



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Jasper High School

Principal: **Matt Endsley**

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

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 27, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Thursday, January 25, 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	Recruit, support, and retain Teachers and Principals	Goal 3	Connect high school to career and college
Goal 2	Build a foundation of reading and mathematics	Goal 4	Improve 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
Mike Stanton	Faculty Member	2010-11	Present	Present	Present
Jane Shea	Faculty Member	2010-11	Present	Present	Present
Brittany Shirley	Faculty Member	2017-18	Present	Absent	Present
Michelle Poovey	Faculty Member	2017-18	Present	Present	Present
Meerna Ayoubi	Faculty Member	2017-18	Present	Present	Absent
Theresa Frazell	Faculty Member, Special Ed	2015-16	Present	Present	Present
Dr. Matt Endsley	Principal	2014-15	Present	Present	Present
Bryan McCord	District Professional	2017-18	Absent	Present	Present
Robin Gott	Campus Professional, Non-teaching	2014-15	Absent	Absent	Present
Susan Edwards	Support Staff Member	2015-16	Present	Present	Present
Michele Wolff	Parent-Selected by PTA	2016-17	Present	Absent	Absent
Shannon Dewolf	Parent-Selected by Principal	2016-17	Present	Absent	Absent
Alex Johnson	Parent	2017-18	Present	Present	Present
Kathy Kersey	Parent	2017-18	Present	Present	Present
Tana Wells	Parent	2016-17	Present	Present	Absent
Rene Boyles	Parent	2017-18	Present	Present	Absent
Daniel Dunn	Community Member	2017-18	Present	Present	Absent
Trey Williford	Community Member	2017-18	Present	Present	Absent
Danielle Mavromaras – dm DESIGNS it	Business Representative	2017-18	Present	Present	Present
John Pruna – P5 Performance	Business Representative	2017-18	Present	Absent	Absent
Ameya Khanapurkar – 10 th Grade	Student	2016-17	Present	Present	Present
Iman Ndiaye – 10 th grade	Student	2016-17	Present	Absent	Absent
Bryce Tucker – 9 th Grade	Student	2017-18	Present	Absent	Present
Kianna Sullivan – 9 th Grade	Student	2017-18	Present	Present	Present

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Sandra Franklin	Ad Hoc	2012-13	Present	Present	Present
Clarissa Moreno	Ad Hoc	2010-11	Present	Present	Present
Robert Eppler	Ad Hoc	2010-11	Present	Present	Absent
Brad Bailey	Ad Hoc	2017-18	Present	Present	Present
Coryn Prince	Ad Hoc	2015-16	Present	Present	Present
Chase Vaughn	Ad Hoc	2016-17	Present	Present	Present

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.	Cultivate a balanced, supportive school experience
2.	Identify and recruit students for enrollment in honors and advanced placement classes who were previously under-represented (SW BP #10)
3.	Create and sustain classroom environments of innovation, learner-centered experiences, and high-yield instructional strategies (SW BP #11)
4.	Foster professional learning communities (PLCs) organized around a foundation of collaboration and DuFour's four essential questions for a PLC (SW BP #9)
5.	<p>Critical Actions to Address Missed State Safeguards: Special Education STAAR Reading: 49% Approaches Grade Level Standard</p> <p>Supplement classroom interventions with targeted support for students who perform below grade level. (SW BP #17)</p> <p>Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (CL BP #13)</p> <p>Use interventions beyond the classroom for students who perform below grade level. (CL BP #14)</p>

Critical Action 1

Critical Action: Cultivate a balanced, supportive school experience

Project Lead:	Administrative Team							
Staff, Title I Staff:	All Staff							
Materials and Resources:	First Five Days Curriculum, Block Lunch, Stressbusters materials, Survey Results, Testing Calendar							
Targeted Area:	<input checked="" type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 1:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Tweak the testing calendar to balance out testing days for departments. Re-evaluate effectiveness and assessment balance every year. Some students take multiple math and social studies classes and testing calendar needs adjustment based on various circumstances</p> <p>TEA Strategic Priority Goal #2</p>	<p>Yearly discussion for leadership team – usually in summer leadership retreat but will revisit effectiveness once a semester as well</p>	<p>Team Leader Retreat</p> <p>Class testing calendar</p> <p>Student Surveys</p>	<p>Formative Notes: September meeting: Math Notes -Discuss the number of tests given in each course and think of pairing high/low rigor courses together</p> <p>Summative Notes: Social studies testing on consecutive days was not liked by the department. Will revisit to change for next year.</p>
<p>Differentiate the First Days of School curriculum to include community and culture building on first day and different modules the second day hitting important subjects like power research, student passions, and brain research. Discuss and look at implementing “First Days” themes and modules throughout the school year</p> <p>TEA Strategic Priority Goal #3</p>	<p>First and second day of school</p> <p>Planning meetings for next school year start January 2018 through May 2018.</p>	<p>Feedback from Google Form</p> <p>Leadership team meeting notes</p> <p>Administrative team meeting notes</p>	<p>Formative Notes: Discuss changing how we do Tuesday and Wednesday. 7 lessons for teachers was too much</p> <p>Summative Notes: Bring in Journeyman Ink. to empower student voice / split lessons by department and not all teachers</p>
<p>Continue to implement the “Nothing Due on Friday” procedures so that students and families have one night of the week to be able to be together or attend sporting events without school work if they want to do so.</p>	<p>All Teachers – Every Friday, Fall and Spring Semester</p>	<p>Student and parent feedback</p> <p>Teacher class calendar</p>	<p>Formative Notes: September Meetings Implement retest/revise campus-wide for a 70</p> <p>Summative Notes: Ongoing discussion in leadership meetings</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Set-up two school task forces to research, recommend, and adopt campus wide procedures on retest/revise of assessments/assignments and classroom homework. TEA Strategic Priority Goal #3	Task Forces Start meeting – October 2017 Task Forces gather materials and continue to meet through April 2018 Task Forces present findings and recommendations to the leadership team May 2018	Task Forces meeting minutes, agenda, and dates Artifacts from other districts schools on their procedures Recommendations to the leadership team May 2018	Formative Notes: Task forces are meeting and are giving updates to the leadership team meetings on progress/feedback Summative Notes: Retest/Revise task force recommended allowing a retest up to an 80 / homework and dress code task force recommended continued study and reflection before making any changes or formal recommendations
Expand “Stressbusters Week” the week before final exams to include student and teacher feedback, suggestions, and implementation of activities designed to lower student and teacher stress the week before finals TEA Strategic Priority Goal #1	Two planning periods: November-December 2017 April - May 2018	Stressbuster Flyer Stressbuster activities Stressbuster planning meetings with students and teachers	Formative Notes: Stressbusters week was not as successful when allowing students to take the lead on events. For spring exams, looks for admin and counselors to partner to plan events Summative Notes: Admin and counselor partnerships were successful with stressbusters week. Consider partnering that week with a “dead week” in the future
Improve system of student feedback for Block Lunch to maximize time for tutorials, student clubs, and other things students wish to do during that chunk of time	Launch Beta Block Lunch App October 2017 Launch full version January 2018	Block Lunch Web Application feedback Planning documents	Formative Notes: Developing block lunch feedback app that students can receive about concerns, issues, and successes with block lunch Summative Notes: Block lunch feedback app launched with success. Looking to make it to the app store for future
Use the Block Lunch “Restore” room (lunch detention) as an opportunity for restorative practices using restorative circles.	Weekly	Restorative Practices Training Restorative Circles Campus PD with teachers	Formative Notes: A teacher led circles in Restore room Summative Notes: Consider using new SEL position to lead circles in Restore room moving forward

Critical Action 2

Critical Action: Identify and recruit students for enrollment in honors and advanced placement classes who were previously underrepresented (SW BP #10)

Project Lead:	Administrative Team and Campus Equity Team Leader							
Staff, Title I Staff:	Campus Equity Team, Counselors							
Materials and Resources:	Commit 2 Equity Resources. Student Data, Equal Opportunity Schools Resources							
Targeted Area:	<input checked="" type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 2:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Meet with district leadership and West cluster to discuss vertical alignment, approaches, and strategies to achieve gains in our campus equity work individually and collectively TEA Strategic Priorities Goal #1, Goal #2, and Goal #3	September 2017	Meeting notes Equity Action Plan and Goals	Formative Notes: Currently planning AP walk for students in January-February Summative Notes: Completed meeting with West cluster and taking steps to expand next school year
Collect academic student data and complete student surveys designed by Equal Opportunity Schools (EOS). This will allow for identification of students and needs for the staff. Also have teachers complete staff advanced placement recommendations through EOS. This will help staff identify students in their classes that they recommend for advanced placement classes	October 2017	Survey completion rate tracked over 90% Completed staff recommendation forms	Formative Notes: Data was compiled and student's needs were identified Summative Notes: Jasper completed surveys and identified students
Train teachers to work with students in advanced placement classes through professional development opportunities like the "Heart of the Scholar" training TEA Strategic Priority Goal #1	Equity focused AP training opportunities from October 2017 to May 2018	MLP Documentation Training enrolment and attendance data	Formative Notes: Look at program moving to the middle level – led by equity team here at Jasper Summative Notes: Jasper worked with middle school teachers / students and sent teachers on campus to Heart of the Scholar

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Equity team meets throughout the year to plan and implement meaningful experiences and connection to advanced placement classes for identified students from EOS surveys and school data</p> <p>TEA Strategic Priority Goal #3</p>	Monthly	<p>Meeting agenda and notes</p> <p>Activities and events for identified equity students</p>	<p>Formative Notes: Equity team was established and continues to meet</p> <p>Summative Notes: Equity team met throughout the year and planned events for Commit 2 Equity</p>
<p>Provide learning supports for rigorous coursework</p> <ol style="list-style-type: none"> Continue with block lunch as it provides more time for students to attend tutorials and other classroom needs Provide advanced placement academic supports like extended learning time, specialized tutorials like Jag Academy, and peer assistance in learning teams, Monitor and evaluate learning supports provided to students in advanced placement courses who were previously underrepresented. <p>TEA Strategic Priorities Goal #2 and Goal #3</p>	Weekly	<p>Block Lunch data (tutorial usage and teacher meeting times)</p> <p>Jag Academy data</p> <p>Programs and supports provided to struggling AP Students</p>	<p>Formative Notes: Block lunch tutorials, Jag Academy, and mentorship programs are taking place across the school and academic disciplines</p> <p>Summative Notes: The role of Jag Academy moving forward as compared to block lunch tutorials needs to be established so there is less conflict and more harmony between the two programs</p>
<p>Set expectations for rigorous coursework</p> <ol style="list-style-type: none"> Establish expectations that educators at your school encourage students to engage in the most rigorous coursework possible. Counselors and teacher advisors are critical players relative to helping all students achieve higher standards. Ensure counselors invest extensive time both in monitoring the courses students are taking and in arranging the support to increase rigor in their schedules. Ask counselors to examine all available student performance data to determine which students are showing more ability than their current grades and/or courses would suggest. <p>TEA Strategic Priorities Goal #2 and Goal #3</p>	<p>Weekly</p> <p>Give EOS/C2E Data to counselors January 2018</p>	<p>AP and honors enrollment numbers.</p> <p>Counselor led academic conferences</p>	<p>Formative Notes: PLCs training for leaders and academic teams / Task Forces for homework and retest/revise Counselors provided data of student drops to examine honors/AP classes</p> <p>Summative Notes: Task Forces recommendation and PLCs focused on learning throughout the entire year Drops of honors/AP classes have gone down overall as a campus</p>

Critical Action 3

Critical Action: Create and sustain classroom environments of innovation, learner-centered experiences, and high-yield instructional strategies (SW BP #11)

Project Lead:	Administrative Team, Department Heads, Academic Team Leads							
Staff, Title I Staff:	All Teachers							
Materials and Resources:	District Curriculum, Google Applications for Educators, Google Chromebooks							
Targeted Area:	<input checked="" type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 3:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Promote a common understanding of high-yield instructional strategies Promote the use of AVID WICOR strategies through campus professional development. Administrative leadership in attendance with AVID Site Team meetings to help encourage high-yield WICOR instructional strategies across campus academic disciplines. Recruit and sustain campus wide involvement with the AVID Site Team and WICOR instructional strategies TEA Strategic Priorities Goal #2 and Goal #3	Campus Professional Development Time August 2017 and January 2018 Monthly AVID Site Team meetings	AVID Site Team Evaluation AVID Site Team meetings Campus professional development	Formative Notes: Launched AVID WICOR Walkthrough for administrative walkthroughs with staff Summative Notes: Expanded AVID WICOR Walkthrough for teacher walkthroughs during the Spring semester
Reinforce the use of high-yield instructional strategies Incorporating WICOR instructional strategies into the campus walkthrough form. Reinforce the use of WICOR by showing teachers walkthrough data TEA Strategic Priorities Goal #2 and Goal #3	Daily	Campus walkthrough form	Formative Notes: Every department is representative on the AVID Site-Team Science: Have a WICOR strategy of the month Summative Notes: AVID elective is growing and teachers are across all academic disciplines are using WICOR strategies as evidence by walkthrough data

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Provide proactive support for students performing below grade level</p> <p>Provide just-in-time support to ensure that students who are performing below grade level expectations gain the specific skills needed before they are introduced to new content</p> <p>TEA Strategic Priorities Goal #2 and Goal #3</p>	<p>Daily in the classroom as the need arises</p>	<p>IEPs, ARD meetings, JAG Academy, 504 meetings</p>	<p>Formative Notes: Jag Academy Block Lunch Tutorials CMIT</p> <p>Summative Notes: Block Lunch tutorials and Jag Academy are helping to serve the needs of students who have trouble getting to school early in the morning or staying late</p>
<p>Establish a campus technology team to help and assist with the integration of instructional technology in the classroom. Use campus technology team to train and develop professional developments on effective and meaningful uses of classroom Google Chromebooks.</p>	<p>Tech team will meet and plan monthly</p>	<p>Tech team monthly meetings</p> <p>Professional Development attended and led let by tech team</p>	<p>Formative Notes: Tech Team is established Fall 2017</p> <p>Summative Notes: Tech Team visited TCEA in Austin in February Tech Team will work with staff in 2018-2019 school year on instructional technology supports</p>
<p>Provide enhanced learning opportunities for students demonstrating early mastery of the curriculum</p> <p>Ensure that all learning opportunities provided for students who demonstrate early mastery of the curriculum extends their thinking about the standard(s) being studied</p> <p>TEA Strategic Priority Goal #3</p>	<p>Daily in the classroom as the need arises</p>	<p>Differentiated learning experiences/products in the classroom</p> <p>Teacher lesson plans</p> <p>T-Tess observation and evaluations</p> <p>Campus walkthroughs</p>	<p>Formative Notes: Curricular clubs Multiple levels of classes Project-based learning</p> <p>Summative Notes: WICOR campus walkthroughs show differentiated learning experiences for students throughout the year</p>

Critical Action 4

Critical Action 4: Foster Professional Learning Communities (PLCs) organized around a foundation of collaboration and DuFour's four essential questions (SW BP #9)

Project Lead:	Administrative Team, Department Heads, Academic Team Leads							
Staff, Title I Staff:	All							
Materials and Resources:	District Curriculum, DuFour's Four Essential Questions, planning documents, Google Chromebooks, meeting agendas							
Targeted Area:	<input checked="" type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 4:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Participate actively in teacher team meetings <ol style="list-style-type: none"> Administrative team attends as many academic team meetings across grades or departments in your school as possible. Ensure that school leaders develop the capacity to contribute actively and in meaningful ways to the discussions. Leaders should also address any impediments to open and honest discussion among team members in the meetings, challenge teams to experiment with new areas of collaboration (i.e., common assessments), and monitor to ensure the involvement of all team members. Discuss leaders' experiences within collaborative team meetings on a regular basis. Have your leadership team mine the experiences for strong examples of effective strategies that might be emulated across grades or departments. <p>TEA Strategic Priority Goal #1</p>	<p>Weekly academic team meetings</p> <p>Monthly team leader meetings</p>	<p>Academic team meeting agendas</p> <p>Observation data from teacher walkthroughs</p> <p>Leadership team and department meeting discussion</p>	<p>Formative Notes: J-PLC 3 Weekly Team and Department meetings DuFour training with team leaders Leadership team meetings</p> <p>Summative Notes: PLC focus on DuFour's four questions PLC leaders trained to lead academic teams around that model</p>
Build teachers' capacity for collaboration <ol style="list-style-type: none"> Ensure that the time has been allocated for teachers to meet collaboratively during conference periods, block lunch, or before/after school. 	<p>Teachers and teams have been given time every single day</p>	<p>Agendas and meeting notes</p>	<p>Formative Notes: Block Lunch Extra sub day from district</p> <p>Summative Notes: J-PLC 3 in the Spring with PLC leaders</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>2. Identify the specific behaviors that you expect to see in collaborative team meetings (e.g., full involvement of all team members, openness in discussing what is and is not working, questioning techniques), and share these expectations with all team members. Have each academic team discuss DuFour's four questions for a PLC and incorporate those questions in their academic team meetings.</p> <p>3. Determine what methods you will use to build each of these identified skills if assistance is needed (e.g., instructional coaches, modeling, observations of effective teams). Monitor team meetings to ensure that you have provided the necessary support to create effective and exciting collaborative teams.</p> <p>TEA Strategic Priority Goal #1</p>	<p>Yearly through JPLC</p> <p>Monthly reinforced through Team Leader Meetings</p> <p>Weekly monitoring of academic team meetings</p>	<p>JPLC agenda and meeting notes</p> <p>Team meetings focused on DuFour's four essential questions for a PLC</p>	
<p>Promote collaboration through structured peer classroom visits</p> <p>1. Teachers observe other teachers during spring semester. Also allow for brand new teachers to have an extra observation day</p> <p>2. Discuss teacher observations in leadership, department, and academic team meetings</p> <p>3. Evaluate the use and effectiveness of teacher observation visits and plan improvements and continuation of practice for next year</p> <p>TEA Strategic Priority Goal #1</p>	<p>Throughout the Spring 2018 semester</p>	<p>Teacher observations in Spring 2018</p> <p>Observations reflection sheets</p> <p>Discussions in leadership, department, and team meetings</p>	<p>Formative Notes: Developed a Teacher WICOR Walkthrough Form</p> <p>Summative Notes: Rolled out Teacher WICOR Walkthrough expectations to staff – March to April 15th observe another teacher using the Teacher WICOR Walkthrough form and debrief with departments</p>
<p>Continue with Jasper Professional Learning Community group #3 (JPLC-3). Third year of JPLC where we collaborate with a small group of campus leaders throughout the year on what makes an effective PLC.</p> <p>TEA Strategic Priority Goal #1</p>	<p>Meet once in fall 2017 and twice in Spring 2018</p>	<p>Presentations</p> <p>Article studies</p> <p>Three meetings</p>	<p>Formative Notes: J-PLC 3 met once in the fall</p> <p>Summative Notes: J-PLC 3 met twice in the spring and brought in Ashley Helms to help with development of PLCs</p>

Critical Action Addressing Missed State Safeguards

Critical Actions to Address Missed State Safeguards: Special Education STAAR Reading: 49% Approaching Grade Level Standard

- 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:		Administrative Team, Special Education Department Head						
Staff, Title I Staff:		Special Education Staff, Academic Literacy Teacher						
Materials and Resources:		District reading curriculum materials, Resources for IEP and Special Education						
Targeted Area:	<input type="checkbox"/> School Wide	<input checked="" type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Actions to Address Missed State Safeguards:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Proactively develop intervention plans for students performing below grade level 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. 2. Develop, distribute, and implement the plan to provide this remediation beyond the classroom teacher for students entering a classroom below grade level. Counselors will review 8 th grade STAAR scores for incoming 9 th graders. Any student not receiving approaching grade level measure will receive remediation through academic literacy classes. TEA Strategic Priority Goal #2	August 2018 and intervention plans created throughout the school year as needed by individual students	Intervention plans Enrollment in Academic Literacy Class Counselor conferences	Formative Notes: Students given specific targets interventions for support Summative Notes: Teachers worked individually with students who needed interventions in order to ensure skills were learned appropriately. In addition, students were identified and served in Jag Academy for additional support.
Provide proactive support for students performing below grade level 1. Provide just-in-time support through block lunch tutorials to ensure that students who are performing below grade level gain the specific prerequisite skills needed before they are introduced to new content.	September 2017 – May 2018 September 2017- May 2018	Tutorial attendance Universal design learning system	Formative Notes: Students were offered block lunch tutorials and Jag Academy during their hour lunch time Summative Notes: Developed feedback system for students during lunch so the tutorial time and Jag Academy time was protected and block lunch schedule remained

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>2. Use universal design learning strategies in all core content areas so students can access new prerequisite learning skills successfully</p> <p>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> <p>TEA Strategic Priority Goal #2</p>	To be implemented in 18-19 school year		
<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.</p> <p>2. Utilize district approved curriculum to address interventions</p> <p>TEA Strategic Priority Goal #2</p>	August 2017 through May 2018	<p>Intervention plans</p> <p>District Curriculum</p>	<p>Formative Notes: Researched reading programs to supplement needs of students</p> <p>Summative Notes: Requested and purchased the LLI Red program for students in need of reading interventions</p>
<p>Evaluate the effectiveness of student interventions</p> <p>1. Use pre/post-test MAP scores to help determine effectiveness of interventions. Teacher made assessments will provide data to support effectiveness of interventions</p> <p>2. We will abandon interventions that do not result in increased student performance.</p> <p>TEA Strategic Priority Goal #2</p>	August 2017 through May 2018	<p>MAP testing</p> <p>Teacher assessments</p>	<p>Formative Notes: Targeted reading interventions were made for students based off MAP scores</p> <p>Summative Notes: After purchase of the LLI Red program, reading MAP scores of students using this intervention program went up</p>
<p>Provide tutorials that target specific objectives</p> <p>Block lunch tutorials are used to target specific objectives for students who are not approaching grade level measure</p> <p>TEA Strategic Priority Goal #2</p>	August 2017 through May 2018	Block lunch tutorial attendance	<p>Formative Notes: Teachers provided block lunch tutorials and also did retesting during this time as well / Jag Academy</p> <p>Summative Notes: Jag Academy was specifically used to target students who are not approaching the grade level measure</p>
<p>Train and use peer tutors to support student</p>		Tutoring schedule	<p>Formative Notes: The idea of starting a BLAST type program was explored</p> <p>Summative Notes:</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Explore the use of peer tutors in your classrooms. Have school leaders arrange to visit classrooms where tutors are being used and to record their observations relative to their use. Meet as a leadership team to discuss your observations. Ask teachers who are highly skilled in the knowledge and use of peer tutors to share their practices with other teachers.	To be implemented in 18-19 school year	Attendance at peer tutoring sessions Feedback from students and teachers	We will continue on with our peer tutoring programs through AVID, however, the equity team on campus started research on the use of peer tutoring within all levels and classes
Seek support from team members to assist students performing below grade level Department and academic team meetings to collaborate and share strategies for individual student success TEA Strategic Priority Goal #2	Bi-weekly meetings	Meeting notes District curriculum	Formative Notes: PLC Team Meetings JAG Academy Leadership Team and Department meeting Summative Notes: PLC meetings ask the question of what are we going to do if students don't learn it A focus on the four essential questions of a PLC
Seek support from multiple staff members We will have our resource teachers collaborating with general education academic literacy teachers to develop, collaborate, and share successful teaching strategies TEA Strategic Priority Goal #2	October 2017 March 2018	Meeting notes District curriculum	Formative Notes: Special Education teachers work with general education teachers in the general education setting Summative Notes: Continued collaboration between SPED and general education over assessments, assignments, instructions, etc.
Seek support from parents Discuss the ways in which parents provide support for students who are not mastering grade level objectives during annual ARD meetings. Have teachers collaborate in bi-weekly team meetings on the support they generate from parents. Use and share positive parent communication strategies amongst all team members TEA Strategic Priority Goal #2	Bi-weekly meetings	Parent meetings, e-mails, and phone conversations Annual ARD minutes	Formative Notes: Continue to reach out and work with parents from SPED to the general education teacher Summative Notes: Teacher hold meetings, email, and have phone conversations with parents to discuss the progress of students

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.	Administrative team	Staff feedback/survey	Formative Notes: Parking lot, hallways, cafeteria, restrooms Summative Notes: Continuous updates were made throughout the year for all areas
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	Formative Notes: Adjust and monitor consistently. Block lunch and hall duty are the most challenging times that need monitoring Summative Notes: Restroom monitoring became more of a high risk as the year went on. Administrative team made a plan to monitor restrooms during lunch and passing periods
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook, Campus Handbook	Formative Notes: Discuss safety/security weekly at administrative team meetings Summative Notes: Incorporated safety scenarios into administrative meetings
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	Formative Notes: September 2017 Summative Notes: Training/discussions/processes occurred
	Review referral process.	Principal or designee	Campus referral plan	Formative Notes: Reviewed July 2017 Summative Notes: Made Spring adjustments to a few referral system processes
Staff	INTERVENTION:			

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Formative Notes: July 2017 Summative Notes: Discussions/processes were addressed often
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	Formative Notes: July 2017 Summative Notes: Made adjustments to online referral system as needed
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Formative Notes: Ongoing Summative Notes: Ongoing

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	PREVENTION:			
	Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Formative Notes: Ongoing Summative Notes: Reminders sent out/discussed often, and processes were revisited
	Monitor high risk areas.	All staff	Schedule (if necessary)	Formative Notes: Ongoing Summative Notes: Ongoing
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	Formative Notes: August 2017 Summative Notes: Jaguar Way, Student Expectation Talks
All Students	INTERVENTION:			
(Please complete cells below)				

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Apply classroom interventions.	All teachers	Code of Conduct, Teacher Rules, Restorative Practices	Formative Notes: Ongoing Summative Notes: Admin discussions – consistency across areas
	Employ discipline interventions.	Designated staff	Code of Conduct, Restorative Practices	Formative Notes: Ongoing Summative Notes: Ongoing
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Code of Conduct, Expectation Videos, Restorative Practices	Formative Notes: Ongoing Summative Notes: Ongoing
	Conference with parents/students.	Teachers or other staff	Code of Conduct, District Resources, Restorative Practices	Formative Notes: Ongoing Summative Notes: Ongoing

Parent Involvement

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

Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline 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 and as need arises	Formative Notes: This process continues to work well Summative Notes: We are also trying to increase our presence on Twitter using branding of #JagTag
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access.	Counselors	As need arises	Formative Notes: This process is currently working Summative Notes: This process is currently working
Upgrade and maintain the campus website for easy access and increased communication with the community.	Administration, PTSA	Weekly	Formative Notes: Updates are ongoing and are maintained well Summative Notes: Updates are ongoing and are maintained well
Communicate information through eNews and through hard copies when internet access is not available.	Administration	Daily	Formative Notes: Parents and the community have given positive feedback to the system Summative Notes: The communication system continues to work well
Utilize social media to keep parents and community informed.	Administration, Teachers, PTSA	Daily	Formative Notes: Started a focus on Twitter using the hashtag JagTag for school branding Summative Notes: Twitter hashtag used throughout the year with expansion to other social media platforms
PTSA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	PTSA, Administration	Monthly meetings	Formative Notes: Meetings occur during lunch and are insightful for the PTSA as well as the campus Summative Notes: Meetings continue to occur and are going well
Partner with PTSA to offer parental programs on a variety of topics (academic, social, etc.).	PTSA, Administration	Monthly meetings	Formative Notes: Various programs have occurred and student/parent participation has varied

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
			Summative Notes: Various programs have occurred and student/parent participation has varied

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	Spring 2018 and as need arises	Formative Notes: Counselors prepared for academic conferences in the spring Summative Notes: Spring academic conferences occurred and were successful
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	Spring 2018 and as need arises	Formative Notes: Counselors met with classes to discuss college entrance process and Naviance Summative Notes: Counselors met with classes to discuss college entrance process and Naviance
The campus will provide website links and offer hard copies for: PISD's University Ready Program; Naviance; and the College Board Website.	Counselors	Fall 2017 and as need arises	Formative Notes: This occurred and was successful Summative Notes: This occurred and was successful
The campus will provide information to Career Path Classes and certification information to students and parents.	Counselors	Spring 2018 and as need arises	Formative Notes: This information was provided to students and their parents Summative Notes: This information was provided to students and their 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	Specific programs in Fall 2017 and Spring 2018, also as need arises	Formative Notes: Counselors addressed stress through different programs, initiatives, and partnering with outside groups through the health classes Summative Notes: Counselors addressed stress through different programs, initiatives, and partnering with outside groups through the health classes

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: Administrative team and teachers were trained on best hiring practices Summative Notes: Principal attended recruiting event with Human Resources
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend.	Monthly Bilingual Stipends, July 2017 to June 2018	Formative Notes: This occurs in Plano ISD Summative Notes: This occurs in Plano ISD
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	Formative Notes: Student teachers are frequently utilized on our campus Summative Notes: Student teachers are frequently utilized on our campus
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	Formative Notes: The professional learning department assisted in professional learning on our campus Summative Notes: The professional learning department assisted in professional learning on our campus
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	Formative Notes: The certification office followed all district hiring procedures throughout the year Summative Notes: The certification office followed all district hiring procedures throughout the year