



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Clark High School

Principal: **Janis Williams**

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



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: **October 12, 2016**

Meeting Dates

- Meeting 1: SBIC approves the improvement plan (by October 7, 2016): **Tuesday, October 04, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Tuesday, January 31, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Tuesday, May 30, 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
Michelle Gibson	Faculty Member	2016	Present	Present	Absent
Casie Gall	Faculty Member	2016	Present	Present	Present
Amanda Mathis	Faculty Member	2014	Present	Present	Present
Mike Mathis	Faculty Member	2016	Present	Present	Present
Natalie Bauerkemper	Faculty Member	2014	Present	Present	Present
Kimberley Cross	Faculty Member, Special Education	2016	Present	Present	Absent
Janis Williams	Principal	2010	Present	Absent	Present
Craig McKinney	District Professional	2015	Present	Present	Present
Cindy Dakota	Campus Professional, Non-teaching	2015	Present	Present	Present
Christine Lynd	Support Staff Member	2014	Present	Present	Present
Courtney Bruhn	Parent-Selected by PTA	2015	Present	Absent	Absent
Amy Sims	Parent-Selected by Principal	2016	Present	Present	Absent
Murli Manickam	Parent	2015	Absent	Absent	Absent
Alicia Wanek	Parent	2016	Absent	Present	Present
Brittany Weber	Parent	2016	Absent	Present	Present
Amira Shaham-Albalancy	Parent	2014	Absent	Absent	Absent
Valary Patterson	Parent	2016	Present	Present	Absent
Sarah Albers	Community Member	2015	Absent	Absent	Absent
Stephanie Schilt	Community Member	2016	Proxy (Ellen)	Present	Absent
Sherina Peters	Business Representative	2016	Present	Absent	Absent
Christina Carrion	Business Representative	2016	Absent	Absent	Absent
Annie Lu	Student	2016	Present	Present	Absent
Anthony Reese	Student	2016	Present	Absent	Absent
Grace Glasscock	Student	2016	Absent	Present	Absent
Kathryn Duncan	Student	2016	Absent	Present	Absent

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. Teach students to monitor their own progress. PPPA CL #12
2. Participate in peer classroom visits in order to improve the instructional practices of the team. PPPA CL #5
3. Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives. PPPA CL #15
4. Analyze student performance data to inform team discussions and decisions. PPPA CL #9
5. Analyze and equip teachers to analyze student performance data to inform decision-making. PPPA SW #13
6. Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. PPPA BP #17

Critical Action 1

Critical Action: Teach students to monitor their own progress. PPPA CL #12

Project Lead:		Math Dept. Chair, Amanda Mathis; English Dept. Co-Chairs, Jerrod Kay and Michelle Gibson, AVID Coordinator, Cristine Jordan; ESL Dept. Chair, Natalie Bauerkemper						
Staff:		Math, English, ESL, AVID teachers						
Materials and Resources:		Curriculum, TEKS, Textbook, Team Developed Documents, Calendars						
Targeted Area:	<input type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Other: AVID, ESL

Strategies for Accomplishing Critical Action 1:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Teach students to self-monitor learning.</p> <p>1. Meet with teacher teams to discuss how they might teach students to monitor their learning relative to specific academic objectives. How can teachers help students understand exactly what knowledge and skills they are to attain and at what level as a result of each lesson and relative to each assignment? A critical component of students' success is their understanding the difference between what they (students) are doing and what they are to know and be able to do as a result of what they are doing.</p> <p>2. Ask teacher team members to determine and share the exact strategies they will use in their classrooms to communicate the academic objectives students are to master. Providing students with some type of tracking tool will be essential. Perhaps the teacher team can give students a handout of the academic objectives they will be learning in a certain unit or time period. Students can track their scores on assignments and assessments to determine which academic objectives they have mastered and for which objectives they need additional instruction or opportunity to learn.</p> <p>Next, ask team members to begin associating each item on classroom assessments with the specific academic objective that is being measured. Students should study the results of the assessments to determine their specific learning needs. The goal is to help students begin to use early tracking information on their progress during</p>	<p>(Math, ELA, AVID, ESL) Teams will complete teaching piece by end of the First Nine Weeks</p>	<p>(Math, ELA, AVID, ESL) Notes From weekly Team Meeting documenting discussions regarding self-monitoring.</p> <p>The self-monitoring instruments provided to students.</p> <p>List of decided upon strategies.</p>	<p>Formative Notes:</p> <p>Summative Notes:</p> <p>In English, we started to really focus on the daily learning target. We also point it out at the beginning of class and tell the students that, by the end of class, this is what they should be able to do. If they were not able to accomplish this task, then they might want to consider coming to tutoring to get some re-teaching of these concepts so that they could meet that particular learning target.</p> <p>In Algebra 1, we added a list of concepts that were to be mastered to each unit calendar. We also provided a reflection sheet for students to determine what they felt they had master and what still needed to be worked on.</p>

<p>lessons and on assignments to better prepare for assessments. Be certain that there are actual opportunities for students to relearn content once they begin identifying their needs to do so</p>			
<p>Teach student to self-monitor multiple performance indicators.</p> <p>1. Determine the extent to which teachers in your school teach students to understand, discuss, and track their own achievement data. Do teachers use classroom assignments and assessments, district benchmarks, and state assessments to help students study their own performance relative to specific learning objectives? This simple practice is a powerful means for engaging students as active partners in the learning process.</p> <p>Next, ask teacher teams to determine how they might develop their own and their students' skills in this practice area. Team members should explore additional measures that students should be taught to use to monitor their own performance and achievement data (e.g., district benchmarks, state assessments). Examine what steps team members will take to extend the variety of indicators that students monitor.</p>	<p>(Math, ELA, AVID, ESL) Teachers will Complete at the beginning of each Unit.</p>	<p>(Math, ELA, AVID, ESL) Unpacked Embedded assessments and/or Learning Target Document</p>	<p>In English and ESL, we did this with data from tests, writing assignments and practice STAAR. We looked at specific TEKS being measured, and students were able to understand the skill/concept that they were missing and better understand what the question was asking as well as help them improve their knowledge in that area with additional practice.</p> <p>ESL - Students and parents were taught to understand and track their own STAAR and TELPAS data. We did this through the classroom as well as through several parent nights. The ESL department utilized resources on the TEA website and Region 10 to provide resources to parents in multiple languages. We had counselors, teachers, and administrators available to answer questions and explain score reports and previous data. This data was also used in order to make language goals for each student as well as determining exit potential.</p>
<p>Teach students to set specific learning goals.</p> <p>1. Determine the extent to which teachers in your school help all students to target specific learning goals for improvement. Based on this information, consider how you will promote this practice to a greater degree. If any teachers currently excel at this practice, ask those teachers to present their techniques to the entire staff.</p> <p>2. Ask teachers to study this practice within their teams. How might they help all students target specific learning goals for each academic objective in their written curriculum? It is often common practice to work with certain students to set goals, particularly students at risk of failing. However, this is an essential skill for all students to develop.</p> <p>3. Remind teachers that students' academic goals should also adhere to the characteristics for all good goal setting (i.e., SMART: specific, measurable, attainable, relevant, and time-based). The goal is to have students detail the level of learning they wish to acquire—perhaps based on a well-developed rubric for each learning objective—and determine how they will monitor their progress toward the stated goal. Through regular feedback and increased learning opportunities,</p>	<p>(Math, ELA, AVID, ESL) Throughout each Unit and at the end of the unit.</p>	<p>(Math, ELA, AVID, ESL) Test correction document.</p>	<p>In English, we helped students set goals for reading as well as writing, but I think we could use some help in the area of 'SMART' goal setting.</p> <p>ESL - We implemented planners as a part of the reading and academic literacy classes. Students were taught to make SMART goals and were required to make a goal each week, but they were not necessarily goals for English. They wrote their goals in their planners and the teachers looked at them weekly.</p> <p>In Algebra 1, we added a list of concepts that were to be mastered to each unit calendar. We also provided a reflection sheet for students to determine what they felt they had master and what still needed to be worked on.</p>

<p>students should be provided the resources and time to reach the standards they have indicated.</p>			
<p>Teach students to use performance rubrics</p> <ol style="list-style-type: none"> 1. Determine the extent to which teachers teach students to use performance rubrics to assess the quality of their own work. Examine how your leadership team will extend this practice in your school. 2. Ask teachers to discuss this practice in a team meeting. Ask all teams to forward the name of any teacher who is skilled at this practice. Consider creating a panel of those teachers to present their practices to the full faculty. 3. Next, ask the team to select an upcoming assignment for which they will teach students to use rubrics to assess the quality of their work prior to submission. Team members should then collectively develop the rubric to show the level of student work that might be demonstrated. What distinguishes one level of student work from another (i.e., how is A-level work different than B-level work)? The team should provide a detailed description of what each level of work "looks like" for students. In addition, a specific student work sample should be attached to each level of the rubric to further clarify expectations. Ask students to submit the rubric with the assignment indicating the level of work they believe their assignment represents. Following the assignment, each teacher should ascertain the extent to which students in his/her class were able to successfully assess the quality of their own work. 	<p>(Math, ELA, AVID, ESL) Next Year</p>	<p>((Math, ELA, AVID, ESL) TBD</p>	<p>In English and ESL, we use rubrics for every written assignment as well as projects. Rubrics are given to students with an explanation of each criteria. We also show student samples of essays and projects, so students understand expectations.</p>

Critical Action 2

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

Project Lead:	Science Department Co Chair Casie Gall; English Dept. Co-Chairs, Jerrod Kay and Michelle Gibson; ESL Dept. Chair, Natalie Bauerkemper							
Staff:	Chemistry Team; Social Studies Department, English Department, ESL Department							
Materials and Resources:	Curriculum, TEKs, Textbook, Team Developed Documents, Calendars							
Targeted Area:	<input type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Other: ESL

Strategies for Accomplishing Critical Action 2:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Visit other classrooms as part of collaborative process.</p> <ol style="list-style-type: none"> 1. Provide opportunities for teachers to visit other team members' classrooms. Make observation of peer instruction a regular part of the collaborative planning process for each grade-level or subject-area team. That is, observing a peer should not only be a professional growth opportunity for teachers who are experiencing difficulties in the classroom. Instead, have all teachers schedule visits to other team members' classrooms as part of the way you do business in your school. 2. Ask each teacher to schedule a single period of observation time with another team member. If necessary, provide a substitute to allow time for the observations. Have team members coordinate their planning so that one day of substitute time could provide the opportunity for four or five teachers to observe. If you cannot provide a substitute, have various school leaders cover a class or two to provide this opportunity. (In fact, it may build stronger learning relationships with teachers if school leaders—rather than substitutes—cover classes as the teachers observe one another.) 3. Provide structured time for teachers to debrief following a visit. Model the type of debriefing that should occur. In particular, help teachers to talk openly about what did and didn't work during the observed lesson. Teachers tend to feel much more comfortable complimenting their peers than analyzing instruction. Help them work toward the latter. 	<p>(Science, Social Studies, ELA, ESL) Each teacher will perform at least one walk-through by the end of the first semester.</p>	<p>(Science, Social Studies, ELA, ESL) Each teacher will take Notes From Observation using a team designed observation tool.</p>	<p>Formative Notes:</p> <p>Summative Notes:</p> <p>In World Geography and World History, a substitute was provided so teachers could visit other teachers on their respective teams. Teachers also visited other classes around the school during their conference periods. Teachers used the same tool to guide their observations, and teachers debriefed as a team following each set of observations. New strategies were implemented as a result. During weekly team meetings, teachers regularly compared strategies for teaching the same lesson or shared original lesson ideas for collaboration.</p> <p>In Chemistry, substitutes were provided so teachers could visit other chemistry teachers around the district. Teachers were chosen based on district level recommendations of “rock star” teachers, as well as for a vertical alignment perspective by observing an AP chemistry teacher. Our team was split into 2 groups to maximize the opportunity to see as many perspectives as possible. We used the same rubric for our observations which was based on our TTESS goals. We</p>

<p>4. Ultimately, work to develop an observation schedule that provides three to six opportunities per school year for this type of collaboration. Set specific goals for observations, and provide the structure to make them effective by determining what would best serve each team's needs.</p>			<p>met to debrief as a team after and talked about ideas of how to implement strategies observed that day. During weekly team meetings, teachers regularly compared strategies for teaching the same lesson or shared original lesson ideas for collaboration.</p> <p>In English, Jerrod and I observed English classes and had conversations with teachers about teaching strategies and what we saw happening with students in the classrooms. We did not use an observation rubric, we were simply recording what we observed and dialogue between teachers and students. We did not meet our goal of teacher observations this year.</p> <p>ESL - Our ESOL teacher worked directly with the ESL instructional specialist throughout the year. They planned lessons together and the instructional specialist would also model lessons for her. Since we only have one teacher teaching ESOL, this was the best way for her to see a developed lesson implemented. After the lesson, they would meet and debrief. It was difficult to find days and times for our other teachers to go to other campuses and observe teachers teaching the same course, but we plan on making this a priority next year.</p>
<p>Participate in focused learning team walks.</p> <ol style="list-style-type: none"> 1. Develop a structure for learning team walks in your school. Typically, a learning team walk is conducted by a group of three to five educators—often including teachers as well as school and district leaders. The team identifies a particular focus for the walk and investigates the use of a particular practice or strategy through short observations in classrooms throughout the school. For example, suppose that your school or district asks all teachers to use gifted teaching strategies in every classroom. The team may conduct a walk across many classrooms in a particular school to identify uses of this strategy. 2. Have team members develop and use rubrics or observation documents to record their observations. The team may stay in a classroom from five to 15 minutes or so. At the end of the walk (often a half-day schedule), team members use a brief period of time to 	<p>(Science) Substitute teachers will be secured and the team walks will be complete by Feb 1st.</p>	<p>(Science) Each teacher will take Notes From Observation using a team designed observation tool.</p>	<p>The chemistry team visited several classrooms on the same campus looking for engagement strategies. The team used the same rubric and debriefed the same day.</p>

<p>review their observations and to make salient observations. Then the team meets with school leaders and teachers whose classrooms were visited to discuss their observations.</p>			
<p>Fully discuss instructional strategies following observations.</p> <ol style="list-style-type: none"> 1. Provide structured time for teachers to meet following any peer observation to discuss the instructional strategies that were used and observed. 2. Model the type of sharing that you would like to see (e.g., an analytical discussion of what did and did not work in the lesson). Initially, many teachers may be somewhat uncomfortable with this new form of collaboration. However, their comfort levels will typically increase as they become more skilled at focusing on an objective analysis of what was and was not working in a lesson. 3. Initiate discussions about what may not have worked by asking questions (e.g., "What did you intend for students to do when they broke into small groups?"). Be an investigator, not an evaluator. These questions can be excellent lead-ins to more objective analysis of the lesson. 	<p>(Science, Social Studies, ELA, ESL) Following Completion of team walk by Feb 1st, the academic team will meet immediately after to discuss their observations.</p>	<p>(Science, Social Studies, ELA, ESL) Notes from team meeting.</p>	<p>The chemistry team met for an hour and a half after our off site observations to debrief. Observations were shared from the rubrics, as well as general take aways. Notes were taken.</p> <p>ESL - Our ESOL teacher and ESL instructional specialist meet at regularly scheduled times to plan lessons and then debrief. At times, the entire ESL PLC would meet with the ESL instructional specialist to discuss what strategies were and were not working with specific students.</p>
<p>Reflect on lessons as a team.</p> <ol style="list-style-type: none"> 1. Determine the extent to which teachers use team meeting time to review specific lessons they have taught. Consider factors such as the following: <ul style="list-style-type: none"> • Do teachers have a set format for reviewing lessons in team meetings? • Do all teachers actively participate in the lesson review process? • Does the lesson review include any type of student learning measure of effectiveness (i.e., assessment results)? • Are teachers willing to share portions of the lesson that they feel did not work? • Does the lesson review lead to specific and tangible adjustments that are recorded for future use? 2. As confidence in this review process grows, have one teacher observe another's lesson so that he/she can offer additional insight during the review process. You might also consider videotaping the lesson so that the presenting teacher can observe the lesson even more objectively before reporting back to the group. 	<p>(Science, Social Studies, ELA, ESL) Every weekly team meeting throughout this year.</p>	<p>(Science, Social Studies, ELA, ESL) Notes from team meeting.</p>	<p>ESL - We spent a lot of our PLC time reviewing lessons. Next year, we would like to come up with a format to review lesson possibly based on Kagan strategies. Some of our ESL teachers videotaped their lessons and then worked with the ESL instructional specialist in order to debrief and improve lesson development and execution. While all of our teachers are comfortable sharing what worked and did not work after a specific lesson, teachers were not comfortable sharing their videos with the entire team this year. We hope to increase their comfort level next year.</p>

Critical Action 3

Critical Action Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives. PPPA CL #15

Project Lead:	Avid Coordinator, Cristine Jordan, ESL dept. chair, Natalie Bauerkemper							
Staff:	AVID, ESL							
Materials and Resources:	Curriculum, TEKS, Textbook, Team Developed Documents, Calendars							
Targeted Area:	<input type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Other: ESL, AVID

Strategies for Accomplishing Critical Action 3:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Extend learning for students who demonstrate early mastery.</p> <ol style="list-style-type: none"> 1. Help teachers distinguish between gifted students and those who have demonstrated early mastery of grade-level learning objectives. How do teachers determine which students have already mastered particular objectives? Is a system of pre-tests in place? 2. Investigate the approaches teachers take in addressing students who demonstrate early mastery. Do they plan activities that extend students' thinking for any objective on which they demonstrate early mastery? This approach suggests a "deeper, not wider" approach. Students who demonstrate early mastery are sometimes provided unstructured time to study one of their interest areas. While not inherently bad, this open-ended learning opportunity does not ensure that students will be engaged in the type of activity that will seriously extend their thinking. 3. Work with teacher teams to add a consideration of early-mastery students in their instructional planning. Have team members brainstorm the extended learning opportunities that will be provided for these students. New 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. This means that options for students who need more challenging material must be 1) tightly aligned to the learning objectives of the written curriculum and 2) specifically assigned to students based on the learning objectives where they 	2nd 9 week grading period	Student data	<p>Formative Notes:</p> <p>Summative Notes: ESL - ESL utilized NoRedInk.com as a way to determine students who have demonstrated mastery for particular grammar objectives. We were able to them assign different paths to students based on need. We also used NewsELA.com for our reading and academic literacy classes. Through this website, we were able to assign the same non-fiction readings at various lexile levels to different students. This allowed our more advanced students to be exposed to higher level vocabulary and longer texts while still allowing teachers to assign the same article content at an appropriate level to the rest of the class.</p>

<p>have demonstrated early mastery.</p> <p>4. If your district has not already provided teachers with these types of early-mastery materials relative to each academic objective, then certainly ask district leaders if this is a possibility.</p>			
<p>Identify specific work products/outcomes for extended learning.</p> <p>1. Collect samples of extended learning activities that teachers are currently using to gauge the amount of structure provided in those assignments. Summarize your observations relative to the specificity of the assignments' purpose and desired outcomes. Share your observations with your leadership team and with your faculty.</p> <p>2. Encourage teachers to work with their teams to define the work products and outcomes that will be expected for any extended learning opportunities in their classrooms. Oftentimes, when students are "ahead," they are allowed to work on projects that have no clear level of outcome specified. What type of student work would clearly demonstrate the desired level of student thinking for independent projects? Teachers should be clear and specific about what type of evidence they will accept to show that participating students did, indeed, extend their thinking.</p> <p>3. If extended opportunities are not already provided in the district's written curriculum resources, work with district leaders to request this type of support.</p>	<p>2nd 9 weeks grading period</p>	<p>Samples of differentiated extended learning activities</p>	<p>ESL - We are working with the ESL district leadership to develop and embed extended learning opportunities in the district curriculum. We were able to get one teacher from Clark on the district curriculum writing team.</p>
<p>Work collectively to challenge students who demonstrate early mastery.</p> <p>1. Examine the ways that teachers in your school currently collaborate to assist students in their classrooms who demonstrate early mastery of grade-level objectives. Ask all teachers to specify exactly how they team with peers to address the needs of these students. Discuss the responses in a school leadership meeting.</p> <p>2. Meet with teacher teams to review the way teachers indicate they are currently collaborating. Identify any outstanding examples of collaboration to share with the entire faculty.</p> <p>3. Ask each team to design an activity to increase this practice in your school. Have teachers team with other teachers of the same grade and subject to regroup students who show early mastery of any given academic objective. This practice describes a potentially powerful learning opportunity for students who demonstrate early mastery of any particular academic objective(s). Following a pre-test, regroup (across classrooms) those students who already show mastery of the knowledge and skills to be covered. Perhaps six different students</p>	<p>2nd 9 weeks grading period</p>	<p>Meeting agendas/sample activities</p>	<p>ESL - We sent two ESL teachers to Kagan training and one teacher to the Seidlitz grouping training. These trainings assist teachers in grouping strategies so we can continue to challenge our students who demonstrate early mastery. These strategies were used when group projects were assigned in English as well as throughout the other content areas.</p>

<p>across three classrooms will be identified. Group these students and provide a well-structured project to take their knowledge and skills to a deeper level on the learning objective. Perhaps the group can work together in the library or a designated learning lab where another adult can provide even greater stimulation.</p>			
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Critical Action 4

Critical Action: Analyze student performance data to inform team discussions and decisions. PPPA CL #9

Project Lead:	Social Studies Department Chair and Team Lead: Mike Mathis and Nicole Vickerman; Science Department Co Chair Mikel Salsgiver							
Staff:	Social Studies Department; Biology Team							
Materials and Resources:	Report Cards and Summative Assessment Data via Gradebook (Unit Tests and Semester Exams)							
Targeted Area:	<input type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Other: ESL

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>Analyze student data from many sources</p> <p>1. Evaluate previous failure rates; Futrix; Test item analysis; Backwards design; Formative assessments.</p>	Each Nine Weeks	Reports generated	<p>In Biology, the team has collaborated to form a list of students for targeted Biology STAAR tutorials and targeted failure tutorials. These tutorials worked with these students once per week during the 3rd and 4th quarter.</p> <p>ESL - We used STAAR, TELPAS, and MAP data to make our decisions for course placement, mandatory tutorials, and language goals. Adjustments were made in January based on course performance and data from the first semester. Failure rates were discussed at ESL PLCs and LPACs. Based on the discussions and LPACs, specific interventions were implemented if necessary. Mandatory tutorials were assigned to ESL students in February and March for students identified as needing additional tutoring in biology and algebra. These tutorials took place during 4th period and after school.</p>
<p>Use student performance data to identify best practices</p> <p>1. Determine the extent to which each teacher team uses student performance data to identify the best teaching practices on their team.</p> <p>2. Increase this practice within each teacher team. One highly effective means to develop the practice is to ask the teachers to plan a common teaching unit. The common teaching unit should include a</p>	Each Nine Weeks	Reports generated	<p>In World Geography, teachers were provided with materials to perform item analysis on scantron assessments. The teachers that participated reviewed the data and made adjustments to instruction or the test questions as needed. Teachers compared failure rates and discussed strategies for working with different populations. Some World History teachers</p>

<p>collaboratively designed pre-test, formative assessments as needed, and a common final assessment. Teachers can study the common assessment measures as they are administered throughout the unit.</p> <p>3. Using the above information, have teachers determine the many ways they may wish to analyze the data for identifying best practice. Consider the following:</p> <ul style="list-style-type: none"> ● Which teacher on the team had the greatest success with students who started far below grade level? ● Which teacher on the team had the greatest success with the strongest learners? ● Which teacher showed the greatest overall gains? <p>4. Next, ask teachers to study the techniques and strategies of any teacher they identified. Perhaps the team can watch one of the team members who was particularly successful model a similar lesson.</p>			<p>experimented with Zipgrade, which provides a different set of data than a scantron and item-analysis sheet. Both helped us as a team see areas that we needed to re-teach or allowed us to make notes on what we need to change for the next school year. A teacher even brought forth the idea of using Edugence as a campus, if possible. This teacher had used it at a previous school for all tests.</p> <p>In Biology the team has begun collecting data via Zipgrade to assess quiz questions both as a team and per teacher. This data will be evaluated before the same assessment is given in the future.</p>
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Critical Action 5

Critical Action: Analyze and equip teachers to analyze student performance data to inform decision-making. PPA SW #13

Project Lead:	English dept chairs, Michelle Gibson and Jerrod Kay, and ESL department chair, Natalie Bauerkemper								
Staff:	English and ESL teachers								
Materials and Resources:	Futrix Dashboard data, Edugence, STAAR results, GAP analysis, Telpas								
Targeted Area:	<input type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Reading	<input checked="" type="checkbox"/> Other: ESL

Strategies for Accomplishing Critical Action 5:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Consider standardized and performance-based student achievement measures</p> <p>1. Study/analyze the extent to which performance data is currently used to inform leadership decisions in your school.</p> <p>Consider the following:</p> <p>a. What decisions are currently being made that need to be more richly informed by data? Identify both the routine decisions (i.e., teacher assignments, master schedule construction, professional development activities, etc.) that leaders make throughout the school year as well as the more singular decisions (i.e., should we go to block scheduling, do we need an all-day kindergarten). Recognize the decisions that are being made and when and if those decisions are made in the absence of student performance data.</p> <p>b. What types of student performance data are available to be used for decision making? Be very thorough in identifying those data that are currently available. Do you need to build available data to include richer sources? If yes, to inform which decisions? Rather than seeing different data measures as conflicting, learn how to use the different measures to make far more sophisticated curricular and instructional decisions.</p>	<p>Every week weeks in team/PLC meetings, as well as in monthly STST meetings.</p>	<p>Meeting agendas</p>	<p>In English, we spend lots of time looking at data. We use STAAR results, 9 weeks grades, semester grades, grades on individual assignments, etc. in order to make informed decisions. We norm all major assignments and make adjustments to tests/quizzes when we feel that a question was worded in a way that students might not have understood, or if lots of students are missing a particular question, skill, etc. We adjust our teaching and grading to do what is best for students.</p>

<p>2. Become experts at understanding the performance measures that are available to you and in using those measures to inform your decisions whenever possible. Also, determine when and if more robust and performance-based measures of student performance data are needed and how you will promote the development of that data.</p>			
<p>Consider current, prior, and subsequent student performance</p> <ol style="list-style-type: none"> 1. Review current student performance data available to your schools grade levels. Then study student performance data in each core subject area longitudinally. 2. Study student performance in grades prior to your grade span. Did students gain at appropriate levels in the first year after transitioning into your school? Did they gain at appropriate levels in all core subject areas? 3. Develop the systems and structures to build leaders capacity to track student progress after they leave your school. Do students continue to make strong academic gains when they leave your school? Any definition of success you ascribe to your own school must include the evidence that students had the necessary skills to do well when they advanced from your school. To truly understand your achievement impact, you must study it within the context of the full KÐ12—probably KÐ16—spectrum. Be certain that you do not use limited data reviews to inform your decisions. 	<p>Every week weeks in team/PLC meetings, as well as in monthly STST meetings.</p>	<p>Meeting agendas/student data from Edugence</p>	<p>ESL - We look at past and current STAAR, MAP, COGAT, and TELPAS data to make course decisions for each student. As a PLC, we worked with the 8th and 11th grade ESL teachers, department chairs, and administration to assist with transitions. This year we moved our transitions meetings up earlier in the school year to ensure we are making the correct placement decisions for each student. We would like to work on tracking data for students after they leave our school - particularly the transition from English 2 E to English 3 at the senior high level.</p>
<p>Determine the extent of learning problems</p> <ol style="list-style-type: none"> 1. Ensure that the appropriate school leaders are fully aware of any identified learning problem in your school. (This includes the common teacher concern that "students don't come to my class with the skills they need to do grade-level work.") 2. Determine the extent of any identified learning problem as the first step before responding to that problem. Once a particular learning problem is identified—through student performance data or teacher input—determine if the problem is prevalent within a particular 	<p>Daily evaluation individual teachers and team.</p>	<p>Meeting agendas, Student data</p>	<p>ESL - The ESL department chair brought up a concern with the district ESL leadership and our students' lack of basic math skills. The ESL department chair asked for ESL basic math skills, ESL Algebra, and ESL geometry classes during the summer. District leadership considered offering ESL math courses and even talked to the district math coordinators, but in the end decided not to offer them. Math continues to be the most difficult subject for many of our student because it is difficult to catch up if you are missing skills.</p>

<p>classroom or equally present across all classrooms of the same grade and subject in your school.</p> <p>3. Discuss any grade-wide or subject-wide learning concern with district leaders to determine if the same learning problem exists across many or most schools in the district (i.e., third-graders across all schools seem to be having difficulty with that objective).</p>			
<p>Identify the root cause of learning problems</p> <p>1. Ensure that all leaders in your school become proficient at determining the source or root cause of any identified learning problem before responding. Reflection and analysis relative to the source of a learning problem is absolutely essential to ensuring that any chosen solution may actually be successful in eliminating it.</p> <p>2. Begin by working with your leadership team to list questions you should ask to determine if a learning problem is curricular or instructional in origin. For example, you might ask: "Did students have all of the necessary prerequisite skills to successfully engage with the material being taught?" If no, the problem may be curricular. Next, investigate whether the prerequisite skills are thoroughly covered in your districts written curriculum. If no, the problem is curricular. If yes, the problem may be instructional—not teaching the material at a deep enough level for either retention or as the foundation for future learning. You might choose to develop a checklist that you use prior to brainstorming solutions for any situation.</p> <p>3. Identify a particular learning need and use the questions to locate the root cause of the problem. Have teachers join you to inform the discussion. School leaders need a deep understanding of the source of a learning problem before applying or approving solutions.</p>	<p>Every week in team/PLC meetings, as well as in monthly STST meetings.</p>	<p>Meeting agendas, student data</p>	<p>ESL - The ESL department chair worked with the ESL district leadership to correct all state reported ELL data. We identified SIFE and refugee students previously unidentified so that we can provide them with the appropriate resources in the future.</p> <p>We purchased <u>RTI for ELLs</u> with our immigrant funds so that our team can appropriately refer students to CMIT/SPED if necessary. Many times content teachers have difficulty identifying whether there is a language issue or cognitive disability which is keeping a student from being successful. We hope to share what we have learned about the ESL RTI process with the rest of the staff next year.</p>
<p>Provide guidance for data analysis and use</p> <p>1. Make sure that your leadership team has the necessary skills to model how teachers can use student performance data to make specific instructional adjustments in their classrooms. It is critical that teachers know how to move from reflecting on data to using that reflection to improve student learning.</p>	<p>Each semester in campus professional development</p>	<p>Sign-in sheet from professional development</p>	<p>In our weekly English and ESL meetings, we discuss student performance on assignments. We bring student work and analyze together as well as ensure our grading practices are aligned. We also look at failure rates and determine changes to our teaching practices.</p> <p>ESL - One of our ESL teachers developed a professional development called "Using TELPAS to Scaffold</p>

<p>2. Identify teachers in your school who leaders already know are skilled in this practice. (If you cannot identify teachers who are, then you will need to seek external expertise.*) Ask those teachers to lead sessions with the leadership team to demonstrate how they make instructional adjustments using performance data.</p> <p>*You might check with other principals in your district to identify particularly skilled teachers in their buildings. Arrange to have the identified teacher(s) work with your leadership team. Determine how you will ensure that all teachers build their capacity to use the performance data in this type of meaningful way.</p>			<p>Instruction” with our immigrant funds. She is extremely skilled at reading and interpreting TELPAS scores and how we can adjust our instruction based on what we find. This optional PD was offered to the social studies teachers prior to them taking the TELPAS rater test. We would like to look at developing this PD further and expanding it to the entire campus.</p>
<p>Review student performance with teachers</p> <p>1. Build and extend teachers willingness and capacity to openly and collectively examine their student performance data with one another. Cultivate a school culture where your staff treats performance data as a flashlight illuminating teaching-learning needs, as opposed to a hammer used to criticize or punish teachers.</p> <p>2. Discuss school-level data or performance by student groups as a first step in developing a strong culture of data analysis. Drilling that analysis down to the teacher level is the next step. Meet with each teacher to discuss student performance results. Following district benchmarks, common formative assessments, or more formal assessments, arrange individual meeting times to have teachers provide a review and interpretation of performance relative to the students they serve. Reflect on the data together and determine what specific adjustments or interventions students might need. Be frank and objective about these results.</p> <p>3. Reinforce open analysis and sharing of student performance data as the means for continuous improvement. You will know you have a strong data-use culture in place when teachers go even a step further and willingly share their data with their peers as part of their collaborative problem-solving process.</p>	<p>Every week weeks in team/PLC meetings, as well as in STST meetings, staff meetings, SBIC meetings</p>	<p>Meeting agendas, student data, team data</p>	<p>In our weekly English and ESL meetings, we discuss student performance on assignments. We bring student work and analyze together as well as ensure our grading practices are aligned.</p>
<p>Establish expectations for teacher teams data analysis</p>	<p>Every week weeks in team/PLC</p>	<p>Meeting agendas/team norms</p>	<p>In our weekly English and ESL meetings, we discuss student performance on assignments. We bring student work and analyze together as well as ensure our grading practices are aligned.</p>

<ol style="list-style-type: none">1. Firmly establish expectations for open discussions using student performance data in collaborative teacher team meetings. While teachers might be initially uncomfortable sharing their student performance results, leaders can overcome these barriers through coaching and practice.2. Foster the practice by leading collaborative team meetings in which teachers analyze mock data to build their skills. At the same time, begin to build trust and openness by discussing teachers anxieties about the process. Gradually, begin to move toward the study of data more directly tied to the teams actions.3. Measure your own level of success by determining the extent to which teachers consider this sharing and collective data reflection to be their primary tool for improving instruction.	meetings, as well as in monthly STST meetings and campus professional development		
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Critical Action 6

Critical Action: Supplement classroom interventions with targeted support for students who perform below grade level. – BP 17

Project Lead:		English Dept. Chairs, Michelle Gibson and Jarrod Kay; Math Department Chair, Amanda Mathis; Science Department chair, Mikel Salsgiver							
Staff:		Amanda Mathis, Michelle Gibson, Jarrod Kay, Amanda Mathis, Mikel Salsgiver, Janis Williams, Will Daniel, Tracy Franco, Monica Lucky, Christine Keel, Kathy Chesley, Julia Hayter, Kimberley Cross							
Materials and Resources:									
Targeted Area:	<input type="checkbox"/> School-wide	<input checked="" type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Reading	<input type="checkbox"/> Other: ESL

Strategies for Accomplishing Critical Action 5:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Proactively develop intervention plans for students performing below grade level</p> <ol style="list-style-type: none"> 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 Engbelow-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 and teacher input to identify the students at each grade level in your school who are going to require additional instructional supports from the first day of the school year. Ensure that these students receive these services. 	<p>(English) – Identified students will be required to be scheduled in Academic Literacy class in conjunction with their English class to support their reading and writing.</p> <p>(Math) – Identified students will be required to attend support interventions on Mondays and Tuesdays during 4th period study hall. Students</p>	<p>Meeting agendas</p>	<p>In Biology we identified students were required to attend support interventions on Tuesdays during 4th period A/B study hall and Wednesdays during C/D study hall during the 3rd quarter. Students that failed or were at risk of failing the STAAR Biology test were required to attend STAAR interventions on Tuesdays during A/B study hall and Wednesdays during C/D study hall during the first weeks of the 4th quarter.</p> <p>In Algebra 1, we identified students were required to attend support interventions on Thursday during 4th period study hall. Students that failed or were at risk of failing the STAAR Algebra 1 test were required to attend STAAR interventions on Thursdays during study hall.</p> <p>In Geometry, we identified students were required to attend support interventions on Monday during 4th period study hall.</p> <p>In English and ESL, Academic Literacy class was a</p>

<p>*Students who are performing below grade level are going to require remediation beyond the classroom teacher if they are to get back on track.</p>	<p>that failed or at risk of failing the STAAR Algebra 1 test are required to attend STAAR interventions on Mondays and Thursdays during the 2nd 9 weeks up to the test in the 3rd 9 weeks. The Math department will also conduct a STAAR test intervention “boot camp” on the 4 Saturdays leading up to the test.</p> <p>(Biology) – Identified students will be required to attend support interventions on Mondays and Tuesdays during 4th period study hall. Students that failed or at risk of failing the STAAR Biology test are required to attend STAAR interventions on Mondays and Thursdays during the 2nd 9 weeks</p>		<p>support for students who were lacking skills needed to be successful in reading and writing. We implemented lessons as well as reinforced what was being taught in English class to help students be more successful not only in English, but also in other subjects.</p> <p>ESL - Students were identified in algebra and biology and were assigned mandatory tutorials in the months of February, March, and April. These tutorials took place during 4th period study hall and after school. We purchased snacks with our immigrant funds in order to increase attendance.</p>
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	<p>up to the test in the 3rd 9 weeks. The Science department will also conduct a STAAR test intervention “boot camp” on the 4 Saturdays leading up to the test.</p>		
<p>Provide proactive support for students performing below grade level</p> <ol style="list-style-type: none"> 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 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 	<p>(English) – Identified students will be required to be scheduled in Academic Literacy class in conjunction with their English class to support their reading and writing.</p> <p>(Math) – Identified students will be required to attend support interventions on Mondays and Tuesdays during 4th period study hall. Students that failed or at risk of failing the STAAR Algebra 1 test are required to attend STAAR interventions on</p>		<p>In Biology we identified students were required to attend support interventions on Tuesdays during 4th period A/B study hall and Wednesdays during C/D study hall during the 3rd quarter. Students that failed or were at risk of failing the STAAR Biology test were required to attend STAAR interventions on Tuesdays during A/B study hall and Wednesdays during C/D study hall during the first weeks of the 4th quarter.</p> <p>In English, the students who are in Academic Literacy are provided with a chance to have additional time and support from their teacher in a smaller group. Because the teachers know what each student needs assistance with, they are able to use some of this class time to re-teach or reinforce the skills that are being taught in their English class. Students who were not enrolled in an Academic Literacy class had mandatory tutorials throughout the second and some of the third grading periods in order to give them a chance to have skills from English class re-taught and reinforced through their required tutoring.</p> <p>ESL - Any student identified as an ELL is assigned a reading or academic literacy course unless the data shows there is not a need. When we discovered that our English 2 E course was becoming larger than the on-level courses, we went to the building principal requesting to split the class. With her help, we were able to split the class into two English 2 E courses and</p>

<p>in tutorial sessions that precede the new unit of study. Have students from across classrooms who need this instruction take part in the tutorials.</p>	<p>Mondays and Thursdays during the 2nd 9 weeks up to the test in the 3rd 9 weeks. The Math department will also conduct a STAAR test intervention “boot camp” on the 4 Saturdays leading up to the test.</p> <p>(Biology) – Identified students will be required to attend support interventions on Mondays and Tuesdays during 4th period study hall. Students that failed or at risk of failing the STAAR Biology test are required to attend STAAR interventions on Mondays and Thursdays during the 2nd 9 weeks up to the test in the 3rd 9 weeks. The Science department will also conduct a STAAR test</p>		<p>two academic literacy courses.</p>
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	<p>intervention “boot camp” on the 4 Saturdays leading up to the test.</p>		
<p>Provide academic support aligned with the district curriculum</p> <ol style="list-style-type: none"> 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. 	<p>(Math, ELA, Science) - This occurs during weekly Team Meetings across all departments.</p>		<p>In English, we used the district English curriculum to help us plan for Academic Literacy. Because our model is different, there is no curriculum for Academic Literacy, so we are able to look at what we’re doing in English and either work on parallel skill building, pre-teaching, or re-teaching. We can be more specific to what skills we know the students are working on and where they need additional practice.</p>
<p>Evaluate the effectiveness of student interventions</p> <ol style="list-style-type: none"> 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. 	<p>(Math, ELA, Science) - This occurs during weekly Team Meetings across all departments.</p> <p>(Math, ELA, Science) – Monthly STST Meetings where Admin and Department heads evaluate student performance results and evaluate</p>		<p>Data will be reviewed to determine whether students who attended interventions had a corresponding improvement in their performance in order to evaluate the effectiveness of interventions.</p> <p>In English, we were able to look at 9 weeks grades to determine whether our required tutoring sessions were working, and now that we have STAAR scores, we can look back at our Academic Literacy classes to evaluate how effective those were and make any necessary changes going forward.</p>

3. Abandon interventions that do not result in increased student performance.	associated intervention effectiveness.		
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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	The administrative team walks the building daily to identify potential high risk areas. Staff members and students are in communication with the administrative team to identify high risk areas.
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	Staff members are assigned hall duty stations before school, during passing periods, and after school. It has been noted that staff presence in the hallway limits negative student behavior.
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	The students and staff members are consistently reminded about the Plano ISD and Clark HS expectations through various interactions with staff members. The Student Code of Conduct is posted in several areas of the school. The Student Handbook is posted on the Clark HS website.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	All staff members have been trained on Bullying/Sexual Harassment via various modalities and in multiple sessions before the school year started and during the school year. Training was provided by Plano ISD, the Clark administrative team, and the Clark Counseling Department. Students and staff members have done an excellent job of reporting and responding to potential bullying and sexual harassment.
	Review referral process. (Required)	Principal or designee	Campus referral plan	The administrative team reviewed the referral process at the beginning of the school year and drafted a "Flagrant Offense Norms" document so that discipline violations would be handled with consistency. Throughout the school year the administrative team talked about the effectiveness of the

				Norms and what may need to be added or altered for the next school year. The referral process has been effective this school year. This year the referral process has been streamlined with the use of Google Forms.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	The administrative team consistently communicated about intervention strategies this year. An administrator watched district Student Management Meetings and served on the district Discipline Management Committee. An administrator collaborated with the Clark HS Student Management Committee (23 staff members) through the year to create intervention strategies for the classroom/campus.
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	The staff members implemented the campus referral plan and communicated with the administrators via personal conversation, phone, and email. The referrals are tracked/stored in Google Drive and the district online Database. The data is maintained by the administrative team.
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	The staff members utilized the discipline management strategies.

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	At the beginning of the school year the administrative team and Officer Art Parker held Student Expectation Talks with every student in 100W outlining the campus expectations, discipline process, and laws. As a campus we implemented Restorative Discipline and Social Emotional Learning strategies while manage discipline.
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	The Clark HS staff monitors high risk areas via hall duty and walking the halls.

All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	At the beginning of the school year the administrative team and Officer Art Parker held Student Expectation Talks with every student in 100W outlining the campus expectations, discipline process, and laws.
All Students	INTERVENTION:			
	Apply classroom interventions: (Required)	All teachers	Staff Handbook with campus discipline plan.	Classroom interventions are applied by teachers as needed.
	Employ discipline interventions: (Required)	Designated staff	Staff Handbook with campus discipline plan.	Discipline interventions are applied by staff members as needed.
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Campus Discipline plan and counseling resources.	The staff members and administrators are flexible while using other intervention strategies with students, depending on the history, situation, or circumstances.
	Conference with parents/students. (Required)	Teachers or other staff	Conference period	Conferences are held throughout the year with students and/or parents on an as needed basis.

Parent Involvement

Critical Action:

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

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.	Admin, Counseling Computer Lab	August 2016, As the need arises	The majority of the parents were able to register their students via Parent Portal from home.
Identify parents without computer/internet access to offer hard copies of school information.	Admin, Counseling Packets of info	August 2016, As the need arises	Before the school year started, we reserved computer labs for parents who could not register from home. These parents were able to register their students via Parent Portal.
Upgrade and maintain the campus website for easy access and increased communication with the community.	Admin	Monthly, As the need arises	The Clark HS Website was updated consistently by the CTE Department Chair, Bill Freeman.
Communicate information through eNews.	Admin	Weekly eNews message, As the need arises	The Clark HS eNews was consistently updated by the CTE Department Chair, Bill Freeman.
Utilize social media to keep parents and community informed.	Admin	Daily to Weekly	We created both Twitter and Facebook accounts and regularly posted important dates, events, and other information to keep our school community informed.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Admin, PTSA	Monthly	A PTA representative was in constant communication with the building principal to gain insight into student/parent needs.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	Admin, PTSA	Various programs offered through August 2016 – June 2017	The PTA sends out a monthly newsletter that offers information on parental programs and other topics.

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 district takes trips throughout the year to college campuses across the state to recruit. Dr. Bayyan participated in this year's visit to Prairie View A&M recruiting trip.
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend.	Monthly Bilingual Stipends, July 2016 to June 2017	Action step is met.
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	Our campus hosted several student teachers and student observers cleared by HR this year.
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	The district PD Director and their team have increased the frequency of available PD opportunities as well as providing information and staff led Flex PD options frequently.
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	Action Step is met.