



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Clark High School

Principal: [Janis Williams](#)

Mission Statement:

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

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, October 03, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Tuesday, January 30, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Tuesday, May 29, 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</u> , <u>support</u> , and <u>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/

SBIC Committee

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Michelle Gibson	Faculty Member	2016	Present	Present	
Mikel Salsgiver	Faculty Member	2017	Present	Present	
Amber Carter	Faculty Member	2017	Present	Present	Present
Nicole Vickerman	Faculty Member	2017		Present	Present
Mona Abdelfattah	Faculty Member	2017	Present		Present
Christine Keel	Faculty Member, Special Ed	2017			
Janis Williams	Principal	2010	Present	Present	
Ashley Helms	District Professional	2017	Present		Present
Natalie Bauerkemper	Campus Professional, Non-teaching	2015	Present	Present	Present
Lauren Sturch	Support Staff Member	2017	Present	Present	Present
Arpana Acharya	Parent-Selected by PTA	2017	Present	Present	
Amy Sims	Parent-Selected by Principal	2016			
Nicole Ubl	Parent	2017	Present		
Sherrina Peters	Parent	2016	Present		Present
Brittany Webber	Parent	2016			
Valary Patterson	Parent	2016			
Kimberly Dawson	Community Member	2017	Present	Present	Present
Sarah Albers	Community Member	2015			
Seeking Business Representative	Business Representative				
Seeking Business Representative	Business Representative				
Anthony Reese	Student	2016			
Stephanie Martin	Student	2017			
Maci Dismuke	Student	2017			
Lauren Burger	Student	2017	Present		

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Will Otte	Student	2017			
Anna Skrivanek	Ad Hoc Member <small>Optional</small>	2017			
Alexis Wilkinson	Ad Hoc Member <small>Optional</small>	2017			

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
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.	10 (Coordination and Integration)	All
Violence Prevention and Bullying	10 (Coordination and Integration)	All
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.	1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)	All
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.	1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)	All
State Certified Teachers and Highly Qualified Paraprofessional Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.	1 (Comprehensive Needs Assessment) 3 (Instruction by State Certified Staff) 4 (High-Quality Professional Development) 5 (Strategies to Attract State Certified Teachers) 10 (Coordination and Integration)	All

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. Collaborate in teams focused on curriculum, instruction, and assessment. (BP 4)
2. Participate in peer classroom visits in order to improve the instructional practices of the team. (BP 5)
3. Analyze student performance data to inform team discussions and decisions. (BP 9)
4. Align all instruction with the district's written curriculum and assessment schedules. (BP 3)
5. Continually monitor individual student learning in varied ways. (BP 10)
Critical Actions to Address Missed State Safeguards: <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: Collaborate in teams focused on curriculum, instruction, and assessment. (BP 4)

Project Lead:		Science Department Leadership - Casie Gall and Mikel Salsgiver; Social Studies Department Leadership - Nicole Vickerman and Alan Klein						
Staff, Title I Staff:		Science and Social Studies						
Materials and Resources:		Curriculum, TEKs, Textbook, Team Developed Documents, Calendars						
Targeted Area:	<input type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input 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>Analyze learning objectives as a team</p> <ol style="list-style-type: none"> Determine if teachers regularly meet in grade-level or subject-area teams to thoroughly analyze the academic objectives in the district's written curriculum. If they (teachers) do not, these meetings should be initiated. Observe teacher teams as they engage in this activity. Consider the following: Do teachers demonstrate a deep and common understanding of the knowledge and skills that students are to master as a result of teaching any specific academic objective? Do teachers study student exemplars of completed work and sample assessment items relate to the objective? (Teachers often indicate one of the common problems they experienced before they engaged in this type of study was that instruction was not planned at the level required to enable students to successfully master more complex problems related to the objective. Sample assessment items and student exemplars helped them to understand what was needed.) Do teachers discuss or have access to information about the strategies and resources that have proven most effective for teaching the academic objective? Monitor to ensure that this practice becomes institutionalized in your school. Review team meeting agendas and participate in meetings regularly to ensure that studying the academic objectives is a regular and planned activity during team meetings. 	<p>SS: October 27, 2017.</p> <p>Science: September 26, 2017</p>	<p>SS: Team meeting notes</p> <p>Science: Team meeting agendas</p>	<p>Formative Notes: Small groups within social studies teams will work to more directly incorporate TEKS into lessons and use them to classify test questions.</p> <p>Science teams will keep track of action items and team decisions in the weekly biology and chemistry meeting agendas/notes. The science department will hold meeting periodically and create agendas with action items and how they are to be implemented. Academic objectives are the main focus of each team meeting</p> <p>Summative Notes: Social studies met throughout the year and worked to further incorporate the TEKS into the curriculum. These meetings were held consistently throughout the year. Teams also worked to classify test questions during their meetings.</p> <p>Science met throughout the year to track action items during both biology and chemistry meetings. Academic objectives were the main focus of these meetings.</p>

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>Develop, review, or refine lessons as a team</p> <ol style="list-style-type: none"> 1. Communicate that the best lesson planning involves all teachers who will be teaching the lesson. 2. Set expectations that lesson planning is a collective and collaborative process in your school (i.e., rather than simply sharing lesson plans, this practice hinges on deep collaboration around the lesson-construction process). 3. Have each grade-level or subject-area team identify a learning objective or academic standard in an upcoming unit. Be certain that school leaders participate in these meetings. Collaborate to construct the lesson plan for the identified objective, and then have each team member teach it. At the team's next meeting, have the teachers discuss what worked and what didn't work in each classroom. Revise the lesson plan, and bank it for future use. 4. Further develop each team's skills by asking them to create a common assessment for a lesson, and have each team member administer it. Come back together to share students' results, and determine the root causes for any variation in the scores across classrooms. These are the activities of real learning teams. 	<p>SS: January 26, 2018.</p> <p>Science: October 24, 2017; January 3, 2018; March 20, 2018</p>	<p>SS: Refined lesson</p> <p>Science: Notes from lesson refinement</p>	<p>Formative Notes: Small groups within teams will develop lessons and finalize them within teams. Teams will continue to norm grading in advance and compare student performance after assessments.</p> <p>Science team will keep notes weekly in the form of agendas and notes taken on the agendas. Lesson plans and calendars are created and modified as a team (biology and chemistry/IPC.) Assessments are built with learning targets in mind. Select lessons/labs/activities are discussed and practiced as a group to ensure targets and objectives are addressed.</p> <p>Summative Notes: Science team kept notes weekly in the form of agendas and notes taken on the agendas. Lesson plans and calendars were created and modified as a team (biology and chemistry/IPC.) Assessments were built with learning targets in mind.</p>
<p>Study student work or assessment results as a team</p> <ol style="list-style-type: none"> 1. Determine the level to which grade-level or subject-area teams study both student work samples and common assessment results in team meetings. This study greatly accelerates knowledge sharing across classrooms. 2. Ask to attend a team meeting where teachers will be studying student work samples relative to a common academic objective that has been taught recently. Each teacher should bring a sample of student work relative to the objective from a student in his/her classroom. Observe the meeting and determine both the quality of the discussion and how comfortable team members are engaging in it. The task as instructional leader is to increase both the quality of the discussion and teachers' comfort level with it. Higher quality and comfort levels are indicated by willingness among teachers to compare differences in results and to probe the potential source of such differences. 3. Encourage teachers to create, administer, and study the results of common assessments. This type of study provides a wealth of information about best practices in your school. You can gauge the 	<p>SS: January 26, 2018.</p>	<p>SS: Analyses of student assessment date</p>	<p>Formative notes: All departments will be studying student work or performance data from the previous year and work from this year as the year progresses. ELA will not be looking at the semester exam data from the previous year in the same way.</p> <p>Summative Notes: All departments have been studying student work and performance data from the previous year and work from this year as the year progresses. ELA will not be looking at the semester exam data from the previous year in the same way.</p>

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>development of your team as a professional learning community by the comfort level among team members in discussing common assessment results. In strong professional learning communities, teachers are comfortable comparing results and then asking, "Why did your students do better on that objective than mine?" They become objective analysts searching for the factors that can increase effectiveness for all students.</p> <p>4. Monitor the ongoing development of teams to engage successfully in this work. Review team meeting agendas and participate in meetings regularly to ensure that studying student work is a regular and planned activity during team meetings.</p>			
<p>Collaborate with vertical teams</p> <ol style="list-style-type: none"> 1. Arrange meetings with teachers across grades and subjects to discuss students' level of preparation for each grade and subject. Teachers often report that students enter their classes unprepared to do grade-level work—even students from within their own school or district. However, these same teachers rarely indicate that they meet regularly with teachers across grades to seek remedies for this unacceptable learning system. 2. Establish specific collaborative times for teachers of any given grade or subject immediately before and after theirs to discuss how well students are prepared to tackle grade-level work in the next grade or subject. These meetings should occur regularly—perhaps every six weeks or so—rather than sporadically or infrequently. For example, have Algebra teachers meet by unit with Geometry teachers to discuss if students had attained the necessary knowledge and skills in that unit to succeed at the next level. 3. Structure the meetings to produce specific recommendations for improving student preparedness, and make sure the recommendations are acted upon. 	<p>SS: March 29, 2018</p> <p>Science: October 24, 2017; January 3, 2018; March 20, 2018</p>	<p>SS: Notes for refinement of lessons based on vertical teaming.</p> <p>Science: Meeting notes.</p>	<p>Social studies attempting to organize vertical teaming.</p> <p>Science teams (biology & Chemistry/IPC) create weekly agendas that include lesson plans. Teams meet 2-3 times per week to discuss assessments, lesson and labs as well as best practices. The whole science team comes together monthly to discuss topics that apply to all science classrooms. Book study (Grading from the Inside Out) discussions (small group and whole group) where the team discusses the book and ways they have implemented ideas so that the rest of the team can try.</p> <p>Summative Notes: Social studies was able to organize vertical teaming with the district coordinator and this is now an ongoing project.</p> <p>Science teams (biology & Chemistry/IPC) created weekly agendas that included lesson plans. Teams met 2-3 times per week to discuss assessments, lesson and labs as well as best practices. The whole science team came together monthly to discuss topics that apply to all science classrooms. Book study (Grading from the Inside Out) discussions (small group and whole group) where the team discusses the book and ways they have implemented ideas so that the rest of the team can try.</p>

Critical Action 2

Critical Action: Participate in peer classroom visits in order to improve the instructional practices of the team. (BP 5)

Project Lead:	ELA Department Leadership - Michelle Gibson; Math Department Leadership - Amber Carter, Jaime Longley, Courtney Clark							
Staff, Title I Staff:	ELA, Math							
Materials and Resources:	Curriculum, TEKS, Textbook, Team Developed Documents, Calendars							
Targeted Area:	<input type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input 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
<p>Visit other classrooms as part of collaborative process</p> <ol style="list-style-type: none"> 1. Provide opportunities for teachers to visit other team members' classrooms. Make observation of peer instruction a regular part of the collaborative planning process for each grade-level or subject-area team. That is, observing a peer should not only be a professional growth opportunity for teachers who are experiencing difficulties in the classroom. Instead, have all teachers schedule visits to other team members' classrooms as part of the way you do business in your school. 2. Ask each teacher to schedule a single period of observation time with another team member. If necessary, provide a substitute to allow time for the observations. Have team members coordinate their planning so that one day of substitute time could provide the opportunity for four or five teachers to observe. If you cannot provide a substitute, have various school leaders cover a class or two to provide this opportunity. (In fact, it may build stronger learning relationships with teachers if school leaders—rather than substitutes—cover classes as the teachers observe one another.) 3. Provide structured time for teachers to debrief following a visit. Model the type of debriefing that should occur. In particular, help teachers to talk openly about what did and didn't work during the observed lesson. Teachers tend to feel much more comfortable complimenting their peers than analyzing instruction. Help them work toward the latter. 4. Ultimately, work to develop an observation schedule that provides three to six opportunities per school year for this type of 	<p>Math: Visits completed by December 1, 2017 and June 1, 2018</p> <p>ELA: Observation Dates – November 17, 2017 and March 30, 2018 Debrief – December 1, 2017 and March 30, 2017.</p>	<p>Math: Notes entered in to a google form from visits.</p> <p>ELA: Notes from observations and debriefs.</p>	<p>Formative Notes:</p> <p>ELA - Ashley Helms had some great ideas that she will share with us about observing and giving feedback. (pineapple charts, warm and cold feedback, goal focusing)</p> <p>Discussions this week about dates to observe (10/4)</p> <p>Math –</p> <ul style="list-style-type: none"> -Requires sub code -The PLC will collaborate to develop an observation form that leads to constructive conversations with peers to help improve individual instruction and student achievement. -Debrief as a PLC and give teachers time to meet specifically with people they observed as well as the team members that observed them. -Ashley Helms can provide ideas for observing and giving feedback -First debrief will occur by December 8, 2017 -Second debrief will occur by May 4, 2018 <p>Summative Notes:</p> <p>Math was able to coordinate a PLC pullout day to work on their goals.</p>

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
collaboration. Set specific goals for observations, and provide the structure to make them effective by determining what would best serve each team's needs.			
Participate in focused learning team walks 1. Develop a structure for learning team walks in your school. Typically, a learning team walk is conducted by a group of three to five educators—often including teachers as well as school and district leaders. The team identifies a particular focus for the walk and investigates the use of a particular practice or strategy through short observations in classrooms throughout the school. For example, suppose that your school or district asks all teachers to use gifted teaching strategies in every classroom. The team may conduct a walk across many classrooms in a particular school to identify uses of this strategy. 2. Have team members develop and use rubrics or observation documents to record their observations. The team may stay in a classroom from five to 15 minutes or so. At the end of the walk (often a half-day schedule), team members use a brief period of time to review their observations and to make salient observations. Then the team meets with school leaders and teachers whose classrooms were visited to discuss their observations.			Formative Notes: Working on prior steps before beginning this one

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>Fully discuss instructional strategies following observations</p> <ol style="list-style-type: none"> 1. Provide structured time for teachers to meet following any peer observation to discuss the instructional strategies that were used and observed. 2. Model the type of sharing that you would like to see (e.g., an analytical discussion of what did and did not work in the lesson). Initially, many teachers may be somewhat uncomfortable with this new form of collaboration. However, their comfort levels will typically increase as they become more skilled at focusing on an objective analysis of what was and was not working in a lesson. 3. Initiate discussions about what may not have worked by asking questions (e.g., "What did you intend for students to do when they broke into small groups?"). Be an investigator, not an evaluator. These questions can be excellent lead-ins to more objective analysis of the lesson. 			<p>Formative Notes: Working on prior steps before beginning this one</p>
<p>Reflect on lessons as a team</p> <ol style="list-style-type: none"> 1. Determine the extent to which teachers use team meeting time to review specific lessons they have taught. Consider factors such as the following: Do teachers have a set format for reviewing lessons in team meetings? Do all teachers actively participate in the lesson review process? Does the lesson review include any type of student learning measure of effectiveness (i.e., assessment results)? Are teachers willing to share portions of the lesson that they feel did not work? Does the lesson review lead to specific and tangible adjustments that are recorded for future use? 2. As confidence in this review process grows, have one teacher observe another's lesson so that he/she can offer additional insight during the review process. You might also consider videotaping the lesson so that the presenting teacher can observe the lesson even more objectively before reporting back to the group. 			<p>Formative Notes: Working on prior steps before beginning this one</p>

Critical Action 3

Critical Action: Analyze student performance data to inform team discussions and decisions. (BP 9)

Project Lead:	Math Department Leadership - Amber Carter, Jaime Longley, Courtney Clark; Social Studies Department Leadership – Nicole Vickerman, Alan Klein							
Staff, Title I Staff:	Math, Social Studies							
Materials and Resources:	Curriculum, TEKs, Textbook, Team Developed Documents, Calendars							
Targeted Area:	<input type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input checked="" 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
<p>Use student performance data to identify best practices</p> <ol style="list-style-type: none"> Determine the extent to which each teacher team uses student performance data to identify the best teaching practices on their team. Increase this practice within each teacher team. One highly effective means to develop the practice is to ask the teachers to plan a common teaching unit. The common teaching unit should include a collaboratively designed pre-test, formative assessments as needed, and a common final assessment. Teachers can study the common assessment measures as they are administered throughout the unit. Using the above information, have teachers determine the many ways they may wish to analyze the data for identifying best practice. Consider the following: Which teacher on the team had the greatest success with students who started far below grade level? Which teacher on the team had the greatest success with the strongest learners? Which teacher showed the greatest overall gains? Next, ask teachers to study the techniques and strategies of any teacher they identified. Perhaps the team can watch one of the team members who was particularly successful model a similar lesson. 	<p>Math: Initial Meeting Completed September 30, 2017.</p> <p>SS: November 30, 2017</p>	<p>Math: Unit plan based on best practices identified.</p> <p>SS: Redesigned assessments</p>	<p>Formative Notes: Social Studies is requesting school provide access to Zip Grade to offer more efficient data analysis on tests. Before and after lessons and assessments teams will discuss specific best practices and record ideas for future adjustment</p> <p>Math</p> <ul style="list-style-type: none"> - All teams hold a data meeting over first semester exams from Fall 2016 by September 30, 2017 - All teams will hold a second meeting in the spring regarding the Spring 2017 semester exam by January 26, 2018. - Teams utilize data to redesign instruction and reinforce learning throughout the semester - Teams will collaborate to create unit assessments that ensure proper alignment with state standards and district expectations. - Teams will meet after each 9 week grading period to review previous assessments, evaluate their effectiveness, improve upon their design, and find specific standards for re-teaching. <p>Summative Notes:</p> <p>Social studies has been able to acquire zip grade for all of their teachers for the next school year. They will be carrying some of the analysis over until then.</p>

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
			Math held meetings to review
Analyze student performance data to adjust instructional strategies	Math: Team meetings for data review – October 20, 2017; December 20, 2017; March 9, 2018; June 1, 2018	Math: Department Notes and adjustments	
Share student performance results as a team	Math: Team meetings for data review – October 20, 2017; December 20, 2017; March 9, 2018; June 1, 2018	Math: Department Notes	

Critical Action 4

Critical Action 4: Align all instruction with the district's written curriculum and assessment schedules. (BP 3)

Project Lead:	ELA Department Leadership - Michelle Gibson							
Staff, Title I Staff:	ELA							
Materials and Resources:	Curriculum, TEKS, Textbook, Team Developed Documents, Calendars							
Targeted Area:	<input type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input 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
<p>Pace instruction to master tested knowledge and skills</p> <ol style="list-style-type: none"> 1. Be certain that students have had ample opportunity to master the knowledge and skills on which they will be measured. This statement may seem painfully obvious to most leaders and teachers. However, it is all too easy to let instructional pacing lag and then have to hurry to "cover" topics that are to be tested. The key distinction is the idea of opportunity to master—which implies varied time and resources for individual student learning needs—rather than simply "covering" the material. Be aware of how instructional pacing choices impact student preparation. 2. Be deliberate about building in enough time for students to master those concepts. Pacing guides, therefore, must account for student learning variations (i.e., one size definitely does not fit all when developing pacing guides). If a specific pacing guide has not already been provided by district leaders (the level at which the document is usually prepared in higher performing systems), then work with leaders to initiate this development. In the interim, ask teachers to provide a grade-level pacing guide for the tested academic objectives. 3. If many students are still unable to show mastery on assessments after careful construction of the instructional pacing guide, the answer to student preparedness may lie outside the grade or subject that you are teaching. Many teachers feel they have no control over anything happening outside their own classrooms; therefore, they continue to try to solve the problem by working harder at what they have been doing. School leaders must eliminate these artificial boundaries across classrooms, or many students will 	<p>ELA: October 20, 2017; December 20, 2017; March 9, 2018; June 1, 2018.</p>	<p>ELA: Calendar paced on student learning.</p>	<p>Formative Notes: ELA - Spend time looking closely at the new curriculum and the learning targets for the new units. We will more closely align our teaching with the unit documents and adjusting lessons where we see students need more time (writing workshop). We will also allow students to redo assignment to show mastery.</p> <p>Summative Notes: ELA did not get as far as they would like in this step and will carry it over to next year.</p>

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>remain unprepared. For example, the answer to student unpreparedness on the algebra exam may lie in Grade 1. Train teachers to think about the full continuum of learning—PreK-12—and to address issues that may lie outside their specific grade levels or subject areas. This often requires a collaborative effort with other teachers as well as school and district leaders.</p>			
<p>Align classroom assessments with standardized tests</p> <ol style="list-style-type: none"> 1. Ask teachers to tightly align classroom assessments with the academic objectives of the written curriculum so that they serve as early predictors of student readiness for district Common Formative Assessments or the state assessment. Teachers have the opportunity to measure much more than these other assessments—and in much richer formats—but it is essential that they have sufficiently monitored the skills that will be tested by the other assessments. 2. Ask teachers to code their assessment items to the academic objectives they are measuring when constructing any formal classroom assessments. Also ask teachers to indicate the level of thinking that students must demonstrate to answer the item correctly. Many times, students have been exposed to content but have not mastered it to a level that requires more advanced thinking skills. 3. Monitor this practice by asking teachers to provide a school leader with copies of classroom assessments they are administering that have been coded by content and thinking level. 	<p>ELA: October 20, 2017; December 20, 2017; March 9, 2018; June 1, 2018.</p>	<p>ELA: Traceable alignment between assessments.</p>	<p>Formative Notes: ELA - Focus on Learning Targets and curriculum documents when assigning essays/work.</p> <p>Summative Notes: ELA did not get as far as they would like in this step and will carry it over to next year.</p>

Critical Action 5

Critical Action 5: Continually monitor individual student learning in varied ways. (BP 10)

Project Lead:	Science Department Leadership - Casie Gall and Mikel Salsgiver							
Staff, Title I Staff:	Science							
Materials and Resources:	Curriculum, TEKs, Textbook, Team Developed Documents, Calendars							
Targeted Area:	<input type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 5:

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>Monitor student understanding intermittently throughout lessons</p> <ol style="list-style-type: none"> Determine the extent to which all teachers monitor for student understanding throughout their lessons. Establish the goal that each teacher will intentionally check for student understanding at carefully selected points throughout each lesson. Ask teacher teams to select an upcoming lesson that they will all be teaching. The teacher team should examine the lesson and diagram the points at which they will strategically check for understanding. Have the team consider questions such as the following: How does this technique provide information about every learner? Is there clarity about the level of understanding that students are to display? Does this level of understanding provide the necessary skills to meet the requirements of the district's written curriculum? (Obviously, simple responses may be appropriate for checking very basic levels of learning, but more complex responses are required for higher levels of learning.) How will the results of the monitoring technique be used? Ask team members to use the techniques and then regroup to discuss their effectiveness. 	Science: October 24, 2017; January 3, 2018; March 20, 2018	Science: Refined lesson	<p>Formative Notes: Science team discusses action items in team meetings (biology & chemistry/IPC) 2-3 times per week as well as the science team as a whole once per month. Topics include how teachers have implemented new curriculum and improved methods of teaching, formative assessments, grading practices, etc.</p> <p>Summative Notes: Science met regularly and worked on this goal. They were able to get pretty far on this goal even with a mostly new team.</p>

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>Monitor students' higher-order thinking</p> <ol style="list-style-type: none"> 1. Determine the extent to which teachers monitor student learning across the full range of thinking skills. 2. Meet with teams to promote the development of this practice. Ask teachers to identify the variables they might examine to develop a deeper understanding of their skills relative to this practice (e.g., questioning techniques, student assignments, assessment items). The team should identify any teaching action that elicits student responses. 3. Next, ask the team members to collaboratively examine each of the variables that they have listed. For example, teachers might record a class and later listen to the tape and script every question that they asked. Ask teachers to bring their scripts to a team meeting. The team should examine the questions and consider questions such as the following: What level of understanding was required to answer each listed question? (Note: Make certain that teachers can analyze a question and determine the level of learning demonstrated when a student answers it.) Does the level of understanding required by the question match the intent of the instruction? Does it match the level of learning identified in the written curriculum? What types of questions would be used to promote problem-solving skills or to encourage reflection? How might the questions be adjusted to intensify learning? 4. Once teachers feel comfortable with the above review, ask them to move on to the next variable (e.g., student assignments) and plan a collective review of sample assignments from each teacher. 	<p>Science: October 24, 2017; January 3, 2018; March 20, 2018</p>	<p>Science: Notes from meetings and collaboration</p>	<p>Formative Notes: Science team discusses action items in team meetings (biology & chemistry/IPC) 2-3 times per week as well as the science team as a whole once per month. Topics include how teachers have implemented new curriculum and improved methods of teaching, formative assessments, grading practices, etc.</p> <p>Summative Notes: Science met regularly and worked on this goal. They were able to get pretty far on this goal even with a mostly new team.</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:	ELA Department Leadership - Michelle Gibson; Math Department Leadership - Amber Carter, Jaime Longley, Courtney Clark							
Staff, Title I Staff:	Math, ELA, SpEd							
Materials and Resources:	Curriculum, TEKS, Textbook, Team Developed Documents, Calendars							
Targeted Area:	<input type="checkbox"/> School Wide	<input checked="" type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input 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
SW #17 - Proactively develop intervention plans for students performing below grade level <ol style="list-style-type: none"> 1. Identify students likely to perform below grade level prior to the start of school based on previous assessment data. 2. Assign students who are performing below grade level to Academic Literacy for reading, or Saturday school tutoring for Math. 3. Use block lunch schedule to provide extra tutorial opportunities during the school day. 4. Monitor student progress at each 6 weeks' mark and add interventions as needed. 	August 21, 2017 September 17, 2017	Students were scheduled with support classes and supports were adjusted based on student performance.	Formative Notes: Students performing below grade level will be provided extra support through tutorials, Saturday school and support classes. Summative Notes: Students performing below grade level were provided regular monitoring by teachers and staff. If they were struggling during the year they were placed in mandatory tutorials.
SW #17 - Provide proactive support for students performing below grade level <ol style="list-style-type: none"> 1. Identify students likely to perform below grade level prior to the start of school based on previous assessment data. 2. Assign students who are performing below grade level to Academic Literacy for reading, or Saturday school tutoring for Math. 3. Use block lunch schedule to provide extra tutorial opportunities during the school day. 4. Monitor student progress at each 6 weeks' mark and add interventions as needed. 	August 21, 2017 October 2, 2017 September 17, 2017	Students were scheduled with support classes and supports were adjusted based on student performance.	Formative Notes: Students performing below grade level will be provided extra support through tutorials, Saturday school and support classes. Summative Notes: Students performing below grade level were provided regular monitoring by teachers and staff. If they were struggling during the year they were placed in mandatory tutorials.

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
SW #17 - Provide academic support aligned with the district curriculum 1. Support lessons provided are aligned with the district curriculum.	August 21, 2017	Lesson Plan support material	Formative Notes: PLCs will work to understand and implement the district curriculum. Summative Notes: PLCs met regularly and discusses the implementation of the district curriculum. They also worked to differentiate that curriculum for their students.
SW #17 - Evaluate the effectiveness of student interventions 1. Continually evaluate student performance on district assessments to identify student performance gaps 2. Based on student performance evaluate the success of interventions currently in place and make adjustments 3. Use summative data gained from end of the year EOC and semester exam data to plan for next year interventions.	October 21, 2017; December 20, 2017; March 9, 2018; June 1, 2018	Analyses completed at the end of each grading period/examination period.	Formative Notes: The campus will analyze and review previous year district assessment data and then review current data as it becomes available. Summative Notes: All PLC teams met and reviewed their assessment data multiple times throughout the year. They also review the questions on tests to analyze student performance at the question level.
CL #13 - Provide tutorials that target specific objectives 1. Teachers will use formative and summative assessment data to identify student needs for tutorials. 2. Teachers will also use student support periods to work with students who need help with specific objectives.	August 21, 2017	Tutorials beginning the first week of school.	Formative Notes: Tutorials will be offered flexibly throughout the year included before school, after school and during block lunch. Summative Notes: Tutorials were offered flexibly throughout the year included before school, after school and during block lunch.
CL #13 - Train and use peer tutors to support student 1. Use CogAT scores to groups students across levels to create natural support	December 20, 2017	Grouping based on CogAT information.	Formative Notes: Teacher will be trained on CoGAT scores and how to use them. Summative Notes: Teachers and students were trained on CogAT scores, what they meant and how to use them.
CL #14 - Seek support from team members to assist students performing below grade level 1. Campus will use district curriculum specialists. 2. Campus will use student support periods to work with students working below grade level.	August 20, 2017	District professionals on campus supporting staff/teachers using extra planning to meet and assist students and teachers	Formative Notes: PLCs will reach out to district curriculum personnel to help guide their understanding, work and instruction. Summative Notes: PLCs reached out to district curriculum personnel to help guide their understanding, work and instruction.
CL #14 - Seek support from multiple staff members 1. Campus will use district curriculum specialists. 2. Campus will use student support periods to work with students working below grade level. 3. Campus specialists will partner with classroom teachers to support students	August 20, 2017	District professionals on campus supporting staff/teachers using extra planning to meet and assist	Formative Notes: PLCs will reach out to district curriculum personnel to help guide their understanding, work and instruction. Summative Notes: PLCs reached out to district curriculum personnel to help guide their understanding, work and instruction.

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
		students and teachers	work and instruction.
CL #14 - Seek support from parents 1. Teachers keep parents aware of current lessons through the use of google classroom, eNews and Remind101	August 20, 2017	Teacher communication and parent support	Formative Notes: Teacher/administrators regularly will seek support from parents. Summative Notes: Parents provided a wealth of support for the campus throughout the year.

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	Formative Notes: The administrative team walks the building daily to identify potential high risk areas. Staff members and students are in communication with the administrative team to identify high risk areas. Summative Notes:
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	Staff members are assigned hall duty stations before school, during passing periods, and after school. It has been noted that staff presence in the hallway limits negative student behavior.
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	The students and staff members are consistently reminded about the Plano ISD and Clark HS expectations through various interactions with staff members. The Student Code of Conduct is posted in several areas of the school. The Student Handbook is posted on the Clark HS website.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	All staff members have been trained on Bullying/Sexual Harassment via various modalities and in multiple sessions before the school year started and during the school year. Training was provided by Plano ISD, the Clark administrative team, and the Clark Counseling Department. Students and staff members have done an excellent job of reporting and responding to potential bullying and sexual harassment.
	Review referral process.	Principal or designee	Campus referral plan	The administrative team reviewed the referral process at the beginning of the school year and drafted a "Flagrant Offense Norms" document so that discipline violations would be handled with consistency. Throughout the school year the administrative team talked about the effectiveness of the

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				Norms and what may need to be added or altered for the next school year. The referral process has been effective this school year. This year the referral process has been streamlined with the use of Google Forms.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	The administrative team consistently communicates about intervention strategies this year. An administrator watches district Student Management Meetings and served on the district Discipline Management Committee.
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	The staff members will implement the campus referral plan and communicated with the administrators via personal conversation, phone, and email. The referrals are tracked/stored in Google Drive and the district online Database. The data is maintained by the administrative team.
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	The staff members utilize the discipline management strategies.

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	PREVENTION:			
	Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	At the beginning of the school year the administrative team and Officer Art Parker held Student Expectation Talks with every student in 100W outlining the campus expectations, discipline process, and laws. As a campus we implemented Restorative Discipline and Social Emotional Learning strategies while manage discipline.
	Monitor high risk areas.	All staff	Schedule (if necessary)	The Clark HS staff monitors high risk areas via hall duty and walking the halls.
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	At the beginning of the school year the administrative team and Officer Art Parker held Student Expectation Talks with every student in 100W outlining the campus expectations, discipline process, and laws.
All Students	INTERVENTION:			
			(Please complete cells below)	
	Apply classroom interventions.	All teachers		Classroom interventions are applied by teachers as needed.
	Employ discipline interventions.	Designated staff		Discipline interventions are applied by staff members as needed.
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors		The staff members and administrators are flexible while using other intervention strategies with students, depending on the history, situation, or circumstances.
	Conference with parents/students.	Teachers or other staff		Conferences are held throughout the year with students and/or parents on an as needed basis.

Parent Involvement

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

Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline 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.	Computer lab with support staff	August 20, 2017	Formative Notes: The majority of the parents were able to register their students via Parent Portal from home. Summative Notes: During schedule pickup we set up a lab to allow parents to sign up for this information.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access.	Computer lab with support staff	August 20, 2017	Formative Notes: Before the school year started, we reserved computer labs for parents who could not register from home. These parents were able to register their students via Parent Portal. Summative: Parents were immediately given the opportunity to sign up when they came to campus to register their student.
Upgrade and maintain the campus website for easy access and increased communication with the community.	Admin	August 20, 2017	Formative: The Clark HS Website will be updated consistently by the AP John Tedford. Summative: Throughout the year the website was updated on a regular basis.
Communicate information through eNews and through hard copies when internet access is not available.	Admin	Weekly eNews message, beginning August 20, 2017	Formative: The Clark HS eNews will be consistently updated by the by AP John Tedford. Summative: The eNews was sent out throughout the year by the AP John Tedford.
Utilize social media to keep parents and community informed.	Admin	Daily to Weekly beginning August 20, 2017	Formative: We will use both Twitter and Facebook accounts and regularly posted important dates, events, and other information to keep our school community informed. Summative: The information was updated by the AP John Tedford. We will look to increase the information and updates pushed out through these news outlets.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Admin, PTSA	Monthly beginning August 20, 2017	Formative: A PTA representative will be constant communication with the building principal to gain insight into student/parent needs.

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
			Summative: Mrs. Williams met with the PTA president on a monthly basis.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	Admin, PTSA	Various programs offered through August 2016 – June 2017	Formative: The PTA will send out a monthly newsletter that offers information on parental programs and other topics. Summative: PTA sent out a regular newsletter throughout the school year.

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	April 1, 2018	Formative Notes: Counselors will conduct academic conferences with all 10 th graders. Summative Notes: Counselors conducted academic conferences with all 10 th graders.
The campus guidance program includes the college admission process, college entrance exams, letters of recommendation, college financial planning nights, and other post-secondary plans.	Counselors, College Recruiters and Materials	June 1, 2018	Formative Notes: Counselors will work with students on the college admission process, college entrance exams, letters of recommendation, college financial planning nights, and other post-secondary plans. Summative Notes: Counselors worked with students on the college admission process, college entrance exams, letters of recommendation, college financial planning nights, and other post-secondary plans.
The campus will provide website links and offer hard copies for: PISD's University Ready Program; Naviance; and the College Board Website.	Counselors	December 20, 2017	Formative Notes: Counselors will provide website links and offer hard copies for: PISD's University Ready Program; Naviance; and the College Board Website. Summative Notes: Counselors provided website links and offer hard copies for: PISD's University Ready Program; Naviance; and the College Board Website.
The campus will provide information to Career Path Classes and certification information to students and parents.	Counselors	April 1, 2018	Formative Notes: Counselors will provide information to Career Path Classes and certification information to students and parents. Summative Notes: Counselors provided information to Career Path Classes and certification information to students and parents.
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)	Counselors	September 30, 2017	Formative Notes: The 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) Summative Notes: The guidance program included both parent and student programs that address the

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
			pressure and stress students face at school and at home. (i.e. suicide prevention)

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	
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend.	Monthly Bilingual Stipends, July 2017 to June 2018	
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	
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	
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	