



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

W. A. Vines High School

Principal: **Shauna Sanchez**

Mission Statement:

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

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): **Wednesday, September 20, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Wednesday, January 17, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Wednesday, May 23, 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
Laura Spear, Meredith Smith, Angeliqve Voss, Laurie Liefer	Faculty Member	2016-2017	X	X	X
Debbie Schmittou	Faculty Member	2016-2017	X	X	X
Teresa Reynolds	Faculty Member	2015-2016		X	X
Traci Borsattino, Ellen Miller-Watts, Lane Pippin	Faculty Member	2016-2017	X	X	X
Trevor Dean, Jessica Mancilla	Faculty Member	2016-2017	X	X	
Glenna Pollett	Faculty Member, Special Ed	2016-2017		X	X
Shauna Sanchez	Principal	2010-2011	X	X	X
Tamara Wooten	District Professional	2017-2018		X	X
Melissa Crane, Reuben Davis, Tonelli Hatley	Campus Professional, Non-teaching	2009-2010	X	X	X
Carmen Eriksson	Support Staff Member	2016-2017			
Nick Carroccio	Parent-Selected by PTA	2017-2018	X		
	Parent-Selected by Principal	2017-2018			
Beverly Zetsche	Parent	2016-2017	X	X	X
Keisha Williams	Parent	2017-2018	X		
Donna Bateman	Parent	2017-2018	X	X	X
Tafach Abderazik	Parent	2017-2018	X		X
Dan Fay	Community Member	2016-2017		X	X
Vanessa Ferrara	Community Member	2016-2017	X	X	X
Daniel Njenga (Njenga CPA)	Business Representative	2017-2018	X		
Destiny Mitchell (Piada Italian Street Food)	Business Representative	2017-2018			
Lizbeth DeLeon, Joseph Menditto	Student	2017-2018	X	X	X
Rachel Mannon, Jahleel Landrum	Student	2017-2018	X	X	X
	Ad Hoc Member ^{Optional}	N/A			

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. Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. (BP 17)
2. Define high-yield instructional strategies and reinforce their use in all classrooms. (BP 11)
3.
4.
<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: Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. (BP 17)

Project Lead:	PLC Administrators, Math, Science, Social Studies, ELA Department Heads, and All Core Subject Team Leaders							
Staff, Title I Staff:	Eng 1 & 2, Biology, Chemistry, Algebra 1, 2, Geometry, World Geography, and World History Teachers							
Materials and Resources:	TEKS, PISD Curriculum Planner, Textbooks, Online Resources							
Targeted Area:	<input type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 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
<p>Proactively develop intervention plans for students performing below grade level</p> <ol style="list-style-type: none"> 1. Create and share a written intervention plan that clearly identifies the school-level support used to assist students who enter a class at a below-grade achievement level. This action ensures that you are beginning to develop what is commonly referred to as a pyramid of interventions—layered support at the district, school, and classroom levels to ensure all students reach high standards of achievement. 2. Develop, distribute, and implement the plan to provide this remediation beyond the classroom teacher for students entering a classroom below grade level. * It is critical for all staff, parents, and students to be aware that a well-constructed and effective school-level intervention plan is in place and will be enacted for these students. *Students who are performing below grade level are going to require remediation beyond the classroom teacher if they are to get back on track. 3. Use student assessment data and teacher input to identify the students at each grade level in your school who are going to require additional instructional supports from the first day of the school year. Ensure that these students receive these services. 	<p>Weekly Team Meetings; Each 9 weeks grading period</p>	<p>Progress reports Edugence Student Grades</p>	<p>Vines will identify students needing assistance with finding success in the academic setting.</p> <p>Formative Notes:</p> <ol style="list-style-type: none"> 1. Identify students needing intervention at the 9 weeks grading period so interventions can be implemented early. 2. Implement an academic plan for students needing support in the classroom. <p>Summative Notes:</p> <ol style="list-style-type: none"> 1. Students identified at various times during the year by our Special Education department and Academic Specialist to create a plan of success for students needing intervention. 2. Special Education met every 3 weeks to go over students failing any course and develop a plan of action to be carried out by the case manager. 3. ELA completes action step 3 to find students who would benefit from extra support in the form of an Academic Literacy class, which provides extra time and practice by mirroring skills used in the ELA classroom. This class is growing in effectiveness every year! It is intended to increase student ELA STAAR scores.

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			<p>4. Math students who were struggling were identified throughout the 9 week grading period. A formal letter was sent home to parents specifying the area that needed improvement. The letter had to be signed by the parent. Also a specific time was stated for the student to come for tutorials during block lunch at least 3 times each week.</p>
<p>Provide proactive support for students performing below grade level</p> <ol style="list-style-type: none"> 1. Provide just-in-time support to ensure that students who are performing below grade level gain the specific prerequisite skills needed before they are introduced to new content. That is, to move all students to higher levels of achievement, you must concentrate on both the level of instruction in every classroom and the required remediation to allow students to successfully engage in that instruction. Students must be taught at grade level while simultaneously receiving the necessary review and reinforcement to master the grade-level prerequisites. For example, students entering a sixth-grade math classroom performing below grade level must receive intensive intervention if they are to be taught at grade level. And, if they are not taught at grade level, they will never be able to get back on track to grade-level performance. All of the learning gaps cannot be addressed immediately. 2. Ensure that each unit of study (no longer than nine weeks) in all core content areas has been carefully analyzed to determine what necessary prerequisite skills students must possess to be able to engage with the new learning content successfully. Use pre-assessments designed around these prerequisite skills so that teachers can know whether students in their classrooms have the necessary skills for the new content. 3. Structure specific instruction opportunities for the prerequisite skills in tutorial sessions that precede the new unit of study. Have students from across classrooms who need this instruction take part in the tutorials. 	<p>Weekly tutorials; lunch tutorials, tutorial bus grant</p>	<p>Tutorial sign in sheet Academic PLC calendar</p>	<p>Vines will offer tutorials for students performing below grade level.</p> <p>Formative Notes:</p> <ol style="list-style-type: none"> 1. Provide tutorials 2. Implement STAAR EOC activities to address academic gaps in the necessary objectives. <p>Summative Notes:</p> <ol style="list-style-type: none"> 1. Tutorials are provided on a weekly basis for all classes. 2. Biology students who were at risk of failing the STAAR were identified and placed in small groups during review rotations so that their review sessions could be tailored to fit individual needs. 3. STAAR EOC Science activities were used to address gaps. Continue to come up with alternatives to help students who have problems attending before/after school tutorials. 4. Science teachers use formative assessments such as concept checks to ascertain whether or not students are understanding material before reaching a culminating activity. This is an effective strategy.

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			5. Tutorials provided during block lunch are more effective than traditional morning and afternoon tutorials for all subject areas. All subject areas experienced an increase in attendance while Block Lunch was being observed. 6. Tutorials were provided during block lunch. Also a week was devoted to reviewing for the EOC and the spring semester exam in the Math Department. After EOC Algebra students reviewed previous concepts and relearned concepts such as radicals to help transition to Geometry next year.
<p>Proactively develop intervention plans for students demonstrating early mastery of the curriculum</p> <p>1. Brainstorm with your leadership team to determine what school-level support you might be able to provide for teachers whose students demonstrate early mastery of any given unit of study. Keep in mind that this is support for students demonstrating early mastery of specific academic objectives, not formal gifted programming/identification.*</p> <p>*Many of the same strategies and techniques used in the gifted programs may serve some of these students well also.</p> <p>2. Clarify the methods teachers might use to identify early mastery. The best method is obviously to provide a pre-assessment of the knowledge and skills that will be taught in the unit. Some students may have already mastered the objectives for a particular unit of study. These are the students you want to serve through your intervention program.</p> <p>3. Choose one of the support options from your brainstorming session to implement during the current school year. Consider options such as 1) regrouping students across teachers for a unit of study to let those students who have already mastered the material work on more advanced structured learning projects, or 2) providing specialized computer software that extends learning relative to the specific</p>	Weekly PLC Meeting	Weekly PLC Agenda; Project Rubrics; Extracurricular clubs; Science Fair	Vines will work through PLC groups to establish strategies and opportunities for student engagement for those students who demonstrate early mastery of the academic objectives. Formative Notes: <ol style="list-style-type: none"> Teachers will identify specific learning strategies for students who demonstrate early mastery and implement those strategies that would work effectively with their particular curriculum. Advanced students tutor lower level students. Extra credit projects Provide flexible options for presentations. Summative Notes: <ol style="list-style-type: none"> Students in Honors Science classes are required to complete an IRP (Individual Research Project) based on a student selected topic. The way they chose to present their research was flexible. Teachers utilized study halls, Block Lunch, and provide opportunities in class for individual

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<p>academic objectives being taught. Teachers will be far more willing to assess students to determine early mastery if they are confident that there are strong alternatives in place for those who do.</p>			<p>help while other students are working on something as a group.</p> <ol style="list-style-type: none"> 3. In some classes, students are provided choices in their culminating assessments (such as Humanities). This produces more unique products and allow for creative freedom which allows students to feel more invested. 4. Although individual departments may have involved advanced students to tutor struggling peers, it was not implemented school-wide. 5. The campus will continue to work on implementing these action steps.
<p>Provide enhanced learning opportunities for students demonstrating early mastery of the curriculum</p> <ol style="list-style-type: none"> 1. Ensure that any school-level learning opportunity* you provide for students who demonstrate early mastery of the stated curriculum** extends their thinking about the standard(s) being studied. A classic error when providing additional activities for early-mastery students is to give them more of the same. Extended learning opportunities and activities should be carefully crafted to require deeper levels of thinking and investigation relative to the same standard for which they have demonstrated mastery. <p>*These learning opportunities and support systems should go above and beyond the extensions offered individually by classroom teachers. **Remember that this type of support requires a very fluid process with pre-assessment options that identify students for conceivably short periods of time (one to two weeks) and should not be confused with formal gifted identification or programming.</p> <ol style="list-style-type: none"> 2. Begin by studying the academic objectives for any given unit of study. Determine what types of knowledge and skills students would be developing if their learning was to be taken to a deeper level. For example, if students were to have read an assigned piece and to summarize the conflicting opinions in the piece, the extended activity may ask students to select one of the opinions and to defend it. Or, students might be asked to select one of the opinions and prepare to 	<p>Weekly PLC Meetings</p>	<p>Weekly PLC Agenda; Project Rubrics</p>	<p>Vines teachers will build in enhanced learning activities for students who demonstrate early mastery.</p> <p>Formative Notes:</p> <ol style="list-style-type: none"> 1. PLCs will work together to create learning activities for students demonstrating early mastery. <p>Summative Notes:</p> <ol style="list-style-type: none"> 1. Vines Math Department promotes Khan Academy and Think Through Math for resources outside the classroom. 2. PLCs meet every week to work together. This is an effective strategy as teachers use the time to discuss the effectiveness of assignments and the best ways to implement assignments. New ideas are shared and discussed, which always benefits students. 3. Vines Social Studies Department promote the “Crash course” series and Khan Academy for resources outside the classroom.

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<p>debate with another student who chose a differing opinion. School-level supports provide activities and ideas for teachers to use for specific extensions to each academic objective.</p> <p>3. Determine your course of action to begin providing intellectually demanding learning opportunities for students who demonstrate early mastery of specific curricular content.</p>			
<p>Provide academic support aligned with the district curriculum</p> <p>1. Examine any school-level interventions to make certain that they are tightly aligned with the academic objectives of the district's written curriculum that are being addressed in the classrooms. It is imperative that all support is tightly aligned with the specific academic objectives students need to master. (Of course, to do this, you must know exactly what it is that students need to know and be able to do and which students lack this knowledge or these skills.)</p> <p>2. Avoid the common error of providing general support such as after-school tutoring that is not specifically aligned to the current learning objectives being addressed.</p> <p>3. Make sure that every instructional minute within school-level interventions is aligned to the academic objectives of the district's written curriculum and tightly coordinated across school organizational levels (i.e., district, school, and classroom).</p>	<p>Weekly CMIT meetings</p>	<p>CMIT Agenda/Minutes</p>	<p>Vines PLCs will create opportunities for students to receive additional support outside of after school tutorials.</p> <p>Formative Notes:</p> <ol style="list-style-type: none"> 1. PLCs will develop interventions that incorporate academic objectives while supporting students in need of additional supports outside of after school tutorials. <p>Summative Notes:</p> <ol style="list-style-type: none"> 1. Many students were able to receive support outside of afterschool tutorials by attending Block Lunch tutorials. 2. Vines Math Department promotes Khan Academy and Think Through Math for resources outside the classroom. 3. Science teachers have very actively used Google Classroom sites that provide notes, PPTs, videos, answer keys, reviews, Kahoots, etc. for students to find support outside the classroom. Students are also able to leave comments/have discussions/directly message the teacher on the site. 4. This step could use some more work. We need to use PLCs not just for discussing implementation of curriculum, but student support outside the regular class period.

<p style="text-align: center;">Action Step</p> <p>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</p>	<p style="text-align: center;">Implementation Timeline per Action Step</p>	<p style="text-align: center;">Implementation Evidence per Action Step</p>	<p style="text-align: center;">Formative & Summative Notes per Action Step</p>
<p>Evaluate the effectiveness of student interventions</p> <ol style="list-style-type: none"> 1. Determine how you will evaluate the effectiveness of any school-level learning interventions that you provide. For any support programs, strategies, or materials—for students who are performing below-grade level or for students who need extended learning opportunities—clearly identify the processes that you will use to determine if the support led to improved outcomes. 2. Attempt to tie any evaluation to demonstrated student performance (e.g., increased mastery levels for students who received the intervention that were greater than gains for students who did not). While any causal relationships (between the intervention and the improved outcome) will be difficult, if not impossible, to prove, you should construct the most rigorous evaluation processes possible. 3. Abandon interventions that do not result in increased student performance 	<p>Semester Exams Item Analysis; Spring 2018 EOC Scores</p>	<p>STAAR Results</p>	<p>Vines teachers and administrators will evaluate the effectiveness of student interventions</p> <p>Formative Notes:</p> <ol style="list-style-type: none"> 1. Analyze the item analysis of assessments to determine if interventions are successful. 2. Analyze Spring EOC scores to determine which interventions need to be adjusted. <p>Summative Notes:</p> <ol style="list-style-type: none"> 1. Some departments utilized ZipGrade to help identify learning gaps and provided opportunities for reteaching.

Critical Action 2

Critical Action: Define high-yield instructional strategies and reinforce their use in all classrooms. (BP 11)

Project Lead:	PLC Administrators, Math, Science, Social Studies, ELA Department Heads, and All Core Subject Team Leaders							
Staff, Title I Staff:	Eng 1 & 2, Biology, Chemistry, Algebra 1, 2, Geometry, World Geography, and World History Teachers							
Materials and Resources:	TEKS, PISD Curriculum Planner, Textbooks, Online Resources							
Targeted Area:	<input type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 2:

Action Step 7. 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>Promote a common understanding of high-yield instructional strategies</p> <p>1. Work collaboratively with teachers to identify a set of high-yield instructional strategies* that all teachers will master and use in their classrooms. The chosen strategies must have supporting research that links their use to gains in student learning when properly employed (e.g., mastery teaching, development of higher-order thinking skills, flexible grouping).</p> <p>*For instance, see Marzano, R., Pickering, D., & Pollock, J. (2001). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement. Denver, CO: McREL.</p> <p>2. Determine how many strategies you will include on your school-wide list.** Next, list the set of competencies that teachers must have to be skilled in each instructional strategy. This practice provides an excellent opportunity for teachers to collaborate across subjects and grades.</p> <p>**Start with a list of no greater than three strategies. Once competencies for each strategy have been determined, assess which teachers need training with which strategies. Some teachers may have already mastered all three. Others will need work to build competencies in all three. Be certain that you customize the training to teachers' current skill levels.</p> <p>3. Determine how leaders will ensure that all faculty members are skilled in the use of the identified strategy. Perhaps teachers who</p>	<p>PLC weekly meetings</p>	<p>PLC Agenda – 3 strategies identified.</p>	<p>Vines will promote a common understanding of high-yield instructional strategies.</p> <p>Formative Notes:</p> <ol style="list-style-type: none"> 1. Administrators and PLC groups will identify 3 high yield instructional strategies. 2. Administrators will analyze information from various PLC groups to determine the 3 high yield strategies that will be implemented school wide. <p>Summative Notes:</p> <ol style="list-style-type: none"> 1. Some departments completed book studies to enhance/improve student learning through the use of new strategies. 2. Some departments participated in book clubs which provided teachers additional instructional strategies in the classroom. In addition, some teachers have attended conferences which provide ideas for improvement in the classroom. These both give teachers high yield instructional strategies to use in the classroom.

Action Step 7. 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>demonstrate the strongest skills in each strategy can lead brief sessions across a number of weeks for colleagues. Carefully structure the opportunity for all teachers to master the instructional strategies that have been identified as important for all staff members to employ. This support might include master teachers, instructional coaches, or collaborative team study</p>			
<p>Reinforce the use of high-yield instructional strategies</p> <ol style="list-style-type: none"> 1. Identify high-yield instructional strategies during classroom visits and make sure that you acknowledge or discuss these strategies with teachers after your visit. For example, carry 3-by-5-inch cards and quickly jot a note about the outstanding strategies that you observe during a classroom visit. Share your notes with each teacher you visit. 2. Reinforce high-yield instructional strategies by presenting a summary of your classroom visitation notes during faculty meetings. Give examples of strategies that you observed and perhaps share additional research on the effectiveness of the strategy. You may also wish to ask one of the teachers who you observed to be particularly skilled in the strategy to give a quick demonstration. 3. Be certain to incorporate the use of these strategies into formal evaluation processes as well. 	<p>Power Walk Throughs throughout the year.</p>	<p>Walkthrough Data</p>	<p>Vines administrators will reinforce the use of high-yield instructional strategies.</p> <p>Formative Notes:</p> <ol style="list-style-type: none"> 1. Administrators will share walkthrough data with teachers to help identify high-yield instructional strategies. 2. Administrators will present a summary of classroom visits during weekly PLC meetings. <p>Summative Notes:</p> <ol style="list-style-type: none"> 1. Feedback was provided to teachers via notes left after each documented walkthrough.
<p>Identify best instructional practices based on student performance data</p> <ol style="list-style-type: none"> 1. Begin to rely on evidence of student learning as the means for identifying best instructional practices in your school. As a leadership team, discuss what measures of student performance you will use to determine how you will identify best practice. 2. Study the benefits of using teacher-constructed common assessments*across a particular grade or subject area. Determining which teacher achieved best results over a relatively short period of time (e.g., one to two weeks) can be an excellent method of helping teachers become more comfortable with this practice. (Using higher-stakes assessments such as district Common Formative Assessments or state assessments to identify best practices in your school may trigger unintended competition or anxiety.) 	<p>PLC weekly meetings</p>	<p>Assessment Data/Item Analysis</p>	<p>Vines teachers will identify best instructional practices based on student performance data.</p> <p>Formative Notes:</p> <ol style="list-style-type: none"> 1. Vines teachers will analyze data after each major assessment. 2. Vines teachers will identify best instructional practices based on analyzing the results of students' subgroups (those performing below grade level, economically disadvantages students, etc.) <p>Summative Notes:</p> <ol style="list-style-type: none"> 1. Team student data for every test in the science department is analyzed. Averages, item

Action Step 7. 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>*Consider using value-added student performance data to identify which teachers have had the most success with different groups of students (e.g., students who are performing below grade level, students performing at grade level). Since students enter teachers' classrooms at very different levels, some consideration of this starting point must be given before you determine who achieved the best outcomes.</p> <p>3. Make your selection criteria for identifying high-yield instructional practices within your school completely transparent to teachers. Once you have identified these practices, determine how you will use the information to accelerate learning for all teachers</p>			<p>analysis, discrimination factor, etc. Scales were created as necessary and improvements to the test were made for future years.</p> <p>2. Some departments used Zip Grade to help analyze data.</p> <p>3. This is something teachers need to work on more consistently.</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:	English Department Chair; Math Department Chair							
Staff, Title I Staff:	English 1 & 2, Academic Literacy, Algebra 1, 2, and Geometry Teachers							
Materials and Resources:	TEKS, PISD Curriculum Planner, Textbooks, Online Resources							
Targeted Area:	<input type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Actions to Address Missed State Safeguards:

Action Step 8. 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
SW #17 - Proactively develop intervention plans for students performing below grade level For proposed Action Steps see SAMPLE – Missed State Safeguard	Throughout the year	Lesson Plans for Academic Literacy classes Lesson Plans for Math classes	Vines Reading teachers will create lessons that include targeted skills relating to reading comprehension, writing, and language study. Formative: Assessments include daily assignments and written work. Summative: Vines Math Teachers used various resources such as Desmos Math for graphs, Khan Academy for tutorials, and in school tutorials before/after school and block lunch. Also, students used new chrome books this semester for additional practice and assessments.
SW #17 - Provide proactive support for students performing below grade level	Throughout the year	Tutorial log/sign-in	Vines Reading teachers will offer tutorials to students who are struggling with related skills Vines Math teachers will assess progress through homework, comprehension checks, and tests.

Action Step 8. 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
SW #17 - Provide academic support aligned with the district curriculum	Throughout the year	Master schedule of academic literacy classes Math Tutorials	Vines Reading teachers will provide an academic literacy class that supports student work in English classes. Evaluate students based on grades, state test scores, teacher input to determine if they would benefit from the Academic Literacy class. Vines Math teachers will assess progress through homework, comprehension checks, and tests.
SW #17 - Evaluate the effectiveness of student interventions	Throughout the year	Assessment data Homework, comp. checks, tests	Vines Reading teachers will use formative and summative grades to evaluate students work. Communication with students after assessments
CL #13 - Provide tutorials that target specific objectives	Throughout the year	Tutorials	Vines Reading teachers will offer tutorials to students who are struggling with related skills.
CL #13 - Train and use peer tutors to support student	Throughout the year	Roster of AVID/NHS/Student Council Students who tutor	Vines Reading & Math teachers will solicit tutorials services from AVID/NHS/Student Council students.
CL #14 - Seek support from team members to assist students performing below grade level	Throughout the year	Tutorial sign in sheet.	Vines Reading & Math teachers will assist students performing below grade level through the use of tutorials.
CL #14 - Seek support from multiple staff members	Throughout the year	Academic Literacy Class Rosters Lesson Plans	Vines Reading teachers will work with students through Academic Literacy classes. Vines Math teachers will solicit help from multiple staff members via PLC meetings.
CL #14 - Seek support from parents	Beginning of the year/ teachers stay in contact with parents throughout the year.	Phone Log/E-mail log of parental contact. Conferences as needed.	Vines Reading teachers contact parents regarding STAAR scores and the benefits of Academic Literacy classes. Vines Math teachers will contact parents after an assessment.

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

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

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

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

Parent Involvement

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

Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline 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.	Administration	Fall 2017 At schedule Pick Up	Formative Notes: Make sure parents can log in; double check one on one. Summative Notes: Parent portal effectiveness is evaluated each August. Each August during schedule pick up (Viking Voyage) the computer labs are open for parents needing to set up a new parent portal account.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access.	Counselors	At schedule Pick Up	Work proactively to make sure portal is set up and parents can log in – counselor office check when parents register students
Upgrade and maintain the campus website for easy access and increased communication with the community.	Webmaster Principal	As the need arises	Reminders to send the webmaster updates
Communicate information through eNews and through hard copies when internet access is not available.	Principal Webmaster PTSA Librarian	Weekly each Wednesday	Send informational pieces to eNews facilitator.
Utilize social media to keep parents and community informed.	Administrators	During extracurricular activities; weekly	Start putting information on announcements; PBIS messages; advertisement – up to date information; signage for twitter; Ask parents what they use (Google form survey); Paper copies available; How do you prefer to receive survey information?
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Principal PTSA	Monthly PTSA meeting	PTSA representative meets with principal – ongoing
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	Principal PTSA	January Parent Night	Possibly offer classes monthly – maybe through Practical Parenting. Possible options: 4 year plans, bullying workshop, truancy, ELL, Technology, DEA.

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
			Create a parent survey on what programs parents would like to attend.

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.	Counseling Dept	January - May	Individual 10 th grade Academic Conferences with students and their parents including update of 4-year graduation plans and building student’s schedule for upcoming school year at PSHS.
The campus guidance program includes the college admission process, college entrance exams, letters of recommendation, college financial planning nights, and other post-secondary plans.	Counseling Dept	Ongoing	PSAT for all 10 th graders in October. College Fair and individual school visits from College reps throughout the year; Post-secondary goals and processes for admission discussed at Academic Conferences.
The campus will provide website links and offer hard copies for: PISD's University Ready Program; Naviance; and the College Board Website.	Counseling Dept	Ongoing	Structured Naviance lessons with 9 th and 10 th grade in November; Links to College Board and Naviance on Counselor’s webpage. Hard copies of resources provided in Academic Conference Handbook.
The campus will provide information to Career Path Classes and certification information to students and parents.	Counseling Dept	January - May	Discussion of career paths and certification classes/programs available at PSHS during Academic Conferences.
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 Dept	Ongoing	Suicide prevention and managing stress guidance lessons with students throughout the year. Evening Parent Programs on keeping students emotionally, mentally and physically safe ongoing throughout the year.

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	Formative Notes: Human Resources Rubric Summative Notes: Administrators attend Recruitment Open House Twice Each school year. Administrators attended Hiring Practices Training.
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend.	Monthly Bilingual Stipends, July 2017 to June 2018	Standardized questions for all applicants Human Resources Rubric
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses.	August 2017 to May 2018	Involve student teachers an opportunity to participate in all staff developments. Involve student teachers an opportunity to participate in after school activities/programs
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators.	July 2017 to June 2018	Data Analysis of MAP Data Analysis of STAAR Campus Flexible Professional Development Hours
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards.	July 2017 to June 2018	Human Resources Rubric Human Resources Job Fairs