staff:	Eng 1 & 2, Biology, Chemistry, Algebra 1, 2, Geometry, World Geography, and World History Teachers
Materials and Resources:	TEKS, PISD Curriculum Planner, Textbooks, Online Resources

Targeted Area:	☐ School-wide	☐ Reading	☐ Writing	☑ ELA	☑ Mathematics	☑ Science	☑ Social Studies	☐ 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
Proactively develop intervention plans for students performing below grade level 1. 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. This action ensures that you are beginning to develop what is commonly referred to as a pyramid of interventions—layered support at the district, school, and classroom levels to ensure all students reach high standards of achievement. 2. 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. 3. Use student assessment data (CogAT) 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. *Students who are performing below grade level are going to require remediation beyond the classroom teacher if they are to get back on track.	Weekly Team Meetings; Each 9 weeks grading period	Progress reports Edugence Student grades	**Vines will identify students needing assistance with finding success in the academic setting.** **Formative Notes:** 1. Identify students needing intervention at the 9 weeks grading period so interventions can be implemented early. 2. Implement an academic plan for students needing support in the classroom. **Summative Notes:** 1. Students identified at various times during the year by our Special Education department and Academic Specialist to create a plan of success for students needing intervention. 2. Special Education met every 3 weeks to go over students failing any course and develop a plan of action to be carried out by the case managers.
Provide proactive support for students performing below grade level 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 instruction. Students must be taught at grade level while simultaneously receiving the necessary review and	Weekly tutorials; Lunch tutorials; Tutorial Bus Grant	Tutorial sign in sheet Academic PLC calendar	**Vines will offer tutorials for students performing below grade level.** **Formative Notes:** 1. Provide tutorials 2. Implement STAAR EOC activities to address academic gaps in the necessary objectives.

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
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. 2. 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. 3. Structure specific instruction opportunities for the prerequisite skills in tutorial sessions that precede the new unit of study. Have students from across classrooms who need this instruction take part in the tutorials.			**Summative Notes:** 1. Tutorials are provided on a weekly basis for all classes. 2. STAAR EOC activities are implemented to hone in on specific areas of need for students with skill gaps. 3. Vines Math Department start in March with STAAR EOC tutorials.
Proactively develop intervention plans for students demonstrating early mastery of the curriculum 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. Clarify the methods teachers might use to identify early mastery. The best method is obviously to provide a pre-assessment of the knowledge and skills that will be taught in the unit. Some students may have already mastered the objectives for a particular unit of study. These are the students you want to serve through your intervention program. 3. 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. *Many of the same strategies and techniques used in the gifted programs may serve some of these students well also.	Weekly PLC Meeting	Weekly PLC Agenda; Project Rubrics; Extracurricular clubs; Science Fair;	Vines will work through PLC groups to establish strategies and opportunities for student engagement for those students who demonstrate early mastery of the academic objectives. **Formative Notes:** 1. Teachers will identify specific learning strategies for students who demonstrate early mastery and implement those strategies that would work effectively with their particular curriculum. 2. Advanced students tutor lower level students. 3. Extra credit projects 4. Provide flexible options for presentations. **Summative Notes:** 1. Teachers utilize study halls and provide opportunities in class for individual help while other students are working on something as a group. 2. Teachers are working on creating opportunities when students demonstrate early mastery. 3. Honors science students were able to choose their research topic, design their data collection

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			and decide how to present their individual research project. Students shared their research through PPTs, videos, fictional stories, Google slides, trifold boards, lectures, posters, and Prezis.
Provide enhanced learning opportunities for students demonstrating early mastery of the curriculum 1. Ensure that any school-level learning opportunity* you provide for students who demonstrate early mastery of the stated curriculum** extends their thinking about the standard(s) being studied. A classic error when providing additional activities for early mastery students is to give them more of the same. Extended learning opportunities and activities should be carefully crafted to require deeper levels of thinking and investigation relative to the same standard for which they have demonstrated mastery. 2. 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 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. 3. 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.	Weekly PLC Meetings	Weekly PLC Agenda; Project Rubrics	**Vines teachers will build in enhanced learning activities for students who demonstrate early mastery.** **Formative Notes:** 1. PLCs will work together to create learning activities for students demonstrating early mastery. **Summative Notes:** 1. Vines Math department promotes KhanAcademy and Think Through Math for resources outside the classroom.

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Provide academic support aligned with the district curriculum 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. (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.) 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. 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).	Weekly CMIT meetings	CMIT Agenda/Minutes	**Vines PLCs will create opportunities for students to receive additional support outside of after school tutorials.** **Formative Notes:** 1. PLCs will develop interventions that incorporate academic objectives while supporting students in need of additional supports outside of after school tutorials. **Summative Notes:** 1. Vines Math department promotes KhanAcademy and Think Through Math for resources outside the classroom. 2. Science teachers have very actively used Google Classroom sites that provide notes, PPTs, videos, answer keys, reviews, Kahoots, etc. for students to find support outside the classroom. Students are also able to leave comments/have discussions/directly message the teacher on the site.
Evaluate the effectiveness of student interventions 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. 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. Abandon interventions that do not result in increased student performance.	Semester Exam Item Analysis; Spring 2017 EOC	STAAR Results	**Vines will evaluate the effectiveness of student interventions** **Formative Notes:** 1. Analyze the item analysis of assessments to determine if interventions are successful. 2. Analyze Spring EOC scores to determine which interventions need to be adjusted. **Summative Notes:** 1. Department chairs meet twice during the year to discuss and analyze assessment data.

Critical Action 3

Critical Action: Model and promote substantive collaboration to foster a learning community. (PPPA School Wide Best Practice 9)

Project Lead:	PLC Administrators, Math, Science, Social Studies, ELA Department Heads, and All Core Subject Team Leaders
Staff:	Eng 1 & 2, Biology, Chemistry, Algebra 1 & 2, Geometry, World Geography, and World History Teachers
Materials and Resources:	Peer Walkthrough Form & Discussion Topics

Targeted Area:	☐ School-wide	☐ Reading	☐ Writing	☑ ELA	☑ Mathematics	☑ Science	☑ Social Studies	☐ 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
Participate actively in teacher team meetings 1. Begin to attend as many teacher team meetings across grades or departments in your school as possible. Obviously, the size of your school will determine the structure of school leader participation. In larger secondary schools, department chairs may be the primary participants.* All leaders, however, should be involved to the greatest degree possible in these meetings. While establishing a regular attendance pattern is important, it is only the first step in your involvement. 2. Ensure that school leaders develop the capacity to contribute actively and in meaningful ways to the discussions. Leaders should also address any impediments to open and honest discussion among team members in the meetings, challenge teams to experiment with new areas of collaboration (i.e., common assessments), and monitor to ensure the involvement of all team members. 3. Discuss leaders' experiences within collaborative team meetings on a regular basis. Have your leadership team mine the experiences for strong examples of effective strategies that might be emulated across grades or departments.	Once a week; more as needed During planning meetings	Meeting notes; administration visits; norm grading	**Vines will continue to meet weekly with PLC teams** **Formative Notes:** 1. Administrators will attend weekly meetings for their assigned curriculum departments. **Summative Notes:** 1. Administrators attended meetings and gave updates and district vision.
Build teachers' capacity for collaboration 1. Ensure that the time has been allocated for teachers to meet collaboratively. However, this is only the very first step to building collaborative teams. 2. Identify the specific behaviors that you expect to see in collaborative team meetings (e.g., full involvement of all team members, openness in discussing what is and is not working, questioning techniques), and share these expectations with all team	Weekly Team Meetings	Master Schedule- common off period	Vines will create a master schedule that allows for team/department collaboration **Formative Notes**: 1. Administrators will work with department chairs to ensure that team time is allocated in the master schedule so teachers will have the

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
members. 3. Determine what methods you will use to build each of these identified skills if assistance is needed (e.g., instructional coaches, modeling, observations of effective teams). Monitor team meetings to ensure that you have provided the necessary support to create effective and exciting collaborative teams.			opportunity to collaborate. **Summative Notes**: 1. Team planning time has been helpful and successful in allowing teams to be able to adjust learning to better meet student needs. 2. Teams have utilized common planning to continue staff development and learn new techniques to help students. 3. Professional development flex hours were made available throughout the year on campus to help teachers with a variety of technology applications.
Promote collaboration through structured peer classroom visits 1. Begin to provide opportunities for teachers to visit one another's classrooms. To institutionalize this practice in your school, you may wish to ask for volunteers at first. Your goal is to establish a culture in which all teachers expect to visit and be visited by their peers. 2. Meet with teachers who have participated to determine how you can facilitate meaningful discussions following the visits. It is highly likely that teachers will need structure and coaching to develop the skills to talk about what worked and what didn't work in an observed lesson. 3. Use the above experiences to begin to structure a process for peer classroom visits in your school.	Twice a year; team meetings	Summary of visit; Team notes	Vines will provide opportunities for teachers to participate in peer classroom visits. **Formative Notes**: 1. Teacher volunteers will have the opportunity to visit the classroom of their peers. Discuss "lessons learned" from the peer classroom visit. 2. Student survey (Google Form) "What things could improve?" 3. Create open ended questions so teachers can see where they can improve. **Summative Notes**: 1. We are still working on time to allow teachers to visit other classrooms. 2. In many classes, students have used surveys to express their opinions; however, students have complained that there are too many surveys that they were asked to do.

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	**Formative Notes:** PBIS has helped us identify hallways and restrooms as high risk areas. Male teachers in boys restrooms – Monitor better in D hall upstairs. **Summative Notes:** PBIS was newly implemented this year building wide and plan to implement specific classroom positive supports for the coming school year.
	Monitor high risk areas. **(Required)**	Principal Designee	Staff assignments/ schedule	The duty stations and rosters will change to help accommodate supervision in these high risk areas. Bathroom pass parameters.
	Follow Campus Rules/Expectations. **(Required)**	Principal	Code of Conduct, District Handbook Campus Handbook	PBIS will help us develop lessons to use with the students on appropriate expectations. Tardy sweeps with consequences
Staff	**EDUCATION:**			
	Participate in annual staff training on bullying/sexual harassment. **(Required)**	Principal or designee	Handouts/PowerPoint	**Formative Notes**: Counseling will provide staff training & Staff will complete safe schools online training. **Summative Notes**: Safe Schools online training was completed by Vines Staff Members.
	Review referral process. **(Required)**	Principal or designee	Campus referral plan	PBIS team reviewed and revised the referral process
Staff	**INTERVENTION:**			
	Establish recommended intervention strategies for classroom/campus. **(Required)**	Principal or designee (campus discipline staff)	Discipline Management Plan	**Formative Notes**: Discuss recommended intervention strategies for the campus. **Summative Notes**: Campus Intervention Chart created and

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				delivered to help support teachers (August 2016)
	Implement campus referral plan. **(Required)**	Principal or designee	Campus Referral Plan	On-going (administration)
	Utilize Discipline Management strategies. **(Required)**	Principal or designee	Discipline Management Plan	PBIS and positive discipline trainings offered through PBIS. Tell2Help – make parents aware eNews Survey students at the end of the year.

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	**Formative Notes**: PBIS will help us develop lessons to use with the students on appropriate expectations. **Summative Notes**: Lessons were delivered through study hall to establish appropriate expectations for students.
	Monitor high risk areas. **(Required)**	All staff	Schedule (if necessary)	The duty stations and rosters will change to help accommodate supervision in these high risk areas.
All Students	**EDUCATION:**			
	Explain referral process/contacts. **(Required)**	All teachers	Referral Plan	Campus Intervention Chart created and delivered to help support teachers.
All Students	**INTERVENTION:**		(Please complete cells below)	
	Apply classroom interventions: **(Required)**	All teachers	Code of Conduct, teacher classroom expectations	Addressed through the Vines Student Management Expectations
	Employ discipline interventions: **(Required)**	Designated staff	Code of Conduct	Addressed through the Vines Student Management Expectations
	Use other intervention strategies as necessary/appropriate. **(Required)**	Administrative staff or counselors	Code of Conduct, Student Expectation Talks	Addressed through the Vines Student Management Expectations
	Conference with parents/students. **(Required)**	Teachers or other staff	Code of Conduct. District Resources	Parents, students, teachers, and administration come together to meet as needed to address any concerns with student conduct.

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.	Administration	Fall 2016 At schedule Pick Up	**Formative Notes:** Make sure parents can log in; double check one on one. **Summative Notes**: Parent portal effectiveness is evaluated each August. Each August during schedule pick up (Viking Voyage) the computer labs are open for parents needing to set up a new parent portal account.
Identify parents without computer/internet access to offer hard copies of school information.	Counselors	At schedule Pick Up	Work proactively to make sure portal is set up and parents can log in – counselor office check when parents register students.
Upgrade and maintain the campus website for easy access and increased communication with the community.	Webmaster Principal	As the need arises	Reminders to send the webmaster updates – New website coming soon.
Communicate information through eNews.	Principal Webmaster PTSA Librarian	Weekly each Wednesday	Send informational pieces to eNews facilitator.
Utilize social media to keep parents and community informed.	Administrators	During extracurricular activities; weekly	Start putting information on announcements; PBIS messages; advertisement – up to date information; signage for twitter; Ask parents what they use (Google form survey); Paper copies available; How do you prefer to receive survey information?
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Principal PTSA	Monthly PTSA meeting	PTSA representative meets with principal - ongoing

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…).	Principal PTSA	January Parent Night	Possibly offer classes monthly – maybe through Practical Parenting. Possible options: 4 year plans, bullying workshop, truancy; ELL, Technology, DEA. Create a parent survey on what programs parents would like to attend.

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	**Formative Notes:** Human Resources Rubric **Summative Notes:** Administrators attend Recruitment Open House twice each school 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	Standardized questions for all applicants Human Resources Rubric
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	Involve student teachers an opportunity to participate in all staff developments. Involve student teachers an opportunity to participate in after school activities/programs.
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	Data Analysis of MAP Data Analysis of STAAR Campus Flexible Professional Development Hours
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	Human Resources Rubric Human Resources Job Fairs