



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Plano West Sr. High School

Principal: **Katherine King**

Mission Statement:

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

Pending approval by DBIC

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): **Thursday, September 28, 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): **Thursday, May 24, 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
David Carroll	Faculty Member	2008-09	Y	Y	Y
Alan Greider	Faculty Member	2009-10	Y	Y	Y
Rosolayn Johnson	Faculty Member	2014-15	Y	Y	Y
Ted Kincaid	Faculty Member	2010-11	N	Y	N
Nancy Lewis	Faculty Member	2015-16	Y	Y	Y
Olivia Tanksley	Faculty Member	2015-16	Y	Y	Y
Kelley Wonsmos	Faculty Member	2014-15	Y	Y	Y
Kathy Horn	Faculty Member, Special Ed	2013-14	Y	Y	Y
Kathy King	Principal	2007-08	Y	Y	N
Jeremy Kondrat	District Professional	2016-17	N	Y	N
Chris Ostertag	Campus Professional, Non-teaching	2016-17	Y	Y	Y
MaryBeth Randecker	Campus Professional, Non-teaching	2014-15	Y	Y	Y
Sherrie Gardner	Support Staff Member	2015-16	Y	Y	Y
Heather (Xing) Li	Parent-Selected by PTA	2017-18	Y	Y	Y
Christine Platt	Parent-Selected by Principal	2017-18	Y	N	Y
Rajesh Tiwari	Parent	2017-18	Y	N	N
Marilee Solomon	Parent	2017-18	Y	Y	Y

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Anil Bhatia	Parent	2016-17	Y	Y	Y
Jennifer Allen	Parent	2017-18	N	N	Y
Amy Shusterman	Parent	2017-18	Y	Y	Y
Michelle Ridgley, Selected by Principal	Parent	2016-17	Y	Y	Y
Cynthia Shi, Selected by PTA	Parent	2017-18	Y	Y	Y
Judy Giaudrone	Community Member	2016-17	Y	Y	Y
Lynn Huey	Community Member	2017-18	N	Y	Y
Larry Harper	Business Representative	2016-17	Y	Y	N
Debbie Jordan	Business Representative	2016-17	Y	Y	N
Alec Barath	Student	2016-17	Y	Y	Y
Max Shusterman	Student	2017-18	Y	Y	Y
Lee Rodenbaugh	Student	2016-17	Y	Y	Y
Lucia Carbajal	Student	2017-18	Y	Y	Y
Megan Adams-Smyth	Faculty Member (Ad Hoc)	2013-14	Y	Y	Y
Becky Elizondo	Faculty Member (Ad Hoc)	2013-14	Y	Y	Y
Barbara Nelson	Faculty Member (Ad Hoc)	2010-11	Y	Y	Y
Carrie Stevens	Faculty Member (Ad Hoc)	2015-16	N	N	N

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Lisa Carrigan	Principal (Ad Hoc)	2017-18	Y	Y	Y
Karin Ball	Principal (Ad Hoc)	2017-18	Y	Y	N
Randy Hayes	Principal (Ad Hoc)	2007-08	Y	Y	Y
Carl Herrmann	Principal (Ad Hoc)	2008-09	Y	Y	Y
Michael Cruz	Principal (Ad Hoc)	2015-16	Y	Y	Y
Ammon Talbot	Principal (Ad Hoc)	2017-18	Y	Y	Y

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
<p>1. Math/English - Use allocated time as a tool to maximize learning opportunities. (CA 8)</p>
<p>2. Science/Social Studies - Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives. (CA 15)</p>
<p>Critical Actions to Address Missed State Safeguards (ELA):</p> <ul style="list-style-type: none"> • Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P³A Best Practice #17) • Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P³A Best Practice #13) • Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P³A Best Practice #14)

Critical Action 1

Critical Action: Use allocated time as a tool to maximize learning opportunities. (CA 8)

Project Lead:		Supervisory Administrators, Department Chairs						
Staff, Title I Staff:		Classroom Teachers						
Materials and Resources:		Edugence, District Curriculum						
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 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
Use instructional time efficiently by addressing prerequisite knowledge 1. Determine the extent to which targeted interventions address prerequisite knowledge and skills gaps. 2. Teacher teams plan just-in-time interventions to give students a boost in gaining these skills PRIOR to new instruction at grade level. 3. Structure learning support for students who are entering any classroom below grade level.		Weekly team meetings Weekly team meetings and as appropriate Weekly team meetings	Meeting notes Student work samples/data Lesson Plans Lesson Plans Student work samples/data	Formative Notes: ELA: <ul style="list-style-type: none"> Establish necessary foundational skills early in the year-before teachers move on to the new lesson/unit/instructional goals. Set a baseline before moving to the curriculum of the current year. Students are coming from different levels of classes that are merging together. Group tutorials available at different times of the day to go over assessments and writing at the beginning of the year. The use of the English Writing Lab is also available during lunch periods 4 days of the week. Private tutorials are also available as needed. Recognize ALL types of learners in the classroom by varying the types of lessons and strategies. Math: <ul style="list-style-type: none"> : Teachers met in subject teams to determine when interventions were likely to be needed and what those interventions should be for their subject. Then the interventions were planned—warm ups, lesson intros, and additional examples at the beginning of a lesson—all to bring students up to speed with

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			<p>new instruction. These areas of possible weakness were also addressed in outside-of-class tutorials as well.</p> <p>Summative Notes:</p> <p>ELA:</p> <ul style="list-style-type: none"> The English Department will be more deliberate in their actions at the beginning of next year to recognize student ability levels. All grade level teams will give a writing assessment within the first few weeks of school to determine what direction the class needs to go. Are they on track? Do we need to review certain concepts? Do just a few students need additional help before moving on? These are just a few questions that will be answered after the writing assessment. Again, grade level teams will have tutorials (individual or group) to help students who are seeing deficits in certain areas of the class. <p>Math:</p> <ul style="list-style-type: none"> Teacher teams continue to re-evaluate and re-direct. Some interventions were more successful than others, so changes are planned for next year. More emphasis will be given to shoring up prerequisite skills before moving forward.
<p>Differentiate instruction to maximize learning time</p> <ol style="list-style-type: none"> Teams work to identify effective differentiation strategies for the individual classroom level and subject. Embed specific strategies into the curriculum planning process that will enable students to engage with the 	<p>Weekly team meetings</p> <p>Weekly team meetings</p>	<p>Lesson Plans Documented strategies</p> <p>Lesson Plans</p>	<p>Formative Notes:</p> <p>ELA:</p> <ul style="list-style-type: none"> The English team meetings have involved discussions of differentiated strategies and ways to embed those strategies into the planning process. Implementation of strategies in the classroom are in process. <p>Math:</p>

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<p>lesson at the level and in a manner appropriate to their abilities.</p> <p>3. Create opportunities for students to show mastery of the material in varied ways.</p>	<p>Weekly team meetings</p>	<p>Documented strategies</p> <p>Lesson Plans</p> <p>Student work samples</p>	<ul style="list-style-type: none"> Subject teams identified which high-yield instructional strategies would best fit the targeted interventions and the math subject at hand. These strategies were incorporated into lessons. Mastery of the material was observed/evaluated in a variety of ways—questioning, homework, quizzes, student individual and/or group response. <p>Summative Notes:</p> <p>ELA:</p> <ul style="list-style-type: none"> This is, and always will be, a work in progress. We have used differentiated instructional models with varying degrees of success. Based on student product and need, we will continue to scaffold instruction when necessary <p>Math:</p> <ul style="list-style-type: none"> Differentiation was implemented in every unit and every classroom. This is not “accomplished” but ongoing every year.
<p>Minimize non-instructional interruptions</p> <p>1. Determine the extent to which non-instructional activities cause loss of learning time for students.</p> <p>2. Teams determine how they might engage students while they complete mandatory non-instructional tasks.</p> <p>3. Teams implement the identified strategies for a period of time, then debrief and evaluate the effectiveness of the activities.</p>	<p>Monthly Leadership Team Meetings</p> <p>Weekly team meetings</p> <p>Monthly in team meetings and/or Leadership Team</p>	<p>Leadership Team notes</p> <p>Team meeting notes</p> <p>Lesson Plans</p> <p>Meeting notes</p> <p>Formative/Summative Data</p>	<p>Formative Notes:</p> <p>ELA:</p> <ul style="list-style-type: none"> School activities, drills, announcements, etc., will cause little to no disruption to instructional time in the classroom. Implement mini-lessons at the beginning of the period (quick writes, grammar, and vocabulary). EOC remediation activities may also be added as mini-lessons. Discuss the effectiveness of these strategies during team/department meetings. <p>Math:</p> <ul style="list-style-type: none"> For non-instructional activities over which the teacher has control, there was discussion about how to best handle these things. In some cases, a warm up was a good activity to

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			<p>keep students occupied. Other times the non-instructional activities can be done while students are checking their answers to previous night's homework, or while they are working on the current assignment at the end of the period.</p> <p>Summative Notes:</p> <p>ELA:</p> <ul style="list-style-type: none"> To keep students focused/occupied at the beginning the class period, classes will use 5-10 minutes of silent reading. The students can read a choice novel, or something that they are reading in class, beginning next year. Some classes/teachers already do this and it has worked well. This keeps the students occupied while the teachers take attendance and do housekeeping activities around the class. <p>Math:</p> <ul style="list-style-type: none"> Teachers used a variety of strategies to engage students. Teachers also made it a priority to be better organized and to expect/predict student behavior so that they planned ahead for it. Most teachers have an established procedure for the beginning of class that students know. For instance, several teachers now require all backpacks and/or phones in a central location away from students, so that distractions are minimized; students begin class by placing their things in the designated place while the teacher takes roll, etc. We have discussed at length the effectiveness of these strategies, which encourages the other teachers to experiment with different ways to structure their class setup.

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Critical Action 2

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

Project Lead:	Supervisory Administrators, Department Chairs							
Staff, Title I Staff:	Classroom Teachers							
Materials and Resources:	Edugence, District Curriculum							
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 checked="" 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
Extend learning for students who demonstrate early mastery				Formative Notes: Science: <ul style="list-style-type: none"> The Science Department/Teams uses evaluation data available in Edugence to assist in identifying gifted and talented students. Science does not have any pre-assessment resources to evaluate early mastery prior to the start of a unit but we have daily pre-assessment resources to evaluate students' understanding prior to the start of the day's lesson. Pre-assessment tools available for this are CFU problems, Plickers, Kahoot, learning guides (red, yellow and green) and unit flowcharts We're requesting that the district's curriculum project continue to aid in the development of pre-assessment resources Social Studies: <ul style="list-style-type: none"> Identification needs to occur over time, with multiple opportunities to exhibit gifts. Peer tutoring is sometimes used, but more often, we allow students to use the extra time as they see fit. Some teachers have brainteasers; others use music or art for the time period being studied.
1.	Determine which students in the class are identified as Gifted/Talented	Once per semester	GT student rosters	
2.	Where practical, utilize pre-assessments in order to determine which students have already mastered objectives	At the beginning of units, as practical	Sample lesson plans	
3.	Plan activities that extend students' thinking for any objective on which they demonstrate early mastery. - Work with teacher teams to add a consideration of early-mastery students in their instructional planning. -Have team members brainstorm the extended learning opportunities that will be provided for these students.	Weekly team meetings/ instructional planning meetings	Notes from teams and/or Curriculum Coordinator meetings	
4.	Consult with district Curriculum Coordinators to receive input/resources regarding early-mastery materials relative to each academic objective.	As needed	Lesson plans, Meeting notes	
				Summative Notes:

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			<p>Science:</p> <ul style="list-style-type: none"> The Science Department/Teams will continue to use Edugence to assist identifying gifted and talented students. The Science Department does not currently have an action plan for evaluating early mastery prior to the start of a unit. Teachers/Team will continue to develop a bank a pre-assessment questions for Plicker and Kahoot. District support is needed to provide an early mastery curriculum. Physics will continue to use the capstone problem for students you have demonstrated early mastery. <p>Social Studies:</p> <ul style="list-style-type: none"> Social Studies works carefully with ESL, 504 programs and Edugence to try to identify students who might need help but fall within students who can master objectives early.. Some teachers have brainteasers; others use music or art for the time period being studied. We also allow them to study for other classes
<p>Identify specific work products/outcomes for extended learning</p> <ol style="list-style-type: none"> Collect samples of extended learning activities that teachers are currently using to gauge the amount of structure provided in those assignments. Share observations with your leadership team and with your faculty. Encourage teachers to work with their teams to define the work products and outcomes that will be expected for any extended learning opportunities in their classrooms. 	<p>Review every nine weeks</p> <p>Weekly team meetings/ instructional planning meetings</p>	<p>Sample lesson plans. Leadership Team meeting notes/minutes</p> <p>Lesson Plans</p>	<p>Formative Notes:</p> <p>Science:</p> <ul style="list-style-type: none"> The district curriculum has written into it required performance assessments. These activities require students to apply their understanding of several units/topics to produce a product. Examples: mousetrap car, mousetrap catapult, circuit construction, paper barrier Extending learning opportunities beyond first-year courses included: AP Courses, LASER (science fair) and robotics. <p>Social Studies:</p>

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3. Work with district curriculum leaders to determine what supports are available or can be developed.	As needed	Meeting notes	<ul style="list-style-type: none"> We will use a google form to enhance the learning for students. We may use technology to investigate the social aspects of a society. While working in teams, we discuss student strengths or interests and how we can bring in “real life” applications and use technology in the classroom. <p>Summative Notes:</p> <p>Science:</p> <ul style="list-style-type: none"> The Science Department does not have any samples of extending learning opportunities. Extended learning opportunities available are AP courses, LASER and science fair. <p>Social Studies:</p> <ul style="list-style-type: none"> Since we now have the Chrome books we can set up Kahoot, quizlets, games, and interactive activities for students. We will continue working in discipline teams, we discuss student strengths or interests and how we can bring in “real life” applications and use technology in the classroom.
<p>Work collectively to challenge students who demonstrate early mastery</p> 1. Examine the ways that teachers currently collaborate to assist students in their classrooms who demonstrate early mastery of grade-level objectives. Discuss/review responses in a school leadership meeting. 2. Meet with teacher teams to review the way teachers indicate they are currently collaborating. Identify any outstanding examples of collaboration to share with the entire faculty.	<p>Weekly Department / Team meetings, Monthly Leadership Team meeting</p> <p>Weekly Department / Team meetings</p>	<p>Team meeting notes, Leadership Team minutes</p> <p>Team meeting notes</p>	<p>Formative Notes:</p> <p>Science:</p> <ul style="list-style-type: none"> Methods used for students who demonstrate early mastery are: Group strategies: Methods to make groups includes: prior assessments grades, 9-weeks grade, CoGat, pre-assessment data <ul style="list-style-type: none"> Peer Tutoring Individual advance study <p>Social Studies:</p> <ul style="list-style-type: none"> Teachers have discussed utilization of strategies such as competitions, snowball reviews, higher order questioning strategies, summaries, exit tickets, and classroom polls/quizzes to enhance instruction for students that demonstrate early

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3. Ask each team to design an activity to increase this practice in your school. 4. Implement grouping strategies when appropriate, to have students that have demonstrated early mastery work on extended learning opportunities as a cohort	Once per semester As practical throughout the semester	Team meeting notes, Lesson plans Team meeting notes, Lesson plans	mastery. In addition, teachers have implemented grouping strategies in various strategic ways to challenge students that demonstrate early mastery. Summative Notes: Science: <ul style="list-style-type: none"> Peer Tutoring and individual advanced study are used for students who demonstrate early mastery. Teachers will continue to use grouping strategies next year. Social Studies: <ul style="list-style-type: none"> Teachers have discussed utilization of strategies such as competitions, snowball reviews, higher order questioning strategies, summaries, exit tickets, and classroom polls/quizzes to enhance instruction for students that demonstrate early mastery. In addition, teachers have implemented grouping strategies in various strategic ways to challenge students that demonstrate early mastery.

Critical Action Addressing Missed State Safeguards

Critical Actions to Address Missed State Safeguards:

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

Project Lead:	Administrators							
Staff, Title I Staff:	Academic Support Staff, ELA Teachers, Counselors							
Materials and Resources:	EOC Review Materials, EOC Rosters, EOS Individual Student Reports, Edugence							
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 Actions to Address Missed State Safeguards:

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SW #17 - Proactively develop intervention plans for students performing below grade level <ol style="list-style-type: none"> 1. Prior to the start of the school year/spring semester, identify students that have been unsuccessful with the English 1 and/or English 2 EOC Assessments 2. Review released testing data to determine specific areas of weakness for each identified student. 3. Create designated sections of English 3 and English 4 that are designed to provide additional support for identified students. 4. Administrative team and Counseling staff will ensure that students that are present in school during the EOC testing window are in the testing room and provided the opportunity to take the EOC test. 	<p>August, 2017 December, 2017</p> <p>Fall, 2017 Spring, 2018</p> <p>Summer, 2017</p> <p>Fall, 2017 Spring, 2018</p>	<p>Student list</p> <p>Student EOC test reports</p> <p>Master Schedule</p> <p>EOC testing rosters</p>	<p>Formative Notes:</p> <ul style="list-style-type: none"> • Counselors worked over the summer to identify students who still needed to pass the EOC (I, II, or both). • Testing data was evaluated for each student to see what testing area needed the most improvement. • If their schedule permitted, the student was placed in an EOC Remediation class where they worked on district curriculum for that English III or English IV course, plus intensive EOC practice. There were two English III classes and one English IV class. • Students needing to pass the EOC took the test in December of 2017. <p>Summative Notes:</p> <ul style="list-style-type: none"> • The proactive strategies implemented were effective in providing students and teachers with important and timely information which informed the instructional process. • The creation of specific sections of English 3 and English 4 for remediation focus had the

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			unintended consequence of concentrating students with behavioral challenges in the classroom. Schedules were adjusted for the second semester (for students that were not successful in the December administration of the EOC). Additional supports/strategies were implemented across all sections of on level English 3 and 4 regardless of student EOC status.
SW #17 - Provide proactive support for students performing below grade level 1. Utilize pre-assessments to evaluate current student capabilities and tailor intervention strategies. 2. Design student specific supports based upon pre-assessments.	ELA Remediation Team planning meetings ELA Remediation Team planning meetings	Pre-Assessment documents Lesson Plans Lesson Plans Work samples	Formative Notes: <ul style="list-style-type: none"> Remediation teachers utilized portions of released EOC's as pre-assessment material, which provided teachers with knowledge of student gaps. This informed teaching strategies to be utilized within the classroom. Summative Notes: <ul style="list-style-type: none"> Student writing skills showed improvement overall during the course of the semester.
SW #17 - Provide academic support aligned with the district curriculum 1. Embed EOC objectives into the English 3 and English 4 curricula and into the designated remediation sections as appropriate.	ELA Remediation Team planning meetings	Curriculum documents Lesson Plans	Formative Notes: <ul style="list-style-type: none"> 1. At the beginning of the semester, the students took a full EOC practice test to evaluate strengths and weaknesses. Summative Notes: <ul style="list-style-type: none"> Specific strategies were implemented and intensified during the second semester. Student growth was evident, as the EOC test scores showed improvement over past years, and a marked improvement over the December administration of the EOC.
SW #17 - Evaluate the effectiveness of student interventions 1. Monitor student grades and review work samples throughout the semester.	ELA Remediation Team planning meetings	Assessment data	Formative Notes: <ul style="list-style-type: none"> The students that were placed in the EOC remediation classes followed the curriculum of the English III or English IV class, along with embedded remediation activities.

Action Step <ul style="list-style-type: none"> 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
2. Utilize practice tests to assess student growth prior to taking the EOC.	Fall, 2017 Spring, 2018	Sample test documents	Summative Notes: <ul style="list-style-type: none"> Work samples were analyzed throughout the school year, along with utilization of practice tests. The students showed growth, mostly in the second semester as interventions intensified.
CL #13 - Provide tutorials that target specific objectives 1. Utilize pullouts for EOC remediation in ELA 2. Provide weekend and/or after school tutorial opportunities for EOC remediation.	Fall, 2017 Spring, 2018 Fall, 2017 Spring, 2018	Pullout schedule Attendance data EOC tutorial schedule Attendance data	Formative Notes: <ul style="list-style-type: none"> In progress. Summative Notes: <ul style="list-style-type: none"> Selected students were pulled out of English class for remediation, and tutorials were offered during the lunch hours. Students did not attend before/after school sessions with fidelity, but the lunch tutorial had greater results.
CL #13 - Train and use peer tutors to support student 1. Utilize strategic grouping within the remediation environment, matching students that have progressed in their mastery of the material with those that are struggling.	Fall, 2017 Spring, 2018	Lesson plans indicating grouping strategies	Formative Notes: <ul style="list-style-type: none"> In progress Summative Notes: <ul style="list-style-type: none"> During second semester, as EOC strategies were imbedded in all on level English classes, students were grouped in a way that they could support one another's learning experiences.
CL #14 - Seek support from team members to assist students performing below grade level 1) Seek support from ELA team members to assist students performing below grade level, specifically EOC failures. <ul style="list-style-type: none"> a) Brainstorm existing strategies employed to assist struggling students b) Develop a list of strategies not currently in place to support struggling students. 	ELA Remediation Team planning meetings October, 2017 October, 2017	Team meeting Notes. EOC Remediation strategy list EOC Remediation strategy list	Formative Notes: <ul style="list-style-type: none"> In progress Summative Notes: <ul style="list-style-type: none"> As EOC strategies were integrated into the on level curriculum, teachers shared intervention/student support ideas and strategies in their weekly team meetings. These strategies were then utilized within the classroom environment.
CL #14 - Seek support from multiple staff members			Formative Notes: <ul style="list-style-type: none"> In progress

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
1. Utilize Academic Support staff and Guidance staff to assist and provide supports for students that have been unsuccessful on ELA EOC assessments	Each semester, prior to EOC testing	Remediation calendar	Summative Notes: <ul style="list-style-type: none"> The Academic Support teachers and counselors were very involved with identifying students and encouraging tutorials.
CL #14 - Seek support from parents <ol style="list-style-type: none"> Provide suggestions/resources/work samples to parents so they may support their child at home. ELA team discussion of strategies to engage parents in support of their child's EOC needs. ELA teams create a sample of highly effective parental communication that clarifies how parents can provide needed support. 	Each semester, prior to EOC testing	Copy of parent letters ELA team notes	Formative Notes: <ul style="list-style-type: none"> In progress Summative Notes: <ul style="list-style-type: none"> While there is still opportunity to formalize a system for soliciting parent support, individual conversations occurred between school staff and parents regarding the importance of tutorial attendance and EOC status.

Violence Prevention and Bullying

Critical Action: VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (HB 283)

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	PREVENTION:			
	Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Formative Notes: <ul style="list-style-type: none"> Utilize staff and student reports to identify areas to monitor. Summative Notes: <ul style="list-style-type: none"> : Faculty and staff routinely monitor areas within proximity of their classroom during passing periods. Administrative team monitors high traffic areas for any concerns.
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	Formative Notes: <ul style="list-style-type: none"> Inform staff near high risk areas of appropriate actions when a concern surfaces: call front office, identify concerns, etc. Summative Notes: <ul style="list-style-type: none"> Faculty and staff reported concerns as necessary.
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Formative Notes: <ul style="list-style-type: none"> Expectations were provided by staff to students through a variety of media: Back to school video, twitter, website, etc. Summative Notes: <ul style="list-style-type: none"> : District initiative implemented with "See Something. Say Something."
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	Formative Notes: <ul style="list-style-type: none"> Staff briefed at back to school inservice on the bullying protocol. Staff informed students of available

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				resources to report bullying and harassment: report to staff, anonymous tip line, etc. Summative Notes: <ul style="list-style-type: none"> Students and families are aware of the PISD Tipline to make anonymous reports as necessary.
	Review referral process.	Principal or designee	Campus referral plan	Formative Notes: <ul style="list-style-type: none"> Campus leadership team provided feedback on campus referral process and follow-up. Summative Notes: <ul style="list-style-type: none"> Referral process was reviewed by administrative team. Communication in the referral process was simplified by use of electronic communication.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Formative Notes: <ul style="list-style-type: none"> Staff is apprised of classroom management strategies at the back to school inservice and throughout the year. Summative Notes: <ul style="list-style-type: none"> Principal supervisors conference with individual staff regarding intervention practices.
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	Formative Notes: <ul style="list-style-type: none"> Back to school inservice staff was apprised of campus expectations. Summative Notes: <ul style="list-style-type: none"> Referral process was reviewed by administrative team. Communication in the referral process was simplified by use of electronic communication.
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Formative Notes: <ul style="list-style-type: none"> Back to school inservice staff was apprised of campus expectations. Summative Notes:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				<ul style="list-style-type: none"> Referral process was reviewed by administrative team. Communication in the referral process was simplified by use of electronic communication.

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: <ul style="list-style-type: none"> During the first week of school, staff reviews student expectations with their classes. Summative Notes: <ul style="list-style-type: none"> Tipline utilized to make anonymous reports.
	Monitor high risk areas.	All staff	Schedule (if necessary)	Formative Notes: <ul style="list-style-type: none"> Staff near high risk areas are made aware and provided with expectations to address. Summative Notes: <ul style="list-style-type: none"> : Faculty and staff reported concerns as necessary.
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	Formative Notes: <ul style="list-style-type: none"> During the first week of school, staff reviews student expectations with their classes. Summative Notes: <ul style="list-style-type: none"> Back to school video provides information on behavior expectation. Video posted to Plano West website.
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	Discipline Management Plan	Formative Notes: <ul style="list-style-type: none"> During the first week of school, staff reviews student expectations with their classes. Summative Notes: <ul style="list-style-type: none"> When necessary, principal supervisors conference with individual staff regarding intervention practices.
	Employ discipline interventions.	Designated staff	Administrators/Teachers	Formative Notes: <ul style="list-style-type: none"> During the first week of school, staff reviews student expectations with their classes. Summative Notes: <ul style="list-style-type: none"> When necessary, principal supervisors conference with individual staff regarding intervention practices.
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Crisis Intervention Protocols, Bullying/Harassment Intervention Plan	Formative Notes: <ul style="list-style-type: none"> CMIT meetings, conferences, etc are held as needed. Summative Notes: <ul style="list-style-type: none"> Counseling and Assistant Principal protocols that student safety.
	Conference with parents/students.	Teachers or other staff	Discipline data/history, Code of Conduct, Policy/Procedures, Intervention strategies	Formative Notes: <ul style="list-style-type: none"> CMIT meetings, conferences, etc are held as needed. Summative Notes: <ul style="list-style-type: none"> CMIT meetings, conferences, etc are held as needed.

Parent Involvement

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

Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline 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	Beginning of school year. Parent Portal rosters	Formative Notes: <ul style="list-style-type: none"> Completed, including follow up after the beginning of school. Summative Notes: <ul style="list-style-type: none"> While a challenge, this process becomes better and more reliable each year.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access.	CTA Counselors Administrators	Once per semester. Flyers for parents School distribution center	Formative Notes: <ul style="list-style-type: none"> Assistance is provided through the campus technology assistants, with support of the Academic Support Teachers, Counselors, and Administrators. Summative Notes: <ul style="list-style-type: none"> We have seen a reduced need for this service due to student personal technology; however, the need is still present.
Upgrade and maintain the campus website for easy access and increased communication with the community.	Webmaster	Update Daily Website	Formative Notes: <ul style="list-style-type: none"> Our website is updated daily with timely information. Summative Notes: <ul style="list-style-type: none"> Updates are easier to make than ever due to improvements in software and website design.
Communicate information through eNews and through hard copies when internet access is not available.	Administration ENews contact	Daily Email/Enews archives	Formative Notes: <ul style="list-style-type: none"> E-news is sent out each day to our community. Summative Notes:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
			<ul style="list-style-type: none"> We receive feedback from parents/community regularly as a result of the daily enews communication.
Utilize social media to keep parents and community informed.	Twitter administrator	Daily PWSH Twitter feeds	Formative Notes: <ul style="list-style-type: none"> Our Twitter manager constantly sends timely communication to the community. Summative Notes: <ul style="list-style-type: none"> There are many followers of PWSH on Twitter; however, our digital footprint can always expand.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Head Principal PTSA President	Monthly Meeting notes	Formative Notes: <ul style="list-style-type: none"> PTA representatives meet frequently with Mrs. King to discuss campus and community issues. Summative Notes: <ul style="list-style-type: none"> Our PTSA is an outstanding support to our school. The leadership communicates well with the school staff.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	Administrators PTSA Leadership	Monthly Meeting notes Programming announcements/advertisements	Formative Notes: <ul style="list-style-type: none"> The PTA sponsored a suicide awareness presentation in the fall semester, and plans to present other timely information to the community. Summative Notes: <ul style="list-style-type: none"> Our PTSA continually looks for ways to improve services to our Plano West community.

Transition

Critical Action Step: The campus will assist students in making a successful transition between high school to college, the workplace or the military.

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 Academic Conferences	Formative Notes: <ul style="list-style-type: none"> Academic Conferences are scheduled to begin on February 1, 2018. Summative Notes: <ul style="list-style-type: none"> Academic Conferences were completed by April 1, and were highly 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	Fall, 2017 - Spring, 2018	Formative Notes: <ul style="list-style-type: none"> Counselors are in process of assisting students in all areas related. Collin College has provided a College and Career Counselor that is housed on our campus two days per week. He has already begun his outreach initiatives. Summative Notes: <ul style="list-style-type: none"> Our counselors have worked diligently in support of our students, and the Collin College resource was very helpful to our staff and students alike.
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 - Spring, 2018	Formative Notes: <ul style="list-style-type: none"> All resources are currently available on the Plano West website, and is advertised via e-news/announcements. Summative Notes: <ul style="list-style-type: none"> See above
The campus will provide information to Career Path Classes and certification information to students and parents.	Counselors	Spring Academic Conferences	Formative Notes: <ul style="list-style-type: none"> Information will be included in the Academic Conference process, which begins soon. Summative Notes:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
			<ul style="list-style-type: none"> Academic Conferences have been completed, and information provided as appropriate.
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	Fall, 2017 - Spring, 2018	<p>Formative Notes:</p> <ul style="list-style-type: none"> Staff and students have received training and resources as related to emotional wellbeing. In addition, PWSH has partnered with UT Southwestern Medical School to provide the YAM program through Health classes, which provides information regarding mental health and suicide prevention. <p>Summative Notes:</p> <ul style="list-style-type: none"> Our school nurse coordinated a Mental Health/Wellness month focus in May that was very well received. This is a continuing area of focus.

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. Title I Component 5 Funding source: State and Local	August 2017 to May 2018	Formative Notes: Summative Notes: <ul style="list-style-type: none">The Human Resources Department provides a tremendous service to the schools in providing quality applicants.
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. Title I Component 5 Funding source: State and Local	Monthly Bilingual Stipends, July 2017 to June 2018	Formative Notes: Summative Notes:
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. Title I Component 5 Funding source: State and Local	August 2017 to May 2018	Formative Notes: Summative Notes:
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. Title I Component 4 and 5 Funding source: State and Local	July 2017 to June 2018	Formative Notes: Summative Notes: <ul style="list-style-type: none">The Professional Development supports at Central Office have improved dramatically over the past few years.
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. Title I Component 5 Funding source: State and Local	July 2017 to June 2018	Formative Notes: Summative Notes: <ul style="list-style-type: none">Plano West is 100% compliant with highly qualified, certified teachers.