



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Schimelpfenig Middle School

Principal: **Dr. Brant Perry**

Mission Statement:

To inspire, educate, and prepare students for the future.

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, October 05, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Thursday, February 01, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Thursday, June 07, 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
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
Program Funding			
Staffing	\$ Enter funding \$	Total Funding for # Title I Support Teachers	
Parental Engagement	\$ Enter funding \$	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	\$ Enter funding \$	Additional Title I Funding (i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities)	

TEA Strategic Priorities

Every child, prepared for success in college, a career or the military.			
Goal 1	<u>Recruit, 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
Jeannie Freeman	Faculty Member	2015-16	X	X	
Lauren Knebel	Faculty Member	2015-16	X	X	
Maria Cano	Faculty Member	2017-18	X	X	
Jennifer Guffey	Faculty Member	2015-16	X	X	X
LaTasha Goodwin	Faculty Member	2016-17	X	X	X
Helen Reas	Faculty Member, Special Ed	2016-17	X	X	X
Dr. Brant Perry	Principal	2016-17	X	X	X
Jill Stoker	District Professional	2014-15			
Mark Letterer	Campus Professional, Non-teaching	2012-13	X	X	X
Kendal Garner	Support Staff Member	2017-18	X		
Lisa Heise	Parent-Selected by PTA	2017-18		X	X
Chris Browning	Parent-Selected by Principal	2017-18	X	X	X
Robyn Rose	Parent	2014-15	X		X
Bernard Nance	Parent	2017-18	X	X	X
Jenny Rohren	Parent	2017-18			
Tammy Hooker	Parent	2016-17		X	
Brian Bird	Community Member	2016-17	X	X	X
Linda Patrick	Community Member	2015-16			
Barry Newberg	Business Representative	2014-15			
Cypheen Kabongil	Business Representative	2017-18			

Information regarding the SBIC Committee, membership, terms, etc. (BQB Local) may be accessed here: <http://pol.tasb.org/Policy/Code/312?filter=BQB>

District-Wide Goals

1. Increase the percentage of students meeting STAAR Satisfactory performance rates.
2. Ensure that all students meet STAAR and MAP Growth Standards in all subject areas.
3. Increase Satisfactory and Advanced performance rates for Economically Disadvantaged student group – Closing Performance Gaps.
4. Increase the percentage of students meeting STAAR Advanced performance rates.
5. Increase high school graduation rates and ensure students are on track to graduate.
6. Ensure that all students graduate College and Career Ready or are on track to College and Career Readiness.
7. Ensure that all student groups (7 race/ethnicity and Sp.Ed, ELL, ED) meet the Accountability Safeguard measures (60% meet the Approaches Grade Level Standard on STAAR/EOC).

District-Wide Goals	Title I Components	Applicable Student Groups
Health, Fitness and Attendance: The campus will utilize their coordinated health program and analyze their student fitness data to set goals and objectives to encourage the health, fitness and attendance of their students.	10 (Coordination and Integration)	All
Violence Prevention and Bullying	10 (Coordination and Integration)	All
Parental Involvement: The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.	1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)	All
Transition: The campus will assist students in making a successful transition between: early childhood to elementary; elementary to middle school; middle school to high school; and high school/sr. high school to college, the workplace or the military.	1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)	All
State Certified Teachers and Highly Qualified Paraprofessional Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.	1 (Comprehensive Needs Assessment) 3 (Instruction by State Certified Staff) 4 (High-Quality Professional Development) 5 (Strategies to Attract State Certified Teachers) 10 (Coordination and Integration)	All

Summary of Critical Actions

The areas for school-wide and/or targeted core-subject Critical Actions were identified using the following sources:

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P³A School Wide and Classroom Level diagnostic);
- STAAR/EOC GAP Analyses;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

School Wide and/or Targeted Core-Subject Critical Actions
1. Collaborate in teams focused on curriculum, instruction, and assessment. (PPPA CL 4)
2. Analyze student performance data to inform team discussions and decisions. (PPPA CL 9)
3. Participate in peer classroom visits in order to improve the instructional practices of the team. (PPPA CL 5)
<p>Critical Actions to Address Missed State Safeguards:</p> <ul style="list-style-type: none"> • Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P³A Best Practice #17) • Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P³A Best Practice #13) • Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P³A Best Practice #14)

Critical Action 1

Critical Action:

Project Lead:		LaTasha Goodwin						
Staff, Title I Staff:		Department Chairs, Team Leaders, Administration, Curriculum Coordinators, Assistant Curriculum Coordinators						
Materials and Resources:		Online Curriculum Database						
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: Collaborate in teams focused on curriculum, instruction, and assessment. (PPPA CL 4)

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Understand learning targets, goals, and objectives of the district curriculum to the extent where it can be communicated in common language to parents and students upon request; (Vertical Awareness).	Nine week grading periods	<ul style="list-style-type: none"> • Lesson plans • Curriculum Planner Documents • Department planning meeting notes • District Department Meeting/Trainings 	<p>Formative Notes: Teachers utilized a variety of communication mediums to engage in consistent dialogue with colleagues, parents, and students. Students were held accountable for being aware of the learning targets, curriculum goals, and objectives. Parents and students were also able to revisit content material through Google classroom or other teacher initiated communication tools. Administrators, teachers, counselors, and support staff were able to collaborate about weekly content learning targets, goals, and objectives during team and department meetings on a consistent basis.</p> <p>Summative Notes: Staff successfully engaged with their grade level colleagues in assessing learning needs, goals, and objectives. Department and team meetings need to continue to proactively and intentionally promote:</p> <ol style="list-style-type: none"> 1. active dialogue that spotlight new ways to communicate with parents and students, 2. information that supports the reinforcement of content knowledge and application, 3. provides opportunities to brainstorm, collaborate and engage in professional development activities that can promote

<p>Action Step</p> <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step 	<p>Implementation Timeline per Action Step</p>	<p>Implementation Evidence per Action Step</p>	<p>Formative & Summative Notes per Action Step</p>
			<p>teacher knowledge on additional instructional strategies and communication</p> <ol style="list-style-type: none"> 4. Tools that enhance learning/teaching and that promote student content growth. 5. Cross Curricular Collaboration that incorporated the learning targets/goals of the core departments (ex: ELA/History)
<p>Effectively utilize instructional programs and materials, state standards, and district curriculum to improve student learning outcome(s).</p>	<p>Nine week grading periods</p>	<ul style="list-style-type: none"> • Lesson plans • Curriculum Documents • Department planning meeting notes 	<p>Formative Notes: Fall goal setting dialogue supported teachers' self-identification and reflection regarding ways to improve instructional practice and student learning outcomes. The leadership team received Plano Power Walk and we completed our 2nd year of the PWT leadership team initiative. Each of the 15 members was expected to complete 30 PWT's and administrators were expected to complete 200 PWT's. Parents, students, teachers, grade level counselors and administrators utilized progress reports, nine week grade reports, parent and teacher feedback to target support interventions (NJHS tutorials, academic leveling, adjusted schedule accommodations, student/staff mentoring) that would in targeting areas for student growth.</p> <p>Summative Notes: Data analysis and reflection of PWT continued throughout the school year. All leadership team members met the 30 required PWT's in order to enhance the data sample for reflective data analysis. Departments brainstormed recommendations to improve students' content knowledge and learning outcomes for each grading period. Various departments continued learning about how to evaluate campus interventions, utilize Edugence, and other data sources in planning instructional interventions for our diverse student population. Our next steps to share holistic data with staff in future staff meetings.</p>

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<p>Utilize Edugence data in a collaborative setting to facilitate applicable planning goals for instruction and student learning that connects with creating a growth learning environment for all students.</p>	<p>Fall Semester/Spring Semester nine week periods</p>	<ul style="list-style-type: none"> • Faculty Meeting Training • Team/Dept Meeting Notes • Nine Weeks Grades • Edugence Data • State Data • Map Data • Lesson Plans 	<p>Formative Notes: Full staff training took place on Edugence and data analysis resources. Staff was able to access Edugence individually, as a team, and department in order to promote dialogue with colleagues. Smaller discussions within teams and departments took place throughout the year to monitor student learning.</p> <p>Summative Notes: Campus administration continued supporting teams/grade levels on the utilization of Edugence data. Various departments were provided days to reflect on data, lesson plan and create interventions for specialized groups. We need to continue to offer and seek district/campus training will that builds upon teachers currents level of analyzing data in correlation with campus nine week assessments and the district curriculum learning goals.</p>
<p>Evaluate the master schedule for the 2017-2018 school year to make adjustments that will facilitate and increase opportunities for collaborative planning and dialogue amongst grade levels and departments that will benefit the academic, social, and emotional growth for all students.</p>	<p>Fall/Spring admin meetings</p>	<ul style="list-style-type: none"> • Administrative Meeting Notes • Leadership Meeting Input • Campus Formal/Informal Assessment Data 	<p>Formative Notes: During the Fall/Spring semesters, leadership team meetings and campus administration shared the changes that would take place regarding the master schedule design for the 2017-2018 based on academic performance data, student social/emotional needs, and the staff supports available.</p> <p>Summative Notes: Leadership team members were invited to meet with the master scheduling administration team and provide feedback/suggestions. As changes were made members were invited back to brainstorm/share observations and recommendations. The collaborative effort in creating the master schedule helped us as a campus support the goal of meeting student needs at a high level of efficiency. Intervention and enrichment programs (BLAST, yearbook, PALS) offered during the school day were also evaluated were designing the master schedule based on allocations</p>

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			provided and alternative options for keeping these programs active was evaluated.

Critical Action 2

Critical Action:

Project Lead:	Dr. Brant Perry							
Staff, Title I Staff:	Department Chairs, Team Leaders, Administration, Accountability and Assessment Departments							
Materials and Resources:	Edugence							
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: Analyze student performance data to inform team discussions and decisions. (PPPA CL 9)

Action Step <ul style="list-style-type: none"> TEA Strategic Priorities Goal # per Action Step (If Applicable) Title I Component # and Funding Amounts per Action Step 	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Analyze student performance data to adjust instructional strategies and grading practices.	Every nine weeks	<ul style="list-style-type: none"> Team Meeting Notes Department Meetings Notes Planning Period Notes Edugence Data Book Study: Tom Schimmer- "Grading From the Inside Out". 	<p>Formative Notes: All staff received Edugence training in the Fall with the goal of becoming more familiar with the data system and how it influences instructional strategies and student learning/growth. Department chairs and leadership team leaders continued to encourage their colleagues' utilization of Edugence as they discussed various ways to enhance and target instruction as they worked with students on growth areas.</p> <p>Summative Notes: Ongoing departmental analysis and collaboration took place to assist new and veteran teachers as they utilized the data during the grading periods to monitor student growth and areas of need. Teams supported student growth by using this data to develop tutorial session intervention supports that tied in with district and state assessment learning targets. Teams also used this data to support student enrichment activities on their continuum of expected growth.</p>
Each teacher studies the state performance data for the students they serve.	Fall Semester	<ul style="list-style-type: none"> Team Meeting Notes Department Meetings Notes 	<p>Formative Notes: In our second year of data PDH staff understanding of performance data has improved although varying levels of comfort exist still exist amongst the departments. Department chairs aided in supporting and modeling how to use the data in</p>

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		<ul style="list-style-type: none"> • Planning Period Notes • Edugence Data 	<p>monthly meetings. Teachers articulated an appreciation of knowing how to access the data and continued independent study regarding their individual students. Department and team collaboration during meetings added additional supports that teachers needed as they worked toward continued growth and understanding in using Edugence.</p> <p>Summative Notes: Staff has been able to develop an independent and departmental focus on the relevant use of Edugence data. Teachers did value the collaborative opportunities to review data in a collective fashion and found this as the best way to improve their understanding.</p>
<p>Study data to determine exactly what instructional adjustments might need to be made and for which students.</p>	<p>Every nine weeks</p>	<ul style="list-style-type: none"> • Team Meeting Notes • Department Meetings Notes • Planning Period Notes • Edugence Data 	<p>Formative Notes: Teachers were able to discuss and brainstorm within their departments about district curriculum expectations, learning targets, and student content needs as they planned instructional interventions weekly.</p> <p>Summative Notes: Teachers worked collaboratively with their departments to utilize this data as they planned from week to week. The teams/departments also used this data in planning interventions groups and specialized tutorial sessions.</p>
<p>Make determined instructional adjustments such as intentional or calibrated grouping, curriculum pacing variations, and mini-lessons.</p>	<p>Every nine weeks</p>	<ul style="list-style-type: none"> • Lesson plans • Curriculum Planner Documents 	<p>Formative Notes: Teachers collaborated beyond the department meetings in working with their grade level partner(s). Curriculum documents also provide a variety of applicable instructional techniques teachers can utilize as they work with learners that are on varied content instructional levels. Department chairs serve as an additional support as needed in working with teachers as they design instructional experiences for the day/week.</p>

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			<p>Summative Notes: Classroom observations of other colleagues and consistent ongoing dialogue within departments and teams will provide additional support/modeling as teachers brainstorm lesson plan instructional interventions/design for the diverse group of learners.</p>
<p>Teachers share student performance results with their team.</p>	<p>Every nine weeks</p>	<ul style="list-style-type: none"> • Team Meeting Notes • Lesson Planning Notes • Department Planning Notes • Edugence Data 	<p>Formative Notes: Team leaders/department chairs designed meeting agendas so that teachers were able to share various strategies that were successful or not yielding results with students on content specific learning targets. Collaboration occurred in improving classroom learning experiences as teachers considered colleague recommendations, student content needs, learning styles, and whole class content strengths based on informal and formal data sources.</p> <p>Summative Notes: Teachers who have a greater grasp of assessing and revamping instructional practices demonstrated a better ability to discuss performance data and curriculum ties with colleagues in both department and team meetings. Continued discussions and reflections regarding Edugence data and application to the instruction and learning experiences will continue in order to help all teachers demonstrate a high level of articulation.</p>
<p>Plan a common lesson sequence for a particular objective to be delivered in each classroom</p>	<p>Every nine weeks</p>	<ul style="list-style-type: none"> • Curriculum Planner Document • Lesson Plans 	<p>Formative Notes: As teachers worked with the grade level colleagues there were able to successfully plan a common lesson sequence that was connected to a particular objective. Upon completion of that lesson they were able to reflect on the instructional practice, student learning experiences, and the informal/formal learning assessment and data.</p> <p>Summative Notes: Teachers found this to be valuable in planning weekly. Reflective dialogue did occur that resulted in teachers being able to assess strengths and</p>

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			<p>growth areas for learners in planning future units of study. Many also found ways to come full circle and even make connections with their annual goal setting focus for the year.</p>
<p>Become objective analysts exploring what might account for any variation in student performance observed in classroom results.</p>	<p>Every nine weeks</p>	<ul style="list-style-type: none"> • Staff training on Edugence Analysis • Lesson plans • Planning notes 	<p>Formative Notes: Grade level teaching colleagues revisited informal and formal classroom data and Edugence data in assessing student performance. In planning for the following weeks, teachers were able to identify patterns based on the data that provided insight as to what helped students be successful or supported a need for reteaching for areas of weakness.</p> <p>Summative Notes: In continuing this type of reflection for the next year, teacher feedback noted that they are more comfortable doing this on a weekly basis. The collaboration helps in brainstorming additional instructional supports that will close the gaps in content; globally and individually for diverse student populations. Studying individual student data profiles is key in making targeted improvements as we continue this in the 2017-2018 school year across all departments.</p>

Critical Action 3

Critical Action:

Project Lead:	Mark Letterer							
Staff, Title I Staff:	Department Chairs, Team Leaders, Administration, Staff							
Materials and Resources:	PWT Application, Sub Codes							
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: Participate in peer classroom visits in order to improve the instructional practices of the team. (PPPA CL 5)

Action Step <ul style="list-style-type: none"> TEA Strategic Priorities Goal # per Action Step (If Applicable) Title I Component # and Funding Amounts per Action Step 	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Teachers conduct five Power Walk-Throughs per semester with Team Leader and/or Department Administrator.	Fall Semester	<ul style="list-style-type: none"> PWT Data Team Planning Notes Department Planning Notes 	<p>Formative Notes: During bi-monthly Leadership meetings staff is calibrated on power walkthroughs by watching video clips of classroom instruction. We break into groups discuss what we saw and then come back together to debrief as a whole group.</p> <p>Summative Notes: Teacher feedback noted the enjoyment of being able to see other colleagues and observe different teaching styles. This process needs to be continued through next school year and be carried over into other content areas.</p>
Provide release time during semester, per teacher, to allow time for peer classroom and vertical observations.	Fall Semester	<ul style="list-style-type: none"> Team Planning Notes Department Planning Notes Leadership Meeting Notes Administrative Planning Notes 	<p>Formative Notes: Sub codes were provided for various departments.</p> <p>Summative Notes: We were able to utilize the provided sub codes and observation release time during the 2017-2018 school year. Teachers/departments shared that they found this beneficial to their content practice.</p>
Provide time for peer classroom observation reflection.	Fall Semester	<ul style="list-style-type: none"> Teacher Reflection Notes Team Planning Notes Department Planning Notes Leadership Notes 	<p>Formative Notes: 1 sub code per semester is provided for each member of the leadership team to conduct their 30 walkthroughs and to spend time in vertical observations.</p>

<p>Action Step</p> <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step 	<p>Implementation Timeline per Action Step</p>	<p>Implementation Evidence per Action Step</p>	<p>Formative & Summative Notes per Action Step</p>
<p>Discuss vertical observations and reflections during monthly department meetings and with ES and HS vertical meetings.</p>	<p>Fall Semester</p>	<ul style="list-style-type: none"> • Teacher Reflection Notes • Department Meeting Notes • Elementary/High School Meeting Notes 	<p>Formative Notes: Meeting was held at Plano Senior High School in December 2017. Takeaways from meeting were discussed in both January and February leadership meetings.</p>
<p>Note instructional practices that enrich & extend higher level learners.</p>	<p>Fall Semester</p>	<ul style="list-style-type: none"> • Team/Dept. Meeting Notes • Teacher Reflection Notes • District Dept. Training Sessions/Notes • Faculty Meeting Notes 	<p>Formative Notes: Grade level teaching colleagues revisited informal and formal classroom data and Edugence data in assessing student performance. In planning for the following weeks, teachers were able to identify patterns based on the data that provided insight as to what helped students be successful or supported a need for reteaching for areas of weakness.</p> <p>Summative Notes: In continuing this type of reflection for the next year, teacher feedback noted that they are more comfortable doing this on a weekly basis. The collaboration helps in brainstorming additional instructional supports that will not only close gaps in content; globally and individually for diverse student populations, but will also help to discover trends and content to identify instructional practices to extend for our higher level learners. Studying individual student data profiles is key in making targeted improvements as we continue this in the 2018-2019 school year across all departments.</p>

Critical Action Addressing Missed State Safeguards

Critical Actions to Address Missed State Safeguards:

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

Project Lead:		Special Education Department Chair & English Department Chair						
Staff, Title I Staff:		All staff serving students 7 th grade student and/or student writing challenges						
Materials and Resources:		Edugence data, progress reports, report cords, IEPs, 504 plans, CMIT plans,						
Targeted Area:	<input checked="" type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Other: Special Education

Strategies for Accomplishing Critical Actions to Address Missed State Safeguards:

	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<ul style="list-style-type: none"> • SW #17 - Proactively develop intervention plans for student who did not meet the STAAR Writing performance standard <ul style="list-style-type: none"> • Create intervention plans layered with a pyramid of instructional interventions to ensure all students reach high standards of achievement in writing that identifies school supports used to assist students with writing challenges. • Use student assessment data and teacher input to identify and monitor students who will require additional writing support and ensure that students receive additional supports throughout the year. • Identify all school wide intervention supports that can be utilized in assisting students with writing challenges. 	Completed during first 9 weeks of 17-18 school year, or within 9 weeks of enrollment at Schimelpfenig	<ul style="list-style-type: none"> • Individual intervention plans • Lesson Plans • Teacher Observation/Planning Notes • Targeted District Curriculum Objectives & Teaching Materials focused on writing • Student Samples • School wide Support Programs (NJHS tutorials, Writing focused tutorials) documentation 	<p>Formative Notes: The English Department chair and specialized leadership coordinators (ESL, Special Education, 504, Lead Counselor) collaborated on the best way to meet the needs of the 17 students who did not meet the writing standard.</p> <p>Summative Notes: These students received targeted interventions based on their needs. Teachers who had these students utilized the targeted areas of growth as they worked with students throughout the year. Tutorials supports were also used to assist these students on needed growth areas. The English department also completed a book study using the text <i>Papers, Papers, Papers</i> by Jago. This book study supported the global ideas of writing portfolios, teacher feedback throughout the writing process, peer to peer feedback, and using a variety of writing formats to assess students' writing abilities.</p>
<ul style="list-style-type: none"> • SW #17 - Provide academic supports aligned with the district curriculum that is tailored to strengthening the writing capacity in students that struggle with writing 	Weekly lesson plans with grade level department	<ul style="list-style-type: none"> • District Curriculum 	<p>Formative Notes: Targeted co-teaching lessons and specialized tutorials were planned for and set-up for targeted instruction. Writing portfolios are being</p>

	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<ul style="list-style-type: none"> Utilize the district curriculum and campus supports to design effective intervention for each nine week grading period. Monitor and adjust, as needed, academic objectives that are tightly aligned with the district curriculum and writing strategies to improve student mastery needs for writing. Identify teaching interventions that will be used to increase conceptual knowledge and application of writing strategies for students (student selected writing topics, teacher modeling of the writing process, google classroom writing activities, weekly journaling, direct dictionary usage instruction, increase vocabulary instruction, writing portfolios, graphic organizers, awareness of writing genres, Universal Design learning strategies, AVID vocabulary supports, targeted writing rubrics) Monitor and reflect, each nine weeks, on the effectiveness of campus supports and writing interventions to obtain information on their impact on improving student writing. 	and supporting teachers	<ul style="list-style-type: none"> Writing Objectives w/targeted lesson activities Individual intervention plans Teacher Planning Notes Targeted District Curriculum Objectives & Teaching Activities/Lessons Lesson plan/Instructional activity planning note and reflections Department meeting notes District/Department Curriculum Student Samples 	utilized to allow students and teachers to monitor progress aligned to the writing learning targets. Summative Notes: Grade level teachers utilized the portfolios, specialized tutorials and specifically designed lessons that targeted writing to monitor student growth and progress. Teachers streamlined various writing strategies into the flow of classroom lessons and activities rather than teaching writing skills in isolation.
<p>CL #13 – Collaborate with department colleagues and/or the district level support staff to brainstorm additional writing supports that can be used tutorial sessions.</p> <ul style="list-style-type: none"> Structure tutorial offerings that are targeted around increasing the writing capacity of struggling writers. Identify additional interventions that can be used in the tutorial setting that are different than those supports offered in regular tutorials or the classroom setting. Provide opportunities for students to self-monitor their progress and areas for continued growth for writing and utilize the student reflections to support tutorial supports. 	Collaboration will take place during the nine week periods, grade level and departmental meetings	<ul style="list-style-type: none"> Weekly Tutorial schedule Tutorial Lesson Plans Teacher Reflections on additional supports being used Student writing reflection sheets Department meetings Notes from district level feedback 	<p>Formative Notes: Through team and grade level meetings cross- curricular discussion with specifically History has been utilized to incorporate writing learning targets as well as AVID strategies to support increased vocabulary acquisition. Tailored tutorials are being offered to students before and after school at each grade level to provide additional intervention.</p> <p>Summative Notes: The English department chair, English teachers and leaders of special populations (SPED, ESL) collaborated in designing reading/writing lessons that could be used throughout the year to support. Intervention learning targets were designed based on each individual student’s curriculum areas for growth based on the campus and district data.</p>

Health, Fitness and Attendance

Critical Action: The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH, FITNESS and ATTENDANCE of their students. (Required Action Steps per SB 892; Education Code 11.253(d); BQ LEGAL)

Strategies for Accomplishing Health, Fitness and Attendance Critical Action:

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
COORDINATED SCHOOL HEALTH:				
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.	Principal	Campus Wellness Plan	Campus Wellness Team has been established; Campus Wellness captain is Nancy Lusby. Meeting notes available.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	We have 2 parents currently on the team.
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom.	Principal	Coordinated School Health Curriculum	Coordinated school health is being delivered within the PE period. We do extension activities on a weekly basis including: Nutrition; Drug / Alcohol abuse; First Aid; Safety
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.	P.E. Teacher/ Staff	Coordinated School Health Curriculum	None exists
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	Completed the Spring Wellness Night in the Spring semester lead by nurse, supporting teacher and community partnerships.
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Fitnessgram utilized for both pre and post assessments.
4 th & 7 th	Ensure all data for 3 rd - 8 th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.	P.E. Teacher	Fitnessgram Student Report	All data is entered on a timely basis for all students currently enrolled in PE.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
PHYSICAL ACTIVITY REQUIREMENTS:				
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Completed through the development of the master schedule 2017-2018. Students and PE data support 50% physical education MVPA.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Not at this time. We need to purchase new equipment.
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	Each unit is structured in sequential order. The staff first teaches basic skills, then transitions into games, followed by a competitive tournament. Each class begins with a warm-up period before beginning the activity.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	Ongoing throughout the 2017-2018 school year.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	Ongoing throughout the 2017-2018 school year.
ATTENDANCE:				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Monitored and addressed through monthly collaboration with the grade level counselor and grade level administrator by using attendance reports and following communication/district attendance procedures.

Violence Prevention and Bullying

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

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	PREVENTION:			
	Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Ongoing throughout the 2017-2018 school year. Monitored through small group grade level discussions by teachers, counselors and administrators. Parent/student contact was made via phone, email, conferences and a plan of action was outlined with follow-up timelines.
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	Ongoing throughout the 2017-2018 school year. Monitored through small group grade level discussions by teachers, counselors and administrators. Parent/student contact was made via phone, email, conferences and a plan of action was outlined with follow-up timelines.
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Ongoing throughout the 2017-2018 school year. Monitored through small group grade level discussions by teachers, counselors and administrators. Parent/student contact was made via phone, email, conferences and a plan of action was outlined with follow-up timelines.
Staff				
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	The counseling department facilitated these trainings per the district protocol for the 2017-2018 school year.
	Review referral process.	Principal or designee	Campus referral plan	The reviewed by the campus administrative team 2017-2018.
Staff				
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	The present and reviewed by the campus administrative team 2017-2018.

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	Implemented for the year of 2017-2018 school year by the campus administrative team.
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Established and communicated by administration and grade level teams for the 2017-2018 school year.

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	PREVENTION:			
	Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Ongoing throughout the 2017-2018 school year through small group and/or grade level discussions.
	Monitor high risk areas.	All staff	Schedule (if necessary)	Ongoing throughout the 2017-2018 school year through small group and/or grade level discussions.
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	Presented and reviewed by the campus administrative team.
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions.	All teachers		Planned, presented, and reviewed by grade level teams as needed throughout the 2017-2018 school year.
	Employ discipline interventions.	Designated staff		Planned, presented and reviewed by teachers, grade level teams, counselors, and administrators as needed throughout the 2017-2018 school year.
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors		Planned, presented and reviewed by teachers, grade level teams, counselors, and administrators as needed throughout the 2017-2018 school year.
	Conference with parents/students.	Teachers or other staff		Planned, presented and reviewed by teachers, grade level teams, counselors, and administrators as needed throughout the 2017-2018 school year.

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. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Administration and Counseling	August 2017, and as the need arises	Access to computers in the school library for schedule pick-up. During new student registration, registrar provides parents with all necessary information on the enrollment process.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Administration and Counseling	August 2017, and as the need arises	Access to all school information is provided during open house, schedule pick-up, and meet the teacher. School information is on hand in front office and counseling office. Identifying families in need is done through staff observation and on-going dialogue with administration and counseling departments.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Administration and Counseling	Initial update August 2017, weekly as the need arises	Utilized the entire year to communicate new information such as new student organization/activities, campus updates, and district information to the Schimelpfenig community.
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Administration and Counseling	Weekly eNews, as the need arises	Weekly/daily (as needed) updates were sent regarding campus and district information to the Schimelpfenig community.
Utilize social media to keep parents and community informed. Funding source: State and Local	Administration and Counseling	As the need arises	The school website, Remind, Facebook and Twitter were utilized to provide campus and district updates. Twitter @SMS_Panthers Remind 101 (Parent Text Updates) https://www.remind.com/join/3b778 Facebook: https://www.facebook.com/pages/Schimelpfenig-Middle/1489235161339991

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Administration and Counseling	Monthly PTA meetings	PTA meet once a month at Schimelpfenig. Dates were published our on PTA Schimelpfenig website and reminders were provided via social media outlets (Facebook and Twitter). https://smspta.membershiptoolkit.com/Home
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local	Administration and Counseling	Various programs and dates throughout the year.	For the 2017-2018 school year the PTA sponsored a guest speaker DaVerse Lounge (spring semester). Hosted on 1/18 two Coffee with the Principal. Spring coffee with Principal Janis Williams from Clark HS (May).

Transition

Critical Action Step: The campus will assist students in making a successful transition between middle schools to high schools.

Strategies for Accomplishing Transition Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Middle school counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding Sources: State and Local	Administration and Counseling	Ongoing throughout the 17-18 School Year	Completed by counselors throughout the 2017-2018 school year.
Campus implements programs dealing with teasing, criticism, bullying, and anger control help students deal with peer pressure and learn to make wise decisions. Title I Components: 7 Funding Sources: State and Local	Administration and Counseling	Staff Training Aug 2017 Staff Training Feb 2017 Ongoing with Students Ongoing with Staff	Completed by counselors throughout the 2017-2018 school year.
Academic Conferences - Counselors meet with parents and students to discuss academic progress and assist in developing individual 4-year plans for high school. Utilize the "Grit" campus initiative to facilitate conversations that support building student capacity academically and socially. Title I Components: 7 Funding Sources: State and Local	Administration and Counseling	February/March 2018	Completed by counselors throughout the 2017-2018 school year.
Parent programs are held to explain high school courses and scheduling to parents. Title I Components: 7 Funding Sources: State and Local	Administration and Counseling	December 2017	Completed by counselors throughout the 2017-2018 school year.

State Certified Teachers and Highly Qualified Paraprofessionals

Critical Action: The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

Project Lead:	Plano ISD HR Employee Recruitment & Retention Department
Staff, Title I Staff:	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
Materials and Resources:	Operating Fund, HR Budget, Campus/Curriculum Budget

Strategies for Accomplishing State Certified Teachers and Highly Qualified Paraprofessionals Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. Title I Component 5 Funding source: State and Local	August 2017 to May 2018	Completed by the administrative team and department leaders during the 2017-2018 school year.
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	Completed by the administrative team and department leaders during the 2017-2018 school year.
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	Supported/networked by the campus administrators in collaboration with district support personnel for the 2017-2018 school year.
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	Completed and confirmed by the campus administrators in collaboration with district support personnel for the 2017-2018 school year.
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	Completed and confirmed by the campus administrators in collaboration with district support personnel for the 2017-2018 school year.