



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

## Plano West Sr. High School

Principal: Katherine King

**Mission Statement:** The mission of Plano West Senior High School is to prepare students to strive for excellence and contribute to a diverse society with compassion and integrity.

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): **Thursday, September 22, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Thursday, January 26, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Thursday, May 25, 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			
<b>1 (CNA)</b>	Comprehensive Needs Assessment	<b>6 (PI)</b>	Strategies to Increase Parental Involvement
<b>2 (RS)</b>	Reform Strategies	<b>7 (Tran)</b>	Transition (Elementary schools only)
<b>3 (HQ)</b>	Instruction by State Certified Staff	<b>8 (A)</b>	Teacher Decision-Making Regarding Assessments
<b>4 (PD)</b>	High-Quality Professional Development	<b>9 (M)</b>	Effective and Timely Assistance to Students
<b>5 (R/R)</b>	Strategies to Attract State Certified Teachers	<b>10 (Coord)</b>	Coordination and Integration
Program Funding			
<b>Staffing</b>	i.e. Teacher		
<b>Parental Engagement</b>	i.e. Parent programs, RAMP up for Kindergarten Program		
<b>Student and Campus Capacity Building</b>	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
David Carroll	Faculty Member	2008-09	Y	Y	Y
Alan Greider	Faculty Member	2009-10	Y	Y	Y
Ted Kincaid	Faculty Member	2010-11	N	Y	N
Nancy Lewis	Faculty Member	2015-16	Y	Y	Y
Olivia Tanksley	Faculty Member	2015-16	Y	Y	Y
Kelley Wonsmos	Faculty Member	2014-15	Y	Y	Y
Rosolayn Johnson	Faculty Member	2014-15	N	Y	Y
Kathy Horn	Faculty Member, Special Education	2013-14	Y	Y	Y
Megan Adams-Smyth	Faculty Member (Ad Hoc)	2013-14	N	Y	Y
Carrie Stevens	Faculty Member (Ad Hoc)	2015-16	N	N	N
Becky Elizondo	Faculty Member (Ad Hoc)	2013-14	Y	Y	N
Barbara Nelson	Faculty Member (Ad Hoc)	2010-11	Y	Y	Y
Kathy King	Principal	2007-08	Y	Y	Y
Randy Hayes	Principal (Ad Hoc)	2007-08	N	Y	Y
Carl Herrmann	Principal (Ad Hoc)	2008-09	Y	Y	Y
Michael Cruz	Principal (Ad Hoc)	2015-16	Y	Y	Y
Camica Evans-Brown	Principal (Ad Hoc)	2012-13	Y	Y	Y
Kevin Lyons	Principal (Ad Hoc)	2010-11	Y	Y	Y
Victor Nixon	Principal (Ad Hoc)	2010-11	Y	N	Y
Jeremy Kondrat	District Professional	2016-17	Y	Y	Y
MaryBeth Randecker	Campus Professional, Non-teaching	2014-15	Y	Y	Y
Chris Ostertag	Campus Professional, Non-teaching	2016-17	Y	Y	Y
Sherrie Gardner	Support Staff Member	2015-16	Y	Y	Y
Trudy Hale	Parent-Selected by PTA	2016-17	Y	Y	N
Leanne Leung	Parent-Selected by PTA	2016-17	Y	Y	N
Katrina Welch	Parent-Selected by Principal	2016-17	Y	Y	Y
Huan Liang	Parent-Selected by Principal	2015-16	Y	Y	Y
John Cao	Parent	2016-17	Y	Y	Y
Michelle Ridgley	Parent	2016-17	Y	Y	Y
Anil Bhatia	Parent	2016-17	Y	Y	Y
Haowen Bu	Parent	2016-17	Y	N	N

Committee Member's Name	Role	Year 1st Participated on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Natasha Billy	Parent	2016-17	Y	N	Y
Judy Giaudrone	Community Member	2016-17	Y	Y	Y
Andi Rosenfield	Community Member	2016-17	Y	Y	Y
Debbie Jordan	Business Representative	2016-17	N	Y	Y
Larry Harper	Business Representative	2016-17	Y	N	Y
Alec Barath	Student	2016-17	Y	Y	Y
Lee Rodenbaugh	Student	2016-17	Y	Y	Y
Trace Girouard	Student	2015-16	Y	Y	N
Zachary Young	Student	2015-16	Y	Y	Y

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
<b>Health, Fitness and Attendance:</b> The campus will utilize their coordinated health program and analyze their student fitness data to set goals and objectives to encourage the health, fitness and attendance of their students.	10 (Coordination and Integration)	All
<b>Violence Prevention and Bullying</b>	10 (Coordination and Integration)	All
<b>Parental Involvement:</b> The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.	1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)	All
<b>Highly Qualified Staff:</b> The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.	1 (Comprehensive Needs Assessment) 3 (Instruction by State Certified Staff) 4 (High-Quality Professional Development) 5 (Strategies to Attract State Certified Teachers) 10 (Coordination and Integration)	All
<b>Transition of Pre-KN Students:</b> The transition from early childhood to elementary school is supported by the campus and district. (Title I Campuses only)	1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)	Title I only

### Improvement Plan Critical Actions

The areas for school-wide and/or targeted core-subject Critical Actions were identified using the following sources:

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P<sup>3</sup>A 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*)

<b>School Wide and/or Targeted Grade Level Critical Actions</b>
1. Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives. (CA 15)
2. Use interventions beyond the classroom for students who perform below grade level. (CA 14) (System Safeguards)
3.
4.
5.

### Critical Action 1

**Critical Action: Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives. (CA 15)**

<b>Project Lead:</b>		Supervisory Administrators, Department Chairs						
<b>Staff:</b>		Classroom Teachers						
<b>Materials and Resources:</b>		Edugence, District Curriculum						
<b>Targeted Area:</b>	<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
1) Extend learning for students who demonstrate early mastery <ul style="list-style-type: none"> <li>a) Determine which students in the class are identified as Gifted/Talented</li> <li>b) Where practical, utilize pre-assessments in order to determine which students have already mastered objectives</li> <li>c) Plan activities that extend students' thinking for any objective on which they demonstrate early mastery.                             <ul style="list-style-type: none"> <li>i) Work with teacher teams to add a consideration of early-mastery students in their instructional planning.                                     <ul style="list-style-type: none"> <li>(1) Have team members brainstorm the extended learning opportunities that will be provided for these students.</li> </ul> </li> </ul> </li> <li>d) Consult with district Curriculum Coordinators to receive input/resources regarding early-mastery materials relative to each academic objective.</li> </ul>	<ul style="list-style-type: none"> <li>Once per semester</li> <li>At the beginning of units, as practical</li> <li>Weekly team meetings/ instructional planning meetings</li> <li>As needed</li> </ul>	<ul style="list-style-type: none"> <li>GT student rosters</li> <li>Sample lesson plans</li> <li>Notes from teams and/or Curriculum Coordinator meetings</li> <li>Lesson plans, Meeting notes</li> </ul>	<p><b>Formative Notes:</b></p> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>a) GT students have been identified via Edugence.</li> <li>b) Pre-assessments have been considered, but are too late for this year. Talking about for next year to see if we can work them into the current curriculum.</li> <li>c) Extension activities are being developed by teams, since each subject requires something unique to that subject.</li> <li>d) Curriculum coordinator consulted about the possibility of adding pre-assessments, and to see if she has access to extension activities/ideas.</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>-diagnostic assessments at the beginning of the year to see where the students are in terms of skills</li> <li>-assignment extensions (higher level work/additions for students that show mastery)</li> <li>-independent work appropriate for the skill set of each student/student groups</li> <li>-self-selected reading that is par for their skill-set (different levels of novels)</li> <li>-length and/or depth of assignments</li> <li>Ex: this year, Macbeth was taught by all three levels of English, but it was taught in varying degrees</li> <li>-students may work on work for other classes when appropriate if they have worked ahead or achieved mastery</li> </ul>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			<p>-reading is reading whether it is for English, history, science, etc.</p> <p><b>Science</b> The Science Department/Teams uses evaluation data available in Edugence to assist in identifying gifted and talented students.</p> <p>Currently the science courses are not implementing any type of pre-assessment for the purpose of evaluating early mastery prior to the start of a unit.</p> <p>Teachers implement daily pre-assessments activities to evaluate student understand before moving onto the next lesson. Tools available for this are CFU problems, Plickers, Kahoot, learning guides and unit flowcharts.</p> <p>The district’s curriculum project has limited resources for early mastery. One source available is capstone problems in physics. Capstone problems are high level problems that require the integration of past and current skills and knowledge to solve.</p> <p><b>Social Studies</b> Assess students before: Self inventories Warm ups Self test Group think and write Informal questioning Small group discussions Pre-lesson reading checks</p> <p><b>Summative Notes:</b> <b>Math</b> This is an ongoing process that will continue next year. As we move through units of study, we look for opportunities to extend. Some subjects have an end of year project that pulls together many of the things learned over the year. For other subjects, the opportunities are built into the lessons and assignments.</p>



Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			<p><b>English</b></p> <p>In the first two weeks of school in the Fall, all English classes will give a diagnostic writing exam (timed writing) to assess where each student stands in terms of grade level performance. We will also use data provided on Edugence for additional information on each student.</p> <p>Throughout this year, we have tried new strategies for students who exhibit early mastery. In different English classes, we have tried to give the students choices in novels/pieces of reading that are typically higher performing and finish faster than other students. Students were given a choice over what to read between two novels. We have also varied the reading selections throughout the year. If we read a higher level novel, we have sometimes followed it up with an easier novel or vice versa.</p> <p>Students who exhibit early mastery often have time at the end of the period to get ahead on English work, or even work on assignments for another subject. English teachers are perfectly fine with the students trying to get ahead/stay on track with other subjects. GT research shows that the students appreciate and thrive when given time to work on other subjects. Work is work and these students are often overwhelmed with the amount of school work that they have.</p> <p><b>Science</b></p> <p>The Science Department/Teams will continue to use Edugence to assist identifying gifted and talented students.</p> <p>The Science Department does not currently have an action plan for evaluating early mastery prior to the start of a unit. Teachers/Team will continue to develop a bank a pre-assessment questions for Plicker and Kahoot.</p> <p>District support is needed to provide an early mastery</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			<p>curriculum. Physics will continue to use the capstone problem for students you have demonstrated early mastery.</p> <p><b>Social Studies</b> To help the excelling student was perhaps the most difficult task because we wanted it to be seen as help not a punishment. Something that has worked this year is giving students multiple ways of doing an assignment. This allows students to pick and choose a project that plays up their strengths. According to the magazine article “What To Do with Overachievers in a Relationship-Centric Culture”, since overachievers typically forget to communicate essential information, many times they take shortcuts and forget to read all the details. We have found asking them a simple question like: “What area could you use more help with?” can be very illuminating for the teacher and the student. This will be an ongoing step for the Social Studies Department.</p>
<p>2) Identify specific work products/outcomes for extended learning</p> <p>a) Collect samples of extended learning activities that teachers are currently using to gauge the amount of structure provided in those assignments. Share observations with your leadership team and with your faculty.</p> <p>b) 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.</p> <p>c) Work with district curriculum leaders to determine what supports are available or can be developed.</p>	<p>Review every nine weeks</p> <p>Weekly team meetings/ instructional planning meetings</p> <p>As needed</p>	<p>Sample lesson plans. Leadership Team meeting notes/minutes</p> <p>Lesson Plans</p> <p>Meeting notes</p>	<p><b>Formative Notes:</b></p> <p><b>Math</b> Will continue working with the district curriculum coordinator and within departmental teams to develop and embed extended learning opportunities into the curriculum.</p> <p><b>English</b> The English department does not have any samples at this time of extended learning activities. This will be an ongoing topic of review for team discussions.</p> <p><b>Science</b> The Science Department does not have any samples of extending learning opportunities. This will be an ongoing topic of review for team discussions.</p> <p>The district’s science curriculum teams recognize the need to develop pre-assessment tools as part of their summer curriculum writing tasks.</p> <p><b>Social Studies</b> Assess students after:</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			<p>Kahoot Quizlet Tests Exit cards Summaries Tutorials</p> <p><b>Summative Notes:</b></p> <p><b>Math</b> This is mostly handled via curriculum development in the summer, where teachers have input into curriculum changes and updates. This is where the extended learning opportunities are integrated into future lessons.</p> <p><b>English</b> Extended learning will be a topic that the English curriculum team will discuss this summer during curriculum writing with the district English coordinator.</p> <p><b>Science</b> The Science Department does not have any samples of extending learning opportunities. This concern has been communicated to the District Curriculum Coordinator for consideration of development over the summer.</p> <p><b>Social Studies</b> We found of the most beneficial assessments for our students was the self-inventory. Many times students are not aware of how much they already know about a subject. They isolate each course and forget about the cross over between courses. This manifested itself in the form in entrance and exit tickets. We also used warm up activities to stir their imaginations it helped them to become more present in the class. Of course, group discussions and informal questioning will always be part of the classroom but we felt getting the students to become self-aware was vital. We are still working on how to evaluate the effectiveness of these methods.</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>3) Work collectively to challenge students who demonstrate early mastery</p> <p>a) Examine the ways that teachers currently collaborate to assist students in their classrooms who demonstrate early mastery of grade-level objectives. Discuss/review responses in a school leadership meeting.</p> <p>b) 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>c) Ask each team to design an activity to increase this practice in your school.</p> <p>d) Implement grouping strategies when appropriate, to have students that have demonstrated early mastery work on extended learning opportunities as a cohort.</p>	<p>Weekly Department / Team meetings, Monthly Leadership Team meeting</p> <p>Weekly Department / Team meetings</p> <p>Once per semester</p> <p>As practical throughout the semester</p>	<p>Team meeting notes, Leadership Team minutes</p> <p>Team meeting notes</p> <p>Team meeting notes, Lesson plans</p> <p>Team meeting notes, Lesson plans</p>	<p><b>Formative Notes:</b></p> <p><b>Math</b> Though not embedded in the district curriculum, students that are ready to move at a faster pace often take advantage of the extra-curricular math competition opportunities.</p> <p><b>English</b> Students in English may select leveled readings through their book club opportunities. This allows students at higher reading levels to challenge themselves with literature that is appropriate and interesting to the student that demonstrates early mastery.</p> <p><b>Science</b> Early mastery of daily objectives is assessed with various resources available to teachers. Physics uses CFU problems, check for understanding problems, as either warm ups or as an exit evaluation strategy. Other tools available to all teachers are Kahoot and Plickers. Teacher share in the work to create Kahoot and Plickers content as well as share their pre-assessment outcomes in team meetings to help guide the re-evaluation and rewriting of district curriculum.</p> <p>Group strategies are used frequently in science classrooms. Methods to make groups includes: prior assessment grades, 9-weeks grade, CogAT, pre-assessment data, gender, random and teacher selected groups.</p> <p><b>Social Studies</b> Many projects will have multiple ways of accomplishing the tasks Different levels of reading ability</p> <p><b>Summative Notes:</b></p> <p><b>Math</b> Teachers continue to work in subject teams to develop new ideas and strategies to extend learning on a daily or unit basis.</p> <p><b>English</b></p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			<p>Since this is the first full year that we have looked at extended learning, we still have a lot to learn. Giving students the opportunity to work on other subjects, when applicable, was our biggest success. They were appreciative of the time that was given.</p> <p><b>Science</b> Use of Physics' CFUs, Plickers and Kahoot to assess early mastery of daily objectives will be continued next year.</p> <p>Teachers will continue to use grouping strategies next year.</p> <p><b>Social Studies</b> All year we have been experimenting with a variety of different assessments. Tutorials were important but getting the students to be actively involved during class was fundamental. As important as technology is to our students we found using programs like Kahoot and Quizlet for reviews was very successful. The students seem to enjoy this type of activity and they stayed more involved. Several teachers used the Socratic Method for teaching class. This method takes more time to explain and takes practice but it was very effective in students becoming involved. Another method used was summaries of the material at the end of class. Rather than just taking notes, interpreting what they have learned was a crucial step to ongoing knowledge.</p>

## Critical Action 2

**Critical Action: Use interventions beyond the classroom for students who perform below grade level. (CA 14) (System Safeguards for Math/ELA)**

<b>Project Lead:</b> Administrators	
<b>Staff:</b> Academic Support Staff, Math/ELA Teachers, Counselors	
<b>Materials and Resources:</b> EOC Review Materials, EOC Rosters, EOS Individual Student Reports, Edugence	
<b>Targeted Area:</b>	<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
1) Seek support from Math/ELA team members to assist students performing below grade level, specifically EOC failures. <ul style="list-style-type: none"> <li>a) Brainstorm existing strategies employed to assist struggling students</li> <li>b) Develop a list of strategies not currently in place to support struggling students.</li> <li>c) Utilize Academic Support staff and Guidance staff to assist and provide supports for students that have been unsuccessful on ELA/Math EOC assessments</li> </ul>	Weekly team meetings, Academic Support meetings as needed  Academic support meetings  Once per semester and as needed	Meeting notes with Math/ELA teams, EOC Remediation strategy list  EOC Remediation strategy list  Remediation calendar	<b>Formative Notes:</b> <b>Math</b> <ul style="list-style-type: none"> <li>a) Received list of students who failed the EOC in December</li> <li>b) Working on a plan to address: could be lunch tutorials, 3rd period pullouts (what we did last year), or one day pull out boot camp prior to the spring EOC.</li> <li>c) Gathering and evaluating materials to assist in review: hard copy review as well as a new online program</li> </ul> <b>English</b> <ul style="list-style-type: none"> <li>-tutorials</li> <li>-student collaboration</li> <li>-send home practice tests/assignments</li> <li>-pre-arranged seating by test scores</li> <li>-English Writing Lab                             <ul style="list-style-type: none"> <li>Available to all students</li> <li>Must come to the writing lab with a plan (copy of assignment, essay to be edited, etc.)</li> <li>Monday/Wednesday/Friday A Lunch</li> <li>Tuesday/Thursday B Lunch</li> <li>Primarily run by Celine Gomez (others if necessary)</li> </ul> </li> <li>-EOC I and II Remediation (planning phase for Spring 2017)</li> </ul> <b>Summative Notes:</b> <b>Math</b>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			<p>We held a one-day boot camp for the 12 students on our campus who still needed to pass the Algebra 1 EOC. We have done multiple lunch and non-lunch pull outs sessions in previous years, but it has been difficult to get students to attend. So we decided to go with a one-day all-day session. We had 12 of 12 students attending. One of our teachers worked with these students all day. The activity that they spent most of their time on was to work through an entire released EOC test. As a result of this effort, 9 of the 12 students passed the test this time around.</p> <p><b>English</b> The English Writing lab was a success throughout the year. The students were provided the opportunity to come to the writing lab during lunch each day of the week on a rotating schedule. Students brought in papers to edit, worked on the writing process, or had specific questions for the teacher about writing assignments. The Writing Lab was run by Celine Gomez.</p> <p>EOC tutorials were held from the middle of March until the end of March (right up until the EOC was given the last week in March. The students came during their lunch period each Tuesday and Thursday for a total of 7 weeks. The students worked on testing strategies, multiple choice practice tests, and practice essay topics during the tutorials.</p>
<p>2) Seek support from multiple staff members</p> <ul style="list-style-type: none"> <li>a) Utilize pullouts for EOC remediation in ELA and Math</li> <li>b) Provide weekend and/or after school tutorial opportunities for EOC remediation in ELA and Math</li> </ul>	<p>Each semester, prior to EOC testing</p>	<p>Remediation calendar</p>	<p><b>Formative Notes:</b> <b>Math/English</b> Remediation efforts are under development for the spring semester for Math and English EOC retakes.</p> <p><b>Summative Notes:</b> <b>Math</b> See notes for Action Step #1 above. Instead of multiple pull-outs, we opted this year to do a one-day all-day pull out with these students.</p> <p><b>English</b> Students attended EOC tutorials during their lunch</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			period 2 days a week for a little over two months.
<p>3) Seek support from parents</p> <ul style="list-style-type: none"> <li>a) Provide suggestions/resources/work samples to parents so they may support their child at home.</li> <li>b) Math and ELA team discussion of strategies to engage parents in support of their child’s EOC needs.</li> <li>c) Math and ELA teams create a sample of highly effective parental communication that clarifies how parents can provide needed support.</li> </ul>	Each semester, prior to EOC testing	<p>Copy of parent letters</p> <p>Math/ELA team notes</p>	<p><b>Formative Notes:</b>  <b>Math/English</b>                      Remediation efforts, including parental support are under development for the spring semester for Math and English EOC retakes.</p> <p><b>Summative Notes:</b>  <b>Math/English</b>                      A letter was sent home to these students and their families, so that students were encouraged by their parents to take advantage of the remediation efforts. Counselors and Academic Support teachers made personal contact with the parents to encourage support at home and to advise them of the remediation opportunities for their child at school.</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	<b>PREVENTION:</b>			
	Identify high risk areas. <b>(Required)</b>	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	<p><b>Formative Notes:</b></p> <p><b>Summative Notes:</b> High risk areas on campus are identified through staff reports of concern, discipline referrals and staff surveys. Data will be reviewed by the administrative team during the summer for the upcoming school year.</p>
	Monitor high risk areas. <b>(Required)</b>	Principal Designee	Staff assignments/schedule	<p><b>Formative Notes:</b></p> <p><b>Summative Notes:</b> All staff monitor the hallways near their classroom during passing periods. Staff were trained to address</p>
	Follow Campus Rules/Expectations. <b>(Required)</b>	Principal	Code of Conduct, District Handbook Campus Handbook	<p><b>Formative Notes:</b></p> <p><b>Summative Notes:</b> Back to school inservice staff was apprised of campus expectations for behavior.</p>
Staff	<b>EDUCATION:</b>			
	Participate in annual staff training on bullying/sexual harassment. <b>(Required)</b>	Principal or designee	Handouts/PowerPoint	<p><b>Formative Notes:</b></p> <p><b>Summative Notes:</b> Back to school inservice staff was apprised of campus expectations. Back to school information shared with 2nd period classes addresses appropriate actions for students and staff.</p>
	Review referral process. <b>(Required)</b>	Principal or designee	Campus referral plan	<p><b>Formative Notes:</b></p> <p><b>Summative Notes:</b> Back to school inservice staff was apprised of campus expectations. Staff exit cards utilized to identify needs.</p>

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				Campus committee formed to review and address.
<b>Staff</b>	<b>INTERVENTION:</b>			
	Establish recommended intervention strategies for classroom/campus. <b>(Required)</b>	Principal or designee (campus discipline staff)	Discipline Management Plan	<p><b>Formative Notes:</b></p> <p><b>Summative Notes:</b> Back to school inservice staff was apprised of campus expectations. The Plano ISD Discipline Management Plan was reviewed.</p>
	Implement campus referral plan. <b>(Required)</b>	Principal or designee	Campus Referral Plan	<p><b>Formative Notes:</b></p> <p><b>Summative Notes:</b> Back to school inservice staff was apprised of campus expectations.</p>
	Utilize Discipline Management strategies. <b>(Required)</b>	Principal or designee	Discipline Management Plan	<p><b>Formative Notes:</b></p> <p><b>Summative Notes:</b> Back to school inservice staff was apprised of campus expectations.</p>

#### 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)
<b>All Students</b>	<b>PREVENTION:</b>			
	Clearly state student expectations/campus rules/citizenship. <b>(Required)</b>	Principal or designee	Code of Conduct/ Student-Parent Handbook	<p><b>Formative Notes:</b></p> <p><b>Summative Notes:</b> During the first week of school, staff reviews student expectations with their classes.</p>
	Monitor high risk areas. <b>(Required)</b>	All staff	Schedule (if necessary)	<p><b>Formative Notes:</b></p> <p><b>Summative Notes:</b> Staff Hall Duty Schedule is in place.</p>
<b>All</b>	<b>EDUCATION:</b>			

<b>Students</b>				
	Explain referral process/contacts. <b>(Required)</b>	All teachers	Referral Plan	<b>Formative Notes:</b> <b>Summative Notes:</b> During the first week of school, staff reviews student expectations with their classes.
<b>All Students</b>	<b>INTERVENTION:</b> (Please complete cells below)			
	Apply classroom interventions: <b>(Required)</b>	All teachers	Discipline Management Plan	<b>Formative Notes:</b> <b>Summative Notes:</b> During the first week of school, staff reviews student expectations with their classes.
	Employ discipline interventions: <b>(Required)</b>	Designated staff	Administrators/Teachers	<b>Formative Notes:</b> <b>Summative Notes:</b> During the first week of school, staff reviews student expectations with their classes.
	Use other intervention strategies as necessary/appropriate. <b>(Required)</b>	Administrative staff or counselors	Crisis Intervention Protocols, Bullying/Harassment Intervention Plan	<b>Formative Notes:</b> <b>Summative Notes:</b> CMIT meetings, conferences, etc are held as needed.
	Conference with parents/students. <b>(Required)</b>	Teachers or other staff	Discipline data/history, Code of Conduct, Policy/Procedures, Intervention strategies	<b>Formative Notes:</b> <b>Summative Notes:</b> CMIT meetings, conferences, etc are held as needed.

## 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	Beginning of school year. Parent Portal rosters	<b>Formative Notes:</b> Parents and students are now registered. Completed in September, 2016 <b>Summative Notes:</b> This has proved to be an invaluable tool to encourage communication with the community.
Identify parents without computer/internet access to offer hard copies of school information.	CTA Counselors Administrators	Once per semester. Flyers for parents School distribution center	<b>Formative Notes:</b> Families are referred to our campus CTA as needed for computers at home information. <b>Summative Notes:</b> Several families have benefitted from this program this school year. Personal mobile technology has reduced the need, but it is still useful.
Upgrade and maintain the campus website for easy access and increased communication with the community.	Webmaster	Update Daily Website	<b>Formative Notes:</b> The PWSH Webmaster receives information and updates the campus website within 24 hours as information is received. <b>Summative Notes:</b> The website remains a valuable resource to our community.
Communicate information through eNews.	Administration ENews contact	Daily Email/Enews archives	<b>Formative Notes:</b> eNews is sent out to the Plano West community on a daily basis. <b>Summative Notes:</b> e-news is generally effective as evidenced by the response from community members when questions arise.
Utilize social media to keep parents and community informed.	Twitter administrator	Daily PWSH Twitter feeds	<b>Formative Notes:</b> Our Twitter master reviews daily announcements and tweets out timely information. <b>Summative Notes:</b>

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
			Our campus Twitter master regularly sends out critical information to the community, including information about exams, releases, campus wide events, etc.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Head Principal PTSA President	Monthly Meeting notes	<p><b>Formative Notes:</b> Mrs. King is in communication with our PTSA through monthly Wolf Den meetings and frequent meetings with our PTSA Leadership.</p> <p><b>Summative Notes:</b> Our PTSA is an outstanding organization that supports the school in many ways.</p>
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	Administrators PTSA Leadership	Monthly Meeting notes Programming announcements/advertisements	<p><b>Formative Notes:</b> PTSA programming is being planned/implemented for 2016-17</p> <p><b>Summative Notes:</b> PTSA programming was implemented.</p>

## 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.

<b>Project Lead:</b>	Plano ISD HR Employee Recruitment & Retention Department
<b>Staff, Title I Staff:</b>	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
<b>Materials and Resources:</b>	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	<b>Formative Notes:</b> <b>Summative Notes:</b> Completed by PISD HR Department. They have been an excellent resource to Plano West.
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend.	Monthly Bilingual Stipends, July 2016 to June 2017	<b>Formative Notes:</b> <b>Summative Notes:</b> Managed by PISD Central Office/Payroll
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	<b>Formative Notes:</b> <b>Summative Notes:</b> Plano West continues to host multiple student teachers each year. Some of the student teachers are Plano West alumni that wish to return to their home at West!
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	<b>Formative Notes:</b> PISD Professional Learning Department has been helpful in developing and supporting staff training at Plano West. They worked with our Professional Development team to meet campus needs. <b>Summative Notes:</b> Plano West developed a "catalog" of Professional Development Opportunities for our staff, so they may choose activities that support campus goals and personal growth interests.
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	<b>Formative Notes:</b> The Certification Office continues to be a critical link in working with prospective employees to ensure appropriate certifications are in place prior to hiring. <b>Summative Notes:</b> All teachers at Plano West are fully certified in their respective teaching areas.