



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Jasper High School

Principal: Dr. Matt Endsley

Mission Statement: Jasper High School is dedicated to providing a unified, caring environment where each student will be prepared to succeed in a diverse and challenging world.

Approved by DBIC on November 14, 2016

Turning the page to a new era!
21 years and counting...



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): **Thursday, September 22, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Thursday, January 19, 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
Diana Bell, Robin Gott	Faculty Member	2014-15	Yes	Yes	Yes
Susan Edwards, Coryn Prince	Faculty Member	2015-16	SE- Yes, CP- X	Yes	Yes
Leah Cramer, Jackie Digby, Robert Eppler, Garrett McQuiston, Clarissa Moreno, Jane Shea, Mike Stanton, Cindi Tang, Michelle Wright, Richard Zastoupil	Faculty Member	2010-11	Yes	Yes	Yes
Emily Henvey	Faculty Member	2008-9	Yes	Yes	Yes
Chase Vaughn	Faculty Member	2016-17	X	Yes	Yes
Theresa Frazell	Faculty Member, Special Education	2015-16	Yes	Yes	Yes
Matthew Endsley	Principal	2014-15	Yes	Yes	Yes
Theresa Biggs	District Professional	2016-17	X	Yes	X
Julie Hirsh	Campus Professional, Non-teaching	2010-11	Yes	Yes	Yes
Sandra Franklin	Support Staff Member	2012-13	Yes	Yes	Yes
Michele Wolff	Parent-Selected by PTA	2016-17	Yes	Yes	Yes
Shannon Dewolf	Parent-Selected by Principal	2016-17	Yes	X	X
Sharon Hill	Parent	2015-16	Yes	X	X
Kelle Wortham	Parent	2014-15	X	Yes	X
Libby Holtmann	Parent	2016-17	Yes	X	Yes
James Li	Parent	2016-17	Yes	Yes	X
Tana Wells, Alia Saeedy	Parent	2016-17	Yes	Yes	X
Sherald Davis	Community Member	2010-11	Yes	Yes	Yes
Raegan Mosty	Community Member	2015-16	Yes	Yes	X
Michael Garrett (Trusted World)	Business Representative	2016-17	Yes	Yes	X
Terri McCoy, Ron McCoy (Keller Williams)	Business Representative	2016-17	Yes	X	Yes
Iman Ndiaye- 9 th	Student	2016-17	X	Yes	Yes
Ameya Khanapurkar- 9th	Student	2016-17	Yes	Yes	Yes
Adeline Baumbach- 10 th	Student	2015-16	X	Yes	X
Sean Johnson- 10th	Student	2015-16	X	Yes	Yes

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*)
- Other

School Wide and/or Targeted Grade Level Critical Actions
1. Cultivate a balanced, supportive school experience.
2. Study exactly what is to be taught and learned – and to what level of mastery – at their grades and in their subjects.
3. Collaborate in teams focused on curriculum, instruction, and assessment.
4. Provide proven interventions to assist each student in mastering grade-level learning objectives.
5. Identify students capable of being successful in honors /AP classes who were previously under-represented. (Commitment2Equity)

Critical Action 1

Critical Action: Cultivate a balanced, supportive school experience.

Project Lead:	Matt Endsley							
Staff:	All, Department Heads							
Materials and Resources:	Testing Calendar, 1 st 2 Days Curriculum, Survey Results							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 1:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Tweak the testing calendar to balance out testing days for departments. Certain students take multiple math classes and social studies classes/electives. Thus, these subjects should not have tests on the same days. Add major assessments and projects to the testing day requirements.	Yearly summer discussion/decision for department heads	Team Leader Retreat Notes Class Calendars	Formative Notes: September Meeting: Math Notes- -Discuss the number of tests given in each course and think of pairing high/low rigor courses together. Summative Notes: Math and science on the same day caused overload for the ATC. Will revisit next year.
Change the plan for the first few days of school. Rather than focusing on curriculum and classroom expectations, teachers work on relationships and skills needed to be successful in the classroom. This creates a more relaxed and family oriented atmosphere.	All teachers- First two days of school, fall	- Curriculum/feedback	Formative Notes: September Meeting: English Notes: -Discuss the option of having activities for ½ of the period and curriculum for the other ½ rather than having two full days. Summative Notes: This will continue next year. Curriculum was re-vamped.
Continue to implement the “Not Due on Friday” procedures so that students and families have one night of the week to be able to be together or to attend sporting events without school work if they choose to do so.	All teachers- Each Friday, fall/spring	-Student/parent feedback.	Formative Notes: September Meeting: -Discuss the option of “Monday” rather than “Friday” Summative Notes: Discussion of Friday or other day for the initiative. Will continue on Friday.
Continue to look at parent and student feedback regarding student workload and homework amounts in addition to re-assessment procedures. Ongoing discussions will take place surrounding these topics. Also, work on time management skills with students.	All department heads/administrators- twice yearly, fall/spring	-Student/parent feedback -Team Leader Retreat Notes, Meeting Notes	Formative Notes: September Meeting: English Notes: -Evaluating the possibility of re-teach/re-test for higher credit of more than a 70. -Presentations in Jag Camp for students Summative Notes: Ongoing discussions in Team leader meetings and summer retreat.

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Block Lunch offers teachers time to collaborate. In addition, students have time for tutorials, study groups, play, and relaxation.	All teachers- Daily	-Student/parent feedback	<p>Formative Notes: All feedback looks positive for stress relief for this action step.</p> <p>Summative Notes: Feedback/data proves to be successful. Will continue.</p>
Incoming Freshman are invited to Jag Camps which allows a chance to learn about Jasper expectations and ways to manage school life prior to experiencing them during the school year. For example, what do you do if you feel overwhelmed? You may have multiple tests in one day.	Jasper Staff- August, 2016	- Student/parent/staff feedback	<p>Formative Notes: Students who attended felt more prepared for the school year.</p> <p>Summative Notes: Continue Jag Camp. Asked for more staff volunteers for next year.</p>

Critical Action 2

Critical Action: Study exactly what is to be taught and learned – and to what level of mastery – at their grades and in their subjects. PPPA CL #1

Project Lead:	Coryn Prince, Leah Cramer, Rob Eppler, Emily Henvey							
Staff:	Geometry Team, English 2 Team, Support Administrators							
Materials and Resources:	Google Classroom, Curriculum, Previous exams/Released EOCs.							
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 type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 2:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Explain the district's written curriculum</p> <ol style="list-style-type: none"> If you need to confirm your understanding of teachers' implementation of this practice, conduct a random check of teacher responses to the following question: "How would you respond if a parent or student asks what students should know and be able to do when they complete your class/unit?" For foundation to be solid, all educators must reference the same learning expectations—the learning objectives of the district's written curriculum. District leaders, principals, school leaders, and teachers should identify the academic objectives of the district's written curriculum when asked what students should know and be able to do when they complete any given grade or subject. Share the academic concepts/ objectives of the district's written curriculum with all students even if they have not been directly asked. Information is posted on the calendar (English/Math) or in the textbook (Math.) Encourage students and parents to ask, "What is it that I (the student) am supposed to know and be able to do as a result of completing this unit/class?" Continue to spot check this practice to ensure it is completely and fully operationalized. 	<p>#1, 2- Math: Minimum one time per unit</p> <p>#3,4- ELA/Math: Minimum one time per unit</p>	<p>Math Evidence: -Syllabus, Unit Outlines</p>	<p>Formative Notes: September Meeting: English Notes: -Ideas 1 and 2 do not relate well to English based on the curriculum and make-up of the classes.</p> <p>Summative Notes: Teachers post the learning objective on the board in student friendly language, and they refer to the objective often. Administrators note this during walkthroughs.</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Study the specific knowledge and skills to be tested</p> <ol style="list-style-type: none"> 1. Ensure that all teachers can identify the specific academic objectives of the district's written curriculum that are being measured by any assessment (i.e., district, state, or national) administered in their classrooms. 2. Make the results of district and state assessment administered in your school instructionally meaningful for teachers by showing exactly which academic objective was being measured by each item on the assessment. This information may not be available for some national tests (where individual items are not released). 3. Have teachers study the connection between each test item and the tested academic objective in collaborative team meetings. 	<p>Math: Minimum one time per unit</p>	<p>Math Evidence: -Assessment, exam, EOC scores</p>	<p>Formative Notes: September Meeting: - Review previous district assessments, exams, released EOC tests to compare with objectives/lessons. Discussion in team meetings.</p> <p>English Notes: -This does not relate well to English based on the district curriculum.</p> <p>Summative Notes: Teachers discuss curriculum and assessments during team meetings, and they work to make connections in class and through Jag Academy.</p>
<p>Indicator Not Met Action Step: Special Education Reading 48% Passing Rate- 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 below-grade achievement level. 	<p>ELA: September, 2016</p>	<p>- Identify students to support in the following ways: Jag Academy tutorials (non-modified students,) Reading classes, DEAR time 1-1 with teacher, Block Lunch tutorials, MAP class with ELA focus.</p>	<p>Formative Notes: Students were given specific targeted interventions for support.</p> <p>Summative Notes: Teachers worked individually with students who needed interventions in order to ensure skills were learned appropriately. In addition, students were identified and served in Jag Academy for additional support.</p>

Critical Action 3

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

Project Lead:	Chase Vaughn, Mike Stanton, Matt Endsley, Diana Bell, Coryn Prince, Leah Cramer							
Staff:	World History Team, Biology Team, Chemistry Team, Algebra Team, Support Administrators							
Materials and Resources:	Student Work Samples, Calendars, Agendas							
Targeted Area:	<input type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 3:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Analyze learning objectives as a team</p> <p>Meet regularly in grade-level or subject-area teams to thoroughly analyze the academic objectives in the district's written curriculum.</p> <ol style="list-style-type: none"> Consider the following: <ul style="list-style-type: none"> Do teachers demonstrate a deep and common understanding of the knowledge and skills that students are to master as a result of teaching any specific academic objective? Do teachers study student exemplars of completed work and sample assessment items related to the objective? Teachers collaborate to determine common problems to help students to be successful in that concept and extend their knowledge. Ensure that this practice becomes institutionalized. Review team meeting agendas and have administrators participate in meetings regularly to ensure that studying the academic objectives is a regular and planned activity during team meetings. 	<p>Math/Science: Minimum meeting requirement per subject area- once weekly</p> <p>Administrator participation in subject area meetings 1/3 of the time</p>	<p>-Google Classroom, Calendars, Failure Rates</p>	<p>Formative Notes: September Meeting: Science Notes: - Make sure the calendars/Google Classroom are kept up to date. -9 weeks and semester failure rates -Team Lead Initiative 1. What are the kids supposed to know? 2. How will we know they know it? 3. What will do when they don't know it? 4. What will we do when they already know it?</p> <p>Social Studies Notes: -Block Lunch assists departments to have increased meeting time. -Clear meeting expectations are helpful.</p> <p>Math Notes: -Added teachers collaborate to determine common problems to help students to be successful in that concept and extend their knowledge.</p> <p>Summative Notes: All three departments worked to focus on learning objectives. Administrators met with them regularly.</p>
<p>Develop, review, or refine lessons as a team</p> <ol style="list-style-type: none"> Have the teachers discuss what worked and what didn't work for common lessons in each classroom. Revise the lesson plan, and bank it for future use. 	<p>Math/Science: Minimum meeting requirement per subject area- once weekly</p>	<p>-Meeting Notes/Lesson and Assessment Revisions</p>	<p>Formative Notes: September meeting: Science Notes: Was it vocabulary/common language issues? Application questions used.</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Share students' results, and determine the root causes for any variation in the scores across classrooms. These are the activities of real learning teams.</p>			<p>Summative Notes: Departments and teams met to discuss student progress and scores during the meetings.</p>
<p>Study student work or assessment results as a team</p> <ol style="list-style-type: none"> Determine the level to which subject-area teams study both student work samples and common assessment results in team meetings. This study greatly accelerates knowledge sharing across classrooms. Each teacher should bring a sample of student work relative to the objective from a student in his/her classroom. Administrators should observe the meeting and determine both the quality of the discussion and how comfortable team members are engaging in it. The task as instructional leader is to increase both the quality of the discussion and teachers' comfort level with it. Higher quality and comfort levels are indicated by willingness among teachers to compare differences in results and to probe the potential source of such differences. Administrators should encourage teachers to discuss why their students may not have done as well on an objective as other teachers' students. They become objective analysts searching for the factors that can increase effectiveness for all students. Administrators should monitor the ongoing development of teams to engage successfully in this work. Review team meeting agendas and participate in meetings regularly to ensure that studying student work is a regular and planned activity during team meetings. 	<p>Math/Science: Minimum meeting requirement per subject area- once weekly</p> <p>Sample work shared and discussed once per unit</p>	<p>-Meeting Notes, student work samples</p> <p>Science: -Zipgrade grading app</p>	<p>Formative Notes: September Meeting: Science Notes: -Analyze test/quiz data</p> <p>Summative Notes: The departments worked to increase the usage of student samples in meetings.</p>
<p>Collaborate with vertical teams</p> <ol style="list-style-type: none"> Arrange meetings with teachers across grades and subjects to discuss students' level of preparation for each grade and subject. Teachers often report that students enter their classes unprepared to do grade- 	<p>Math/Science: Minimum meeting requirement per</p>	<p>-Meeting notes, student grades</p>	<p>Formative Notes: September Meeting Science Notes: -Meet weekly with the science department. -Lab technique/data/accuracy will start being implemented in biology.</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>level work. However, these same teachers rarely indicate that they meet regularly with teachers across grades to seek remedies for this unacceptable learning system.</p> <p>2. Establish specific collaborative times for teachers of any given grade or subject immediately before and after theirs to discuss how well students are prepared to tackle grade-level work in the next grade or subject. These meetings should occur regularly—perhaps every six weeks or so—rather than sporadically or infrequently. For example, have algebra teachers meet by unit with geometry teachers to discuss if students had attained the necessary knowledge and skills in that unit to succeed at the next level.</p> <p>3. Structure the meetings to produce specific recommendations for improving student preparedness, and make sure the recommendations are acted upon.</p>	<p>subject area- once weekly</p>		<p>Social Studies Notes: -Campus and district level meetings across grade levels and subject areas are an area of needed improvement and need to be intentional at both levels.</p> <p>Math Notes: -Number 2 is arranged by district coordinators.</p> <p>Summative Notes: Teachers worked to communicate with feeder schools during district PD days and throughout the year informally. In addition, they learned from each other through peer walk-throughs.</p>

Critical Action 4

Critical Action: Provide proven interventions to assist each student in mastering grade-level learning objectives. PPPA CL #13

Project Lead:	Emily Henvey, Rob Eppler, Mike Stanton, Chase Vaughn							
Staff:	Social studies teams, English teams							
Materials and Resources:	Student Grades, Student Feedback							
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 checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 4:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Train and use peer tutors to support student learning</p> <ol style="list-style-type: none"> Explore the use of peer tutors in your classrooms. Conduct a quick survey to determine which teachers are using peer tutors. Ask teachers who use peer tutors how they train and use them. Ask teachers who are highly skilled in the knowledge and use of peer tutors to share their practices with other teachers. Structure the time for this knowledge sharing to occur. Following this sharing, ask teacher teams to meet to identify the characteristics of effective peer tutoring. In addition, ask teachers to determine how they will each increase their use of peer tutors to support student learning. 	<p>ELA/SS: Discussion once per semester at minimum.</p>	<p>Student feedback, teacher discussion notes</p>	<p>Formative Notes: September Meeting: English Notes: -This occurs organically in small and whole group discussions. -Supportive peer conversations/tutoring as it naturally occurs.</p> <p>Social Studies Notes: -Not sure how this is actively being done and would need training on how to facilitate this.</p> <p>Summative Notes: The departments are using peer tutors during class time. We have not established peer tutoring outside of class time.</p>
<ol style="list-style-type: none"> Encourage students to form student groups to meet during Block Lunch. Facilitate/offer spaces, groups to work with each other. 	<p>ELA/SS: Class discussion once per semester at minimum.</p>	<p>Student feedback, teacher discussion notes</p>	<p>Formative Notes: September Meeting: English Notes: -Reading groups- These happen in class. Teachers will encourage them to happen outside of class.</p> <p>Summative Notes: This has not happened outside of class at this time.</p>

Critical Action 5

Critical Action: Identify students capable of being successful in honors /AP classes who were previously under-represented. (Commitment2Equity)

Project Lead:	Chase Vaughn, Matt Endsley, Outreach Group								
Staff:	All Staff								
Materials and Resources:	Equal Opportunity Schools Resources, Student Insight Cards, School Implementation Plan								
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Reading	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 5:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Complete implementation plans so that the school knows the steps to take towards increasing the diversity with student populations in honors and AP classes.</p> <p>Adopt the district procedures for honors/AP class level changes as a part of this initiative.</p>	Administration: September, 2016	-Plans, procedure paperwork	<p>Formative Notes: September Meeting: English Notes: -English is motivating students to try honors, and they are keeping students in honors once they get there. Jasper has more honors sections than on-level.</p> <p>Summative Notes: Jasper completed implementation plans.</p>
Complete surveys in order to gain valuable data and student insight. This will allow for identification of students and needs for the staff.	Identified staff: Various times throughout the school year, 2016-17.	-Survey results, MLP sign-in sheets/notes	<p>Formative Notes: Data was compiled, and students and needs were identified.</p> <p>Summative Notes: Jasper completed surveys and identified students.</p>
Work through implementation plans and activities for the students and parents in order to identify and students and support them in the honors/AP classes. Utilize the outreach team as leaders for all activities.	Identified staff: Students identified at various times. Students supported daily, 2016-17.	-Outreach meeting notes	<p>Formative Notes: Various activities have helped encourage identified students to sign up for AP classes in the future. The outreach team has organized the activities.</p> <p>Summative Notes: The outreach team worked with students to sign up for AP.</p>
Work with identified students to sign up for appropriate AP classes for eleventh grade at Plano West Senior High to ensure maximum success for each student.	Counseling: January-March, 2017.	-Counseling notes, TEAMS student schedules, counseling cards	<p>Formative Notes: Various activities have helped encourage identified students to sign up for AP classes in the future. The outreach team has organized the activities.</p> <p>Summative Notes: Jasper worked to complete the district goal.</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Train teachers to work with students in order to help them to feel welcome and successful in AP/honors classes. Examples could be to help them to form study groups or to have mentors. Help the students to change the perception that they are not worthy of being in that class.</p>	<p>AP teachers: Various training opportunities throughout the school year, 2016-17.</p>	<p>-Training documents and notes</p>	<p>Formative Notes: September Meeting: Math Notes: -Is the program moving to the middle school level? If so, consider inviting 8th graders to be in honors classes for the following year.</p> <p>Summative Notes: Jasper worked to inform and train teachers and will continue this next year in the campus PD sessions.</p>

Violence Prevention and Bullying

Critical Action:

VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (HB 283)

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	PREVENTION:			
	Identify high risk areas. (Required)	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Formative Notes: Parking lot, hallways/cafeteria/various places at lunch Summative Notes: Continuous updates were made throughout the year for all areas.
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	Formative Notes: Adjust and monitor consistently. Block Lunch and hall duty are the most challenging times that need supervision.
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	Formative Notes: Discuss safety/security weekly at administrative team meetings.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	Formative Notes: September, 2016 Summative Notes: Training/discussions/processes occurred.
	Review referral process. (Required)	Principal or designee	Campus referral plan	Formative Notes: July, 2016
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	Formative Notes: July, 2016 Summative Notes: Discussions/processes were addressed often.
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	Formative Notes: July, 2016
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	Formative Notes: Ongoing

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: Ongoing Summative Notes: Reminders sent out/discussed often, and processed were revisited.
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	Formative Notes: Ongoing
	Utilize student groups to spread information on prevention of bullying an harassment	Anti-bullying Committee	Meeting Notes, Announcements	Formative Notes: An Anti-bullying Committee is formed each year.
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	Formative Notes: August, 2016 Summative Notes: Jaguar way, Student Expectation talks
All Students	INTERVENTION: (Please complete cells below)			
	Apply classroom interventions: (Required)	All teachers	Code of Conduct, Teacher Rules	Formative Notes: Ongoing Summative Notes: Admin discussions- consistency for areas below.
	Employ discipline interventions: (Required)	Designated staff	Code of Conduct	Formative Notes: Ongoing
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Code of Conduct, The Way of the Jaguar Video	Formative Notes: Ongoing
	Conference with parents/students. (Required)	Teachers or other staff	Code of Conduct, District Resources	Formative Notes: Ongoing
	Utilize information given through “tip drop box,” online tip information, or information provided in a confidential discussion with administration.	Administrative staff	Tips in Box, Administration Notes	Formative Notes: Ongoing
	Utilize UDrive curriculum to improve student awareness and understanding	Administrative staff, ISS clerk	Computer Program, Log-in Spreadsheet	Formative Notes: Ongoing

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	Registration and upon new enrollees coming to campus. Ongoing.	Formative Notes: This process seems to be working well so far. The campus is adding an FAQ sheet, also. Summative Notes: Monthly meetings offered feedback for areas below.
Identify parents without computer/internet access to offer hard copies of school information.	Counselors- Ongoing	Teachers notified counselors of any concerns. District paperwork completed. Ongoing.	Formative Notes: This process is working currently.
Upgrade and maintain the campus website for easy access and increased communication with the community.	Webmaster, Principal, Administration, PTSA- Ongoing	Robert Eppler maintains the website on a weekly basis.	Formative Notes: Updates are ongoing and seem to be maintained well.
Communicate information through eNews, SMORE, Twitter, and various online programs to keep parents and community informed.	Webmaster, Principal- Ongoing	Social media announcements/celebrations. Weekly at minimum.	Formative Notes: Parents and the community have given positive feedback on this system.
PTSA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Principal, PTSA- Ongoing	Campus meetings monthly.	Formative Notes: Meetings occur during lunch and are insightful for the PTSA as well as the campus.
Partner with PTSA to offer parental programs on a variety of topics (academic, social, etc...). Explore parent information session on students becoming self-advocates.	PTSA, Principal- Ongoing	PTSA offers various evening events for both parents and students. Ongoing.	Formative Notes: Various programs have occurred, and student/parent participation has varied.
Parent pals will provide support for parents of new enrollees. Parents will receive a welcome letter upon enrollment which includes contact information to PTSA parent.	Lead Counselor, PTSA President- Ongoing	Pal assigned to parent. Letter documents information. Ongoing.	Formative Notes: This process seems to be working.
College/Career Readiness- Provide website links to PISD's University Ready Program and to the College Board Website. A flyer will be created that includes information on it.	Lead Counselor, Webmaster- Fall 2016	The link given to parents and students. January, 2017.	Formative Notes: The link was given during class to 9 th graders and during academic conferences to 10 th graders.

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
College/Career Readiness- Provide information to Career Path Classes and certification information targeted to students who are not likely to follow a college path.	Lead Counselor, CATE Representative- Fall 2016	The link given to parents and students. January, 2017	Formative Notes: The link with information was given during class to 9 th graders and during academic conferences to 10 th graders.
Continue use of Naviance to help with college/career readiness	Counselors- Fall 2016	Naviance log-ins. January, 2017	Formative Notes: Naviance allowed for students to be college/career ready.

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: Jasper administrators attend the Recruitment Open House each spring and summer. Summative Notes:
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend.	Monthly Bilingual Stipends, July 2016 to June 2017	Formative Notes: Administration contacts HR when necessary for names of candidates.
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	Formative Notes: Administration contacts HR when necessary for names of candidates.
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	Formative Notes: Administration contacts HR when necessary for names for candidates. Jasper also looks at possibly hiring former student teachers when possible.
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	Formative Notes: Jasper offers various options of professional development for teachers in lieu of staff meetings.