



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Williams High School

Principal: **Gloria Martinez**

Mission Statement:

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

Planning Timelines and Meeting Dates

- Needs analysis (STAAR GAP Analysis), goal setting, analysis of Critical Actions and strategic planning: **July - September 2017**
- Campus teacher data analysis day: **August - September 2017**
- SBIC Plan due for DBIC review: **October 6, 2017**
- Meeting 1: SBIC approves the improvement plan (by October 4, 2017): **Tuesday, September 26, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Tuesday, January 23, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Tuesday, May 22, 2018**

2017-2018 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 Teachers	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

TEA Strategic Priorities

Every child, prepared for success in college, a career or the military.			
Goal 1	<u>Recruit, support, and retain</u> Teachers and Principals	Goal 3	Connect high school to <u>career</u> and <u>college</u>
Goal 2	Build a <u>foundation</u> of <u>reading</u> and <u>mathematics</u>	Goal 4	<u>Improve</u> low-performing schools

Information regarding the TEA Strategic Plan may be accessed here: [http://tea.texas.gov/About TEA/Welcome and Overview/TEA Strategic Plan/](http://tea.texas.gov/About%20TEA/Welcome%20and%20Overview/TEA%20Strategic%20Plan/)

SBIC Committee

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Bonnie Davis	Faculty Member	2014	X	X	X
Gerardo Luna	Faculty Member	2016	X	X	
Matt Zellner	Faculty Member	2017	X	X	X
Ana Lugo	Faculty Member	2017		X	X
Becky Jackson	Faculty Member	2015	X		X
Lauren Shirar	Faculty Member, Special Ed	2016	X	X	X
Gloria Martinez	Principal	2014	X	X	X
Susan Hayes	District Professional	2016		X	
Josh Rodriguez	Campus Professional, Non-teaching	2017	X		X
Alicia Kamien	Support Staff Member	2013	X	X	
Chris Tien	Parent-Selected by PTA	2016	X	X	X
Denise Burke	Parent-Selected by Principal	2016		X	
Michelle Dunn	Parent	2017		X	X
Sherry Campbell	Parent	2017	X		X
<i>Committee member search still in progress</i>	Parent	2017			
<i>Committee member search still in progress</i>	Parent	2017			
Adrian Rodriguez	Community Member	2013		X	X
<i>Committee member search still in progress</i>	Community Member				
Hannah King	Business Representative	2017	X	X	X
<i>Committee member search still in progress</i>	Business Representative				
Lauren Dunn	Student	2017	X	X	X
Megan Campbell	Student	2017			X
Kristen Kinnard	Ad Hoc Member	2014	X	X	X

Information regarding the SBIC Committee, membership, terms, etc. (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 Approaches Grade Level 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>Transition: The campus will assist students in making a successful transition between: early childhood to elementary; elementary to middle school; middle school to high school; and high school/sr. high school to college, the workplace or the military.</p>	<p>1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)</p>	<p>All</p>
<p>State Certified Teachers and Highly Qualified Paraprofessional 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>

Summary of 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 diagnostic);
- STAAR/EOC GAP Analyses;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

School Wide and/or Targeted Core-Subject Critical Actions
1. Participate in peer classroom visits in order to improve the instructional practices of the team.
2. Provide proven interventions to assist each student in mastering grade-level learning objectives.
3. Provide additional support of our ESL, Special Education, and Low Socio-Economic students through planned intervention throughout the year in writing, science, and math for ninth and tenth grade students.
4. Provide teachers additional supports through professional development opportunities.
<p>Critical Actions to Address Missed State Safeguards:</p> <ul style="list-style-type: none"> • Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P³A Best Practice #17) • Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P³A Best Practice #13) • Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P³A Best Practice #14)

Critical Action 1

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

Project Lead:	Administrators (Principal and Assistant Principals) Social Studies Department Chair, Science Department Chair, Math Department Chair, English Department Chair							
Staff, Title I Staff:	Social Studies Department Teachers, Science Department Teachers, Math Department Teachers, English Department Teachers and all Counselors, ESL Teachers, and Special Education Teachers and Elective Teachers							
Materials and Resources:	Sub Codes, TEKS, Conference Periods, Observation Checklists, Instructional Strategies and Best Practices, Curriculum							
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 • TEA Strategic Priorities Goal # per Action Step (If Applicable)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Teachers will participate in scheduled walk-throughs with their teams during their conference periods in order to observe best practices and instructional strategies implemented by teachers in other content areas. TEA Strategic Priority #1	Monthly visits by Teams	Rotation Schedule Observation Notes Meeting Minutes Lesson Plans	<p>This year, a focus was placed on finding ways to get teachers into each other’s classrooms to observe one another. The leadership team made a schedule to ensure that teachers would be intentional about doing these walkthroughs, not allowing other items to impede this process. After the observations, all teams debriefed, discussing their observations and reflecting on how they could implement some of the practices and instructional strategies observed into their own lessons.</p> <p>Formative: Seeing other teachers implement lessons within a myriad of content areas was very impactful, and these observations led to many epiphanies by teachers throughout the process. A number of teachers realized that the content did not matter and that effective instructional strategies could impact any classroom regardless of the subject being taught. Teachers also viewed alternate ways to implement the same instructional strategies that they had been using within their classrooms.</p> <p>Summative: As teachers observed a number of great lessons across a myriad of disciplines, they returned to their teams to collaborate and determine ways to</p>

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			<p>implement some of the effective strategies viewed. As a result, teachers continuously improved and honed their lessons to be more engaging and impactful for our students. These observations have had a positive impact as evidenced through the improvement across the board in our STAAR scores. As our teachers grew in their instructional delivery, student learning improved as well.</p>
<p>All teachers will participate in a pair and share experience where teachers schedule a half-day sub and pair up with another teacher to observe a number of classrooms within their own content area on other campuses. The two teachers will debrief, sharing their observations and then brainstorming ways to include some of the strategies observed within their own lessons. TEA Strategic Priority #1</p>	<p>Twice per semester for designated pairs</p>	<p>Observation Notes Team Schedule Meeting Minutes</p>	<p>Teachers in core content areas teamed together throughout the year to visit teachers on other campuses within their own content areas. Half-day sub codes were provided and times were scheduled and placed on the calendar to ensure that teachers were able to take part in this activity.</p> <p>Formative: Seeing other teachers implement lessons within their own content areas in a variety of ways was very impactful, and these observations led to many epiphanies by teachers throughout the process. A number of teachers realized that there is not just one right way to teach a lesson and that the same instructional strategies could look different and still be just as, if not more effective, than the way they usually implemented it. Teachers also discovered some new strategies that, when implemented correctly, could lead to having a greater impact on student learning with some of our most at-risk students and struggling populations.</p> <p>Summative: As teachers observed a number of great lessons, they returned to their teams to collaborate and determine ways to implement some of the effective strategies viewed. As a result, teachers continuously improved and honed their lessons to be more engaging and impactful for our students. These observations have had a positive impact as evidenced through the improvement across the board in our STAAR scores. As our teachers grew in their instructional delivery, student learning improved as well.</p>

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<p>All first-year teachers will participate in classroom observations within their own content areas in order to see certain lessons within the curriculum implemented by a master teacher. TEA Strategic Priority #1</p>	<p>Once per nine weeks for each first year teacher</p>	<p>Observation Notes Rotation Schedule</p>	<p>As part of the new teacher support plan on our campus, the new teacher liaison and administrators intentionally scheduled observation opportunities throughout the year for our new teachers to watch master teachers within their own content areas deliver lessons to a variety of student audiences within their classrooms. Half-day sub codes were provided and times were scheduled and placed on the calendar to ensure that teachers were able to take part in this activity. After the observations, the new teachers debriefed with their mentors, sharing what they saw and discussing how these observations could have an immediate impact on how a lesson could be delivered.</p> <p>Formative: Seeing other teachers implement lessons within their own content areas in a variety of ways was very impactful, and these observations assisted new teachers in gaining a better understanding of what good teaching looks like. The new teachers were able to see how different teachers taught the same lesson, allowing them to glean parts of each observation and then take this information to create their own lesson delivery. The new teachers also discovered some new strategies that, when implemented correctly, could lead to having a greater impact on student learning with some of our most at-risk students and struggling populations.</p> <p>Summative: After new teachers observed a number of great lessons, they returned to their mentors to collaborate and determine ways to implement some of the effective strategies viewed. As a result, new teachers grew in their skills and began to hone their craft. In turn, their lessons developed and became more engaging and impactful for our students. These observations have had a positive impact as evidenced through the improvement across the board in our STAAR scores. As our new teachers grew in their instructional delivery, student learning improved as well.</p>

Critical Action 2

Critical Action: Provide proven intervention to assist students in mastering grade level objectives.

Project Lead:	Administrators (Principal and Assistant Principals) Social Studies Department Chair, Science Department Chair, Math Department Chair, English Department Chair							
Staff, Title I Staff:	Social Studies Department Teachers, Science Department Teachers, Math Department Teachers, English Department Teachers and all Counselors, ESL Teachers, and Special Education Teachers and Elective Teachers							
Materials and Resources:	TEKS, PISD Curriculum, Edugence Data, Remediation Curriculum, Research-Based Strategies (Marzano, SIOP, etc.)							
Targeted Area:	<input checked="" type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 2:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
The math department will implement a double block Algebra 1 program to provide intervention to those students at risk of failure. Focus will be on deeper study of Algebra 1 objectives as well as preparation for the STAAR EOC. TEA Strategic Priority #2	August 2017- June 2018; Daily Classes	Master Schedule Lesson Plans	The math department chair reviewed testing data to determine which students would benefit from taking a double block algebra class. The parents of these students were then contacted and students were scheduled to take part in this opportunity. Formative notes: Smaller teacher to student ratios (16:1) helped students to feel more comfortable in participating. Relevant materials were used, making the classes very engaging for the students, and the class was able to go at a slower pace to ensure that the students had time to master each of the concepts presented. Summative notes: Overall, students benefited from the block classes. The math scores for these students increased, and several of them passed the EOC. The results were very encouraging, as many of the students thrived in this type of class environment. Looking forward to next year, the plan is to continue the block classes with a period in between the two classes rather than having them back to back. This will allow for a math “brain break” which will assist students in maintaining focus.

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<p>Math teachers will increase their use of graphic organizers to assist students with more visual learning styles and needs. TEA Strategic Priority #2</p>	<p>Daily Lessons; Weekly Planning</p>	<p>Lesson Plans Team Meeting Notes</p>	<p>Math teachers utilized many visual tools to assist students in learning math vocabulary, steps in problem solving, etc. Flashcards, diagrams, and graphic organizers were just a few of the tools used.</p> <p>Formative notes: These strategies have been extremely helpful for many students, especially ESL students and all visual learners within the classroom. These graphic organizers and flashcards have become great study tools for the students.</p> <p>Summative notes: These strategies have really assisted the ESL students in making associations between concepts, both concrete and abstract, and their terms. Visual learners have thrived since implementing these pertinent tools because they appeal this type of learning style.</p>
<p>Math teachers will utilize Kagan collaborative strategies and activities to increase student engagement in practice activities. TEA Strategic Priority #2</p>	<p>Daily Lessons Weekly Planning</p>	<p>Lesson Plans Team Meeting Notes</p>	<p>Math teachers have focused on making lessons more interactive and participatory through the implementation of Kagan collaborative strategies this year.</p> <p>Formative Notes: Students have really embraced the shift from a sit and get/worksheet type environment to a more interactive and collaborative learning classroom. Students are learning and discovering together and finding multiple ways to get to the same answer.</p> <p>Summative Notes: The use of collaborative strategies in math classes has taught students how to interact with others and that their way might not be the only way to solve a problem. Students are discovering how to problem solve in an interactive manner rather than in isolation. Both strong and struggling math students are benefitting from this type of learning experience.</p>

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<p>Math teachers will incorporate writing activities in daily work to encourage students to explain their thinking and justifying their answers. TEA Strategic Priority #2</p>	<p>Daily Lessons</p>	<p>Lesson Plans Writing Activities</p>	<p>Math teachers incorporated the use of a reflective journal in their classrooms this year. Students were given opportunities to think and reflect on what they did in class, justifying and/or defending their findings and results in different lessons.</p> <p>Formative notes: The journals seemed to make students evaluate their work and answer questions on why they answered as they did.</p> <p>Summative notes: The use of the reflective journal made students think at a higher level and gain deeper meaning and understanding of the concepts learned.</p>
<p>All teachers will work collaboratively within their teams to identify and implement effective high-yield strategies that are linked to gains in student learning when properly employed. TEA Strategic Priority #2</p>	<p>Weekly Team Meetings</p>	<p>Meeting Agendas PD Session Handouts and Notes</p>	<p>It was determined that focus should be placed on a couple of specific research-based strategy areas in all classes throughout the school year. Marzano strategies and Sheltered Instruction/ESL strategies were selected. Professional development and training were provided throughout the year for the staff, so immediate implementation could occur.</p> <p>Formative notes: Once the strategies were presented to staff, each department met and created an implementation plan that worked best for their content area. Since there are several strategies identified under Marzano and within sheltered instruction, teams were asked to select two or three that they wanted to implement and learn to use effectively throughout the year.</p> <p>Summative notes: By being deliberate and intentional with the implementation of these strategies, teachers began feeling comfortable with how to effectively use them within their classrooms. As teachers saw what a positive impact these strategies were making, they were eager to learn more. As a staff, we will continue to focus on the Marzano strategies and the Sheltered Instruction/ESL strategies in the upcoming year.</p>

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<p>All teachers will collaborate with campus specialists for ESL, CMIT, and SPED to analyze and discuss student data and content standards, identifying the best intervention strategies to use for individual students. TEA Strategic Priorities #1 and #2</p>	<p>Weekly throughout the year</p>	<p>Edugence Data TEKS Content Standards</p>	<p>Teachers in each department have worked closely with our intervention specialists this year to better understand their students’ data in Edugence. In addition, they have unpacked their content standards in an extensive manner to ensure that they have a complete and deep understanding of what students need to be taught.</p> <p>Formative Notes: By having a better understanding of the content standards and their students’ individual data, teachers have been able to make more informed decisions on where they need to focus their lessons and how to target individual interventions for students.</p> <p>Summative Notes: Teachers have developed a deeper understanding and awareness for what TEKS need to be a focus within their lessons by unpacking the content standards within each department. This information has been a powerful tool for teachers because it has given them areas of focus in assisting some of their neediest students. Rather than trying to working with students in all areas, interventions can be precise and targeted based on the standards and student data.</p>
<p>The English department will continue to use writing and academic literacy classes to provide intervention to those students at risk of failure. TEA Strategic Priority #2</p>	<p>August 2017- June 2018; Daily Classes</p>	<p>Master Schedule Lesson Plans</p>	<p>Administration and the English department chair reviewed testing data to determine which students would benefit from taking an academic literacy reading class and/or a technical writing class. These classes were then included in the students’ schedules.</p> <p>Formative notes: Smaller teacher to student ratios helped students to feel more comfortable in participating. Relevant materials were used, making the classes very engaging for the students, and the class focused on specific reading or writing skills and strategies based on student needs.</p> <p>Summative notes: Overall, students benefited from the targeted classes. The English scores for these students</p>

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			<p>increased, and a few of them passed the EOC. The results were very encouraging, as many of the students thrived in this type of class environment. Looking forward to next year, the plan is to continue the academic literacy and writing classes for students identified as needing additional assistance in reading and writing skills.</p>
<p>Focused remediation in math, science, and English will be provided during TAD. These sessions will be focused on standards rather than work completion and be very learner-centered based off of the needs identified within the data for each student involved. TEA Strategic Priority #2</p>	<p>Weekly throughout the year</p>	<p>Remediation Curriculum Plan Remediation Schedule Rosters</p>	<p>The leadership team looked at the testing data to determine the targeted audience for these remediation sessions. Students were then invited to weekly sessions during TAD to focus on specific standards in a very learned-centered environment.</p> <p>Formative notes: Smaller teacher to student ratios helped students to feel more comfortable in participating. Relevant materials were used, making the sessions very engaging for the students.</p> <p>Summative notes: Overall, students benefited from these targeted remediation sessions. Individual gains were made by many of the students involved, and some even passed EOCs in more than one of their targeted areas. Targeted remediation will be continued next year.</p>

Critical Action 3

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

Project Lead:	Administrators (Principal and Assistant Principals) Social Studies Department Chair, Science Department Chair, Math Department Chair, English Department Chair							
Staff, Title I Staff:	Social Studies Department Teachers, Science Department Teachers, Math Department Teachers, English Department Teachers and all Counselors, ESL Teachers, and Special Education Teachers							
Materials and Resources:	TEKS, PISD Curriculum, Edugence Data, Remediation Curriculum, Technology Resources including computers and iPads							
Targeted Area:	<input checked="" type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 3:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
In social studies, teachers will incorporate cross content strategies and concepts, including the use of Bloom’s Taxonomy and academic vocabulary. TEA Strategic Priorities #2 and #3	Weekly team planning mtgs. and bimonthly PLP meetings	Lesson Plans Collaborative Planning Notes	Social studies teachers deliberately embedded the use of HOTS stems and academic vocabulary in their questioning techniques to get all students to think at a higher level. Formative Notes: Discussions at these levels have been engaging and beneficial for students in their learning process. Teachers have been able to formatively assess students in this manner to see if they fully understand the concepts being taught. Summative Notes: Through the discussions mentioned above, students with learning differences have been able to articulate understand at a level that they would find difficult to do in writing. The confidence of these students has increased as a result of the use of this strategy.
All teachers will incorporate the ELPS objectives into their content objective for each lesson. TEA Strategic Priorities #2 and #3	Daily Lessons	Objectives in Lesson Plans	All teachers have been SI trained to learn best practices for ELLs. The ELPs objectives have been embedded and posted along with the content objectives in each classroom. Additionally, the implementation of the practices learned through SI has occurred throughout all contents.

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			<p>Formative Notes: By posting all objectives, students have a better understanding of what they are expected to learn in each lesson. In addition, the best practices learned through SI training are beginning to be implemented in many classrooms.</p> <p>Summative Notes: By posting the objectives, student expectations are clear and students know what they will need to know and be able to do at the end of each lesson. The implementation of the SI best practices has also been beneficial to all students, not just the ESL students, because these strategies include great teaching techniques that can assist all students in their learning process.</p>
<p>Social studies teachers will collaborate with English teachers on commonly used writing strategies and then incorporate these strategies into social studies lessons. TEA Strategic Priority #2</p>	<p>After school collaboration with English teachers during first nine weeks and then ongoing as needed.</p>	<p>Strategy Templates Lesson Plans Meeting Notes and Agenda</p>	<p>All social studies and English teachers on campus have adopted the use of the same graphic organizers for all writing assignments.</p> <p>Formative Notes: The use of the same organizational tool for writing as well as the use of similar techniques in teaching writing in these two contents has helped the students develop a plan for how to develop their ideas in writing.</p> <p>Summative Notes: The continuity of this plan has allowed for students to have consistency in what tools they use to develop their writing. This has been especially helpful for our struggling students in developing their writing skills.</p>
<p>Pre-teaching before units will be implemented in English and science classes. Students will attend specific tutoring sessions that focus on pre-teaching vocabulary and other concepts. This will improve the students' confidence once the unit begins in the classroom. TEA Strategic Priority #2</p>	<p>Week prior to the beginning of a new unit</p>	<p>Lesson Plans Tutorial Plans</p>	<p>Teachers utilized the flipped classroom approach in biology to allow students to get certain information prior to the actual lesson. This took place either at home or during block lunch before the lesson was taught. In English, important vocabulary and pertinent background information was pre-taught prior to beginning a new novel in class. This took place during block lunch tutorials, and at times, during the class prior to the novel introduction.</p>

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			<p>Formative notes: Pre-teaching has definitely been valuable in the understanding of some students. One struggle has been getting the students to come in during block lunch. Because of this, alternate opportunities have been opened up before and after school.</p> <p>Summative notes: Ultimately, struggling students had a much better understanding of the material when certain concepts were pre-taught. This allowed many struggling students the time needed to process important concepts, so they could then connect them to the themes associated with the novel or the lesson within the unit.</p>
<p>Writing workshops will be offered during TAD to particular students who have been identified as high-risk and as having struggles in writing. The workshops will be targeted instruction based on the data for each student attending.</p> <p>TEA Strategic Priority #2</p>	<p>Beginning late fall semester and into spring semester 2018</p>	<p>Edugence Data on Students</p> <p>Remediation Curriculum Plan</p>	<p>Administration looked at the testing data to determine the targeted audience for these workshops. Students were then invited to a series of advisory period workshops to focus on specific types of writing, writing strategies and test-taking tips.</p> <p>Formative notes: Smaller teacher to student ratios helped students to feel more comfortable in participating. Relevant materials were used, making the sessions very engaging for the students.</p> <p>Summative notes: Overall, students benefited from these workshops. The writing scores for these students increased, but, unfortunately, some of them still did not pass. Looking forward to next year, the plan is to include more grammar and reading into the workshops or to do separate workshops for these skills so that students get a better balance of working on all three skills instead of focusing solely on writing.</p>
<p>The English department will continue to work collaboratively with other core departments to train all teachers on how to support writing.</p> <p>TEA Strategic Priority #2</p>	<p>First nine weeks and ongoing support as needed</p>	<p>Meeting Agenda</p> <p>Graphic Organizers</p>	<p>The English team leads worked closely with the social studies department in collaborative efforts in writing. All social studies and English teachers adopted the use of the same graphic organizers for all writing assignments.</p>

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			<p>Formative notes: The use of the same organizational tool for writing as well as the use of similar techniques in teaching writing in these two contents has helped the students develop a plan for how to develop their ideas in writing.</p> <p>Summative notes: English team leads would like to continue collaborative efforts with other contents on campus. Next year, more emphasis will be placed on finding ways to assist math and science teachers in the development of writing within their classrooms.</p>
<p>Science teachers will place emphasis in their lessons on nonlinguistic representation strategies for all students. TEA Strategic Priority #2</p>	<p>Daily Lessons</p>	<p>Lesson Plans</p>	<p>Science teachers utilized many visual tools to assist students in learning vocabulary, models for elements, etc. Flashcards, diagrams, and drawings were just a few of the tools used.</p> <p>Formative notes: These strategies have been extremely helpful for many students, especially ESL students and all visual learners within the classroom. These drawings and flashcards have become great study tools for the students.</p> <p>Summative notes: These strategies have really assisted the ESL students in making associations between concepts, both concrete and abstract, and their terms. Visual learners have thrived off of learning this pertinent tool for their learning style.</p>
<p>The English department will set up a peer tutoring program with the help of NHS and Student Senate. Student tutors will be scheduled to tutor 1 day per week in exchange for service hours. TEA Strategic Priority #2</p>	<p>Weekly Sessions</p>	<p>Tutorial Plan Tutorial Schedule</p>	<p>English teachers created a tutorial schedule including times during TAD and before and after school in which designated English students worked with some of their peers who were struggling on certain math concepts.</p> <p>Formative notes: The struggling students seemed to grasp the concepts more effectively when they were explained by their peers.</p>

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			<p>Summative notes: This type of peer assistance was beneficial to both the “teacher” and the “learner”. The struggling students gained a better understanding of concepts when explained in different ways through the common language of their peers. At the same time, the teaching students gained a deeper understanding of the concepts as they were able to explain the information to someone else, which is one of the highest levels of understanding. This type of tutoring was very effective and will be continued.</p>
<p>Math teachers will continue to do targeted tutorials with students that are at risk for failing the STAAR EOC or who have already failed the STAAR EOC. These students will be selected from a group that is not already in another intervention program. Teachers will meet with the student and contact parents to establish a schedule that will work for the student, either before or after school, or during TAD. TEA Strategic Priority #2</p>	<p>Weekly - 2-3 times per week</p>	<p>Edugence Data on Students Remediation Curriculum Plan</p>	<p>Math department chair and intervention teacher identified students who would benefit most from small group targeted tutorials. Intervention teacher was designated time during 4th period and TAD to do these tutorials on a weekly basis.</p> <p>Formative notes: By studying the data and knowing where each student needs the most assistance, intervention teacher was able to group students appropriately and focus on target areas for each student involved.</p> <p>Summative notes: This type of targeted intervention was very effective. All of the students involved made gains and many also passed the Algebra EOC. The passing rates increased overall for Algebra I EOC and this is one of the strategies that seemed to work best. We will continue with these targeted interventions next year.</p>
<p>The math and science department will incorporate more opportunities for writing in math class. Writing activities will include reflections on work, justifying answers as well as notice and wonder activities. TEA Strategic Priority #2</p>	<p>Daily Lessons</p>	<p>Lesson Plans Writing Activities</p>	<p>Math teachers and science teachers incorporated the use of a reflective journal in their classrooms this year. Students were given opportunities to think and reflect on what they did in class, justifying and/or defending their findings and results in different lessons.</p> <p>Formative notes: The journals seemed to make students evaluate their work and answer questions on why they answered as they did.</p>

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			<p>Summative notes: The use of the reflective journal made students think at a higher level and gain deeper meaning and understanding of the concepts learned.</p>
<p>The ESL department will partner with the Family and Guidance Service department and the multilingual department to host parent informational sessions in Spanish on preparing for college and beyond. Topics will include academics, GPA, college admissions and scholarships. Campus student leaders will serve dinner to the attending families and provide babysitting for the younger siblings while the parents attend each session. TEA Strategic Priorities #2 and #3</p>	<p>3 to 4 sessions throughout the year – one in November, one in January, and 1 or 2 later in the Spring</p>	<p>Session Agendas</p>	<p>The ESL department implemented a series of parent nights geared at educating parents on what their students are learning and how they can become actively involved in the educational process.</p> <p>Formative notes: The ESL department hosted a meet and greet, so teachers could introduce themselves to the parents and talk about what they are doing in their classrooms. Turnout was small, but those that attended were excited and appreciative for this meeting.</p> <p>Summative notes: Meetings this year focused on what is happening in the classroom and how parents can help their students with schoolwork at home. Next year, these meetings will still take place, but would like to expand to include counseling information on GPA, degree plans, college and other alternatives/careers after high school, all with an ESL focus.</p>

Critical Action 4

Critical Action 4: Provide teachers additional supports through professional development opportunities.

Project Lead:	Administrators (Principal and Assistant Principals) Social Studies Department Chair, Science Department Chair, Math Department Chair, English Department Chair							
Staff, Title I Staff:	Social Studies Department Teachers, Science Department Teachers, Math Department Teachers, English Department Teachers and all Counselors, ESL Teachers, and Special Education Teachers and Elective Teachers							
Materials and Resources:	Professional Learning Team, Staff Survey, Google Docs, STAAR Release Tests, Edugence, PD Session Calendar							
Targeted Area:	<input checked="" type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 4:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Professional learning opportunities will be provided on campus throughout the year. Sessions will be determined through a needs assessment completed by the staff. Sessions will be offered at least once monthly. TEA Strategic Priority #1	Once Monthly	PD Calendar Staff Survey Sign in Sheets	At the beginning of the school year, the professional learning team provided a survey to the staff to get feedback on professional development topics that interested them. From this information, a professional development calendar was created, addressing all of the interests of the staff with offering at least once monthly throughout the year. Formative Notes: The teacher survey drove the selection of professional development opportunities offered on campus. Technology and best practices were the main platforms selected for many of the PD offerings. Summative Notes: Teachers enjoyed having professional development offered on campus, and it was an even bigger pleaser for the sessions to address their needs. Teachers were able to take much of the information presented and implement these ideas into the classroom in a timely manner. We will do another PD survey at the beginning of the next school year and plan our calendar for on-campus professional development accordingly.

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<p>In social studies, teachers will attend a number of professional development opportunities that yield 21st century learning, including AP training workshops on differentiation in the classroom. TEA Strategic Priority #1</p>	<p>Fall Semester 2017 and Spring Semester 2018</p>	<p>Session Agendas Session Handouts PD Certificates</p>	<p>The social studies department attended a World Affairs conference at the University of North Texas. In addition, many of the AP teachers attended outside AP conference workshops as well as Heart of AP training within the district.</p> <p>Formative Notes: The Heart of AP training has had a lasting impact on teachers in the ways that they approach teaching AP students from all backgrounds within their classroom. In addition, the World Affairs conference gave some real world connections and applications that could be immediately implemented into the classroom.</p> <p>Summative Notes: Many teachers are scheduled to be attending AP workshops throughout the summer. These workshops will equip our teachers with new tools and strategies that they can utilize within their classrooms next year. Many of the strategies are applicable in all levels of classrooms, not just for AP.</p>
<p>Teachers within core content areas will participate in additional cross-curricular training of “Talk-Read-Talk-Write” on campus. The training will be facilitated by teachers who have already attended the training at the district level. TEA Strategic Priority #1 and #2</p>	<p>Spring Semester 2018</p>	<p>Sign In Sheets Session Handouts Session Agendas</p>	<p>Teachers from all contents attended training either at the campus or district level on the “Talk-Read-Talk-Write” strategy. Teachers then met in teams to determine how this strategy could best be implemented within each content curriculum.</p> <p>Formative Notes: The use of this strategy, especially in social studies and English, has been helpful in assisting students in the development of ideas and deep understanding of a variety of concepts. Having students discuss an article or another content relevant material together has led to a lot of collaborative discovery and understanding. Students then are able to articulate and express these ideas and perspectives through writing as a culminating activity.</p>

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			<p>Summative Notes: Through the implementation of this strategy, students have been able to grow in their collaborative skills. They have learned to appreciate the views and perspectives of others through discussion, and their writing has developed as a result of these conversations. This technique will continue to be used in classrooms next year.</p>
<p>In English, time will be allocated to continue analyzing the STAAR test. From this, teachers will learn how best to work particular skills into their lessons without feeling like they are teaching to the test. TEA Strategic Priority #1 and #2</p>	<p>Monthly Department Meetings</p>	<p>STAAR Release Test Meeting Agendas Notes and Handouts</p>	<p>Throughout the school year, the English department worked to analyze and disaggregate individual student data for each student. This allowed teachers to be intentional and targeted with the skills that they embedded within each of their lessons.</p> <p>Formative Notes: Through analyzing the data, teachers have been able to focus on areas of skill where students need the most growth. Teachers have been able to individualize their lessons to meet the needs of each of their students.</p> <p>Summative Notes: Overall, students benefitted from the targeted instruction within the classroom. Teachers better understood where students were in their skill sets, and they were able to develop lessons to focus on the areas where they needed the most growth. Instruction was differentiated based on the needs, and as a result, students made gains. Teachers will continue to analyze and better understand the data and the individual results for each of their students next year.</p>
<p>Teachers will take part in several sessions on social emotional learning. These sessions will be led by our social emotional learning specialist during all-campus staff meetings. TEA Strategic Priority #1</p>	<p>2 Fall Semester 2017 and 2 in Spring semester 2018</p>	<p>Session Agendas Session Handouts Sign In Sheets</p>	<p>This year, our campus implemented a new initiative on social emotional learning. This initiative impacted how teachers and administrators interacted with students and how they addressed discipline issues. In order for staff to have a better understanding of what social emotional learning is and how to use it, a book study and professional development sessions on this topic were held for our staff throughout the year.</p>

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			<p>Formative: The social emotional specialist new to our campus introduced these concepts through interactions with the administrative staff and small teams of teachers at the beginning of the year, but there was some resistance to the use of this type of intervention at first. Toward the end of the first semester, the SEL specialist and a district expert on this concept led a book study for the staff. After reading the first few chapters and meeting as a staff to discuss the content, staff began to see how social emotional learning could be very beneficial to many of our students, and they began implementing many of the strategies with their students in class. The SEL specialist also began meeting with many classes and going through some of the SEL exercises in a whole class format.</p> <p>Summative: Throughout the remainder of the year, staff members gleaned a better understanding of social emotional learning and how it could positively impact their classrooms. Staff members grew in their knowledge of SEL through the remainder of the book study and professional development sessions. Many discipline situations were deescalated through the use of SEL strategies. The SEL specialist continued to be a great support for our students and staff and assisted whenever needed. The implementation of SEL on our campus has led to many positive outcomes.</p>

Critical Action Addressing Missed State Safeguards

Critical Actions to Address Missed State Safeguards:

- Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P³A Best Practice #17)
- Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P³A Best Practice #13)
- Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P³A Best Practice #14)

Project Lead:	Administrators (Principal and Assistant Principals) Social Studies Department Chair, Science Department Chair, Math Department Chair, English Department Chair							
Staff, Title I Staff:	Social Studies Department Teachers, Science Department Teachers, Math Department Teachers, English Department Teachers and all Counselors, ESL Teachers, and Special Education Teachers and Elective Teachers							
Materials and Resources:	TEKS, PISD Curriculum, Edugence Data, Remediation Curriculum, Technology Resources including computers and iPads							
Targeted Area:	<input checked="" type="checkbox"/> School Wide	<input checked="" 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 Actions to Address Missed State Safeguards:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>SW #17 - Proactively develop intervention plans for students performing below grade level</p> <p>All teachers will work collaboratively within their teams to identify and implement effective high-yield strategies that are linked to gains in student learning when properly employed. TEA Strategic Priority #2</p>	<p>Weekly Team Meetings</p>	<p>Meeting Agendas PD Session Handouts and Notes</p>	<p>It was determined that focus should be placed on a couple of specific research-based strategy areas in all classes throughout the school year. Marzano strategies and Sheltered Instruction/ESL strategies were selected. Professional development and training were provided throughout the year for the staff, so immediate implementation could occur.</p> <p>Formative notes: Once the strategies were presented to staff, each department met and created an implementation plan that worked best for their content area. Since there are several strategies identified under Marzano and within sheltered instruction, teams were asked to select two or three that they wanted to implement and learn to use effectively throughout the year.</p> <p>Summative notes: By being deliberate and intentional with the implementation of these strategies, teachers</p>

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<p>All teachers will collaborate with campus specialists for ESL, CMIT, and SPED to analyze and discuss student data and content standards, identifying the best intervention strategies to use for individual students. TEA Strategic Priorities #1 and #2</p>	<p>Weekly throughout the year</p>	<p>Edugence Data TEKS Content Standards</p>	<p>began feeling comfortable with how to effectively use them within their classrooms. As teachers saw what a positive impact these strategies were making, they were eager to learn more. As a staff, we will continue to focus on the Marzano strategies and the Sheltered Instruction/ESL strategies in the upcoming year.</p> <p>Teachers in each department have worked closely with our intervention specialists this year to better understand their students’ data in Edugence. In addition, they have unpacked their content standards in an extensive manner to ensure that they have a complete and deep understanding of what students need to be taught.</p> <p>Formative Notes: By having a better understanding of the content standards and their students’ individual data, teachers have been able to make more informed decisions on where they need to focus their lessons and how to target individual interventions for students.</p> <p>Summative Notes: Teachers have developed a deeper understanding and awareness for what TEKS need to be a focus within their lessons by unpacking the content standards within each department. This information has been a powerful tool for teachers because it has given them areas of focus in assisting some of their neediest students. Rather than trying to working with students in all areas, interventions can be precise and targeted based on the standards and student data.</p>
<p>SW #17 - Provide proactive support for students performing below grade level</p> <p>Focused remediation in math, science, and English will be provided during TAD. These sessions will be focused on standards rather than work completion and be very learner-</p>	<p>Weekly throughout the year</p>	<p>Curriculum Plan Remediation Lessons Schedule Rosters</p>	<p>The leadership team looked at the testing data to determine the targeted audience for these remediation sessions. Students were then invited to weekly sessions during TAD to focus on specific standards in a very learned-centered environment.</p>

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<p>centered based off of the needs identified within the data for each student involved. TEA Strategic Priority #2</p> <p>Writing workshops will be offered during TAD to particular students who have been identified as high-risk and as having struggles in writing. The workshops will be targeted instruction based on the data for each student attending. TEA Strategic Priority #2</p>	<p>Spring Semester – every Saturday until testing</p>	<p>Curriculum Plan Remediation Schedule Rosters</p>	<p>Formative notes: Smaller teacher to student ratios helped students to feel more comfortable in participating. Relevant materials were used, making the sessions very engaging for the students.</p> <p>Summative notes: Overall, students benefited from these targeted remediation sessions. Individual gains were made by many of the students involved, and some even passed EOCs in more than one of their targeted areas. Targeted remediation will be continued next year.</p> <p>Administration looked at the testing data to determine the targeted audience for these workshops. Students were then invited to a series of workshops during advisory period to focus on specific types of writing, writing strategies and test-taking tips.</p> <p>Formative notes: Smaller teacher to student ratios helped students to feel more comfortable in participating. Relevant materials were used, making the sessions very engaging for the students.</p> <p>Summative notes: Overall, students benefited from these workshops. The writing scores for these students increased, but, unfortunately, some of them still did not pass. Looking forward to next year, the plan is to include more grammar and reading into the workshops or to do separate workshops for these skills so that students get a better balance of working on all three skills instead of focusing solely on writing.</p>
<p>SW #17 - Provide academic support aligned with the district curriculum</p> <p>The English department will continue to use writing and academic literacy classes to provide intervention to those students at risk of failure. TEA Strategic Priority #2</p>	<p>August 2017-June 2018; Daily Classes</p>	<p>Master schedule Lesson Plans</p>	<p>Administration and the English department chair reviewed testing data to determine which students would benefit from taking an academic literacy reading class and/or a technical writing class. These classes were then included in the students' schedules.</p>

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			<p>Formative notes: Smaller teacher to student ratios helped students to feel more comfortable in participating. Relevant materials were used, making the classes very engaging for the students, and the class focused on specific reading or writing skills and strategies based on student needs.</p> <p>Summative notes: Overall, students benefited from the targeted classes. The English scores for these students increased, and a few of them passed the EOC. The results were very encouraging, as many of the students thrived in this type of class environment. Looking forward to next year, the plan is to continue the academic literacy and writing classes for students identified as needing additional assistance in reading and writing skills.</p>
<p>SW #17 - Evaluate the effectiveness of student interventions</p> <p>All teachers will collaborate with campus specialists for ESL, CMIT, and SPED to analyze and discuss student data and content standards, identifying the best intervention strategies to use for individual students. TEA Strategic Priorities #1 and #2</p>	<p>Weekly throughout the year</p>	<p>Edugence Data TEKS Content Standards</p>	<p>Teachers in each department have worked closely with our intervention specialists this year to better understand their students' data in Edugence. In addition, they have unpacked their content standards in an extensive manner to ensure that they have a complete and deep understanding of what students need to be taught.</p> <p>Formative Notes: By having a better understanding of the content standards and their students' individual data, teachers have been able to make more informed decisions on where they need to focus their lessons and how to target individual interventions for students.</p> <p>Summative Notes: Teachers have developed a deeper understanding and awareness for what TEKS need to be a focus within their lessons by unpacking the content standards within each department. This information has been a powerful tool for teachers because it has given them areas of focus in assisting some of their neediest</p>

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			<p>students. Rather than trying to working with students in all areas, interventions can be precise and targeted based on the standards and student data.</p>
<p>CL #13 - Provide tutorials that target specific objectives</p> <p>Focused remediation in math, science, and English will be provided during TAD. These sessions will be focused on standards rather than work completion and be very learner-centered based off of the needs identified within the data for each student involved. TEA Strategic Priority #2</p>	<p>Weekly throughout the year</p>	<p>Curriculum Plan Remediation Schedule Rosters</p>	<p>The leadership team looked at the testing data to determine the targeted audience for these remediation sessions. Students were then invited to weekly sessions during TAD to focus on specific standards in a very learned-centered environment.</p> <p>Formative notes: Smaller teacher to student ratios helped students to feel more comfortable in participating. Relevant materials were used, making the sessions very engaging for the students.</p> <p>Summative notes: Overall, students benefited from these targeted remediation sessions. Individual gains were made by many of the students involved, and some even passed EOCs in more than one of their targeted areas. Targeted remediation will be continued next year.</p>
<p>CL #13 - Train and use peer tutors to support student</p> <p>The English department will set up a peer tutoring program with the help of NHS and Student Senate. Student tutors will be scheduled to tutor 1 day per week in exchange for service hours. TEA Strategy Priority #2</p>	<p>Weekly Sessions</p>	<p>Tutorial Plan Tutorial Schedule</p>	<p>English teachers created a tutorial schedule including times during block lunch and before and after school in which designated English students worked with some of their peers who were struggling on certain math and science concepts.</p> <p>Formative notes: The struggling students seemed to grasp the concepts more effectively when they were explained by their peers.</p> <p>Summative notes: This type of peer assistance was beneficial to both the “teacher” and the “learner”. The struggling students gained a better understanding of concepts when explained in different ways through the common language of their peers. At the same time, the</p>

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			<p>teaching students gained a deeper understanding of the concepts as they were able to explain the information to someone else, which is one of the highest levels of understanding. This type of tutoring was very effective and will be continued.</p>
<p>CL #14 - Seek support from team members to assist students performing below grade level</p> <p>All teachers will work collaboratively within their teams to identify and implement effective high-yield strategies that are linked to gains in student learning when properly employed. TEA Strategic Priority #2</p>	<p>Weekly Team Meetings</p>	<p>Meeting Agendas PD Session Handouts and Notes</p>	<p>It was determined that focus should be placed on a couple of specific research-based strategy areas in all classes throughout the school year. Marzano strategies and Sheltered Instruction/ESL strategies were selected. Professional development and training were provided throughout the year for the staff, so immediate implementation could occur.</p> <p>Formative notes: Once the strategies were presented to staff, each department met and created an implementation plan that worked best for their content area. Since there are several strategies identified under Marzano and within sheltered instruction, teams were asked to select two or three that they wanted to implement and learn to use effectively throughout the year.</p> <p>Summative notes: By being deliberate and intentional with the implementation of these strategies, teachers began feeling comfortable with how to effectively use them within their classrooms. As teachers saw what a positive impact these strategies were making, they were eager to learn more. As a staff, we will continue to focus on the Marzano strategies and the Sheltered Instruction/ESL strategies in the upcoming year.</p>
<p>CL #14 - Seek support from multiple staff members</p> <p>All teachers will collaborate with campus specialists for ESL, CMIT, and SPED to analyze and discuss student data and content standards, identifying the best intervention</p>	<p>Weekly throughout the year</p>	<p>Edugence Data TEKS Content Standards</p>	<p>Teachers in each department have worked closely with our intervention specialists this year to better understand their students' data in Edugence. In addition, they have unpacked their content standards in an</p>

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<p>strategies to use for individual students. TEA Strategic Priorities #1 and #2</p>			<p>extensive manner to ensure that they have a complete and deep understanding of what students need to be taught.</p> <p>Formative Notes: By having a better understanding of the content standards and their students' individual data, teachers have been able to make more informed decisions on where they need to focus their lessons and how to target individual interventions for students.</p> <p>Summative Notes: Teachers have developed a deeper understanding and awareness for what TEKS need to be a focus within their lessons by unpacking the content standards within each department. This information has been a powerful tool for teachers because it has given them areas of focus in assisting some of their neediest students. Rather than trying to working with students in all areas, interventions can be precise and targeted based on the standards and student data.</p>
<p>CL #14 - Seek support from parents</p> <p>Partner with the PTSA and host parent informational sessions on high school credits and requirements for graduation and post-secondary readiness. Topics will include how parents can help their struggling student at home. TEA Strategic Priority #2 and #3</p>	<p>1 time per semester</p>	<p>Meeting Agenda Sample Lessons</p>	<p>We implemented a couple of parent nights, one in the fall and one in the spring, geared toward educating parents on high school credits, graduation requirements, and post-secondary readiness. These meetings along with the one-on-one academic conferences through the counseling department educated parents on the variety of graduation pathways and how they can become actively involved in their student's educational process.</p> <p>Formative Notes: PTSA hosted the fall meeting in conjunction with open house. This allowed parents to come and meet their student's teachers and, at the same time, learn about the graduation requirements that their students need to meet throughout their high school career as well as some ways to assist their students in the transition to high school. Turnout was</p>

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			<p>good, and those that attended received a wealth of valuable information.</p> <p>Summative: Meetings this year focused on graduation requirements and the career pathways that the variety of graduation plans offer. Next year, these meetings will continue next year, but our counselors would like to place more emphasis on post-secondary options available to all students.</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. (Required Action Steps per 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.	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Administrative staff has identified high risk areas.
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	All staff members are assigned duty times, so they can monitor high risk areas throughout each day.
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Staff and admin follow and implement campus rules and expectations.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	All staff completed their safe schools modules by the December 2016 deadline.
	Review referral process.	Principal or designee	Campus referral plan	The campus referral process is reviewed on an annual basis and shared with staff at the beginning of each year.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	All staff follow the discipline management plan.
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	The referral process is implemented and followed throughout the year by all staff. All staff participate in monitoring and referring students for incidents as necessary.
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Consequences are assigned, review of student placement when and if incident is severe or behavior is persistent

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

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

Parent Involvement

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

Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline 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 other electronic information.	Counselors, CIS Liaison, and Administrators	August-September 2017, and as new students enroll	Most parents have access to parent portal. We provide an opportunity each year on schedule pick up day for parents to use our computer labs to register if they have not already done so.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access.	Counselors, CIS Liaison, and Administrators	August-September 2017, and as new students enroll	Paper copies are offered at schedule pick up for those who do not have computer access. Additionally, our counseling staff identify these parents, so paper copies of grade reports and other items can be sent throughout the year.
Upgrade and maintain the campus website for easy access and increased communication with the community.	Librarian, Campus Webmaster	August-September 2017, and as the need arises	Our website is maintained and updated regularly.
Communicate information through eNews and through hard copies when internet access is not available.	Office Staff	Updated weekly	eNews is sent out biweekly, and special eNews editions are sent out as needed.
Utilize social media to keep parents and community informed.	Librarian, Webmaster, and Teachers (send info)	As the need arises	Williams uses an array of social media to keep the community informed. Williams uses facebook and twitter accounts. They are updated and maintained by our librarian. Teachers use Google classroom to communicate with students and parents about class information.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Principal, Assistant Principal	Second Wednesday of each month	Ms. Martinez and/or one of the assistant principals meet monthly with the PTSA board.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	Admin Team and Counselors	Various dates throughout the year	PTSA sponsors programs throughout the year for parents on a myriad of topics including many post-secondary readiness programs.
Partner with the Family and Guidance Service department and the multilingual department to host parent informational sessions on preparing for college and beyond. Sessions will be	ESL teachers, department chairs, counselors, student	3 to 4 sessions beginning in November	The ESL department implemented a series of parent nights geared at educating parents on what their students are learning, how they can become actively

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
held in English and in Spanish on different nights. Topics will include academics, GPA, college admissions and scholarships.	leaders/food, booklets, games		involved in the educational process and steps to take for their college-bound students.

Transition

Critical Action Step: The campus will assist students in making a successful transition between high school (grades 9 and 10) to senior high school (grades 11-12).

Strategies for Accomplishing Transition Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Academic Conferences - Counselors meet with parents and students to monitor academic progress and work with students to achieve academic goals.	Counselors, Academic Specialist, SPED Dept. Chair and Administrators	August-September 2017, and as new students enroll and then again in January/February 2018	Williams counselors met with each of our students and their parents at an appointed time to discuss grades, credits, and course schedule for the upcoming school year.
The campus guidance program includes the college admission process, college entrance exams, letters of recommendation, college financial planning nights, and other post-secondary plans.	CIS Liaison, Counselors, and Administrators	Various parent nights and student programs scheduled dates throughout the year	When counselors conducted individual academic conferences with students and parents, they discussed college entrance and post-secondary readiness along with the student's academic goals. In addition, counselors gave presentations throughout the year on these topics.
The campus will provide website links and offer hard copies for: PISD's University Ready Program; Naviance; and the College Board Website.	Counseling Staff and Administrators	Throughout the year	Information on College Board, Naviance, and University Readiness Programs was provided during academic conferences and throughout the year at student and/or parent request.
The campus will provide information to Career Path Classes and certification information to students and parents.	Counseling Staff and Administrators	Throughout the school year and as requested	During academic conferences, counselors provided information on career pathways and certifications based on the students' post-secondary goals. This information was also provided per student or parent request at any time during the school year.
The campus guidance program will include both parent and student programs that address the pressure and stress students face at school and at home. (i.e. suicide prevention)	Counseling Staff Administrators, and CIS Liaison	Various scheduled dates throughout the school year	Counselors scheduled speakers throughout the year to come in and discuss topics like stress, anxiety, and depression as well as other mental health issues. Parents and students were both given the opportunity to attend these presentations.

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 2017 to May 2018	The human resource department arranges recruiting trips, and our principal took part in one this year.
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend.	Monthly Bilingual Stipends, July 2017 to June 2018	Williams does not have a bilingual program, but we do provide a strong ESL program for our English language learners.
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses.	August 2017 to May 2018	Williams had one student teacher in biology this year. She completed her student teaching in the spring.
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators.	July 2017 to June 2018	Williams teachers, staff, and administration take part in all required professional development opportunities offered through the district.
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards.	July 2017 to June 2018	All Williams High School teachers meet the state certification and highly qualified standards.