



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Renner Middle School

Principal: Jill Engelking

Mission Statement:

The mission of Renner Middle School, a shared responsibility of home, school, and community, is to provide an education, which nurtures, inspires, and challenges students in their uniqueness, preparing them to be contributing members of society.

Planning Timelines and Meeting Dates

- Needs analysis (STAAR GAP Analysis), goal setting, analysis of Critical Actions and strategic planning: **July - September 2017**
- Campus teacher data analysis day: **August - September 2017**
- SBIC Plan due for DBIC review: **October 6, 2017**
- Meeting 1: SBIC approves the improvement plan (by October 4, 2017): **Monday, October 02, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Tuesday, February 06, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Friday, June 08, 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	\$	Total Funding for # Title I Support Teachers	
Parental Engagement	\$	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	\$	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, and retain</u> Teachers and Principals	Goal 3	Connect high school to <u>career</u> and <u>college</u>
Goal 2	Build a <u>foundation</u> of <u>reading</u> and <u>mathematics</u>	Goal 4	<u>Improve</u> low-performing schools

SBIC Committee

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Shanae Austin	Faculty Member	2017		x	x
Samantha Varjian	Faculty Member	2017	x	x	
Cindy Segler	Faculty Member	2012	x	x	x
Deanna Wittington	Faculty Member	2015	x		
Laura Walters	Faculty Member	2016		x	x
Carlene Sanger	Faculty Member, Special Ed	2015	x	x	
Jill Engelking	Principal	2017	x	x	x
Bryan McCord	District Professional	2015	x		
Tuan Pham	Campus Professional, Non-teaching	2017	x	x	
Pam Redmond	Support Staff Member	2015	x		
Brandi Miciotto	Parent-Selected by PTA	2015		x	
Sara Burnett	Parent-Selected by Principal	2016	x	x	
Renee Robbins	Parent	2016	x	x	
Kimberly DeWeese	Parent	2016			
Julie Pascuzzi	Parent	2017		x	
Wendi Klatsky	Parent	2016	x	x	
Stella Heidman	Community Member	2017			
Rhonda Snyder	Community Member	2017	x	x	
Brady Field	Business Representative	2016			
	Business Representative				

SBIC Committee – AD Hoc Members

Committee Member’s Name	Role	Year 1st Participated on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Joshua Stamper	Assistant Principal	2014	x	x	x
Barbara Pitt	Assistant Principal	2015	x	x	x
Alana Gilliam	Faculty Member	2016	x		
Niki Pugh	Faculty Member	2015		x	
Elaine Anaya	Faculty Member	2016	x	x	x
Tyler Yarbrough	Faculty Member	2016	x	x	x

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

District-Wide Goals

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

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

Summary of Critical Actions

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

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

School Wide and/or Targeted Core-Subject Critical Actions
1. Provide proven interventions to assist each student in mastering grade-level learning objectives. (CA 13)
2. Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives. (CA 15)
3. Use allocated time as a tool to maximize learning opportunities. (CA 8)
<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: Provide proven interventions to assist each student in mastering grade-level learning objectives. (CA 13)

Project Lead:	Laura Walters (ELA Dept. Head), Cindy Segler (Social Studies Dept. Head) Deanna Whittington (Math Dept. Head), Jill Engelking (Principal), Shanae Austin/ Samantha Varjian (Science Dept. Heads), Joshua Stamper (Assistant Principal), and Barbara Pitt (Assistant Principal)							
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Materials and Resources:								
Targeted Area:	<input type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 1:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per 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 			
<p>Train and use peer tutors to support student learning</p> <ol style="list-style-type: none"> Explore the use of peer tutors in your classrooms. Conduct a quick survey to determine which teachers are using peer tutors. Ask teachers who use peer tutors how they train and use them. Have school leaders arrange to visit classrooms where tutors are being used and to record their observations relative to their use. Meet as a leadership team to discuss your observations. Also share your findings with teachers of the classrooms that have been visited. 	<ul style="list-style-type: none"> Per 9 week grading period Dept. heads will conduct one observation per 9 weeks 	<ul style="list-style-type: none"> Enrichment lesson plans Meeting agenda Meeting notes Student assessment data MAP data Stat/local assessments 	<p>Formative Notes: Peer tutors discussed and used through NJHS and in writing workshops. Gathered information based on student data for grouping of students. Use Edugence data to pair students with peer helpers.</p> <p>Summative Notes: Due to having the same conference period across the department, it was difficult to observe each other. I (department head) did observe other 2nd period classes, specifically concerning student grouping.</p>

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
			<p>Five math classrooms have student tables so that students work in groups to tutor each other.</p> <p>Teachers analyze data to pair students to encourage peer assistance tutoring. Department head not able to do observations because history department all have same conference period.</p>
<p>3. Ask teachers who are highly skilled in the knowledge and use of peer tutors to share their practices with other teachers. Structure the time for this knowledge sharing to occur. Following this sharing, ask teacher teams to meet to identify the characteristics of effective peer tutoring. In addition, ask teachers to determine how they will each increase their use of peer tutors to support student learning.</p>	<ul style="list-style-type: none"> • During weekly department team meetings 	<ul style="list-style-type: none"> • AVID Student Tutorial Logs 	<p>AVID utilizes tutors that also assist in science.</p>

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:	Laura Walters (ELA Dept. Head), Cindy Segler (Social Studies Dept. Head) Deanna Whittington (Math Dept. Head), Jill Engelking (Principal), Shanae Austin/ Samantha Varjian (Science Dept. Heads), Joshua Stamper (Assistant Principal), and Barbara Pitt (Assistant Principal)							
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Materials and Resources:								
Targeted Area:	<input type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 2:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per 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 <p>Extend learning for students who demonstrate early mastery</p> <p>1. Help teachers distinguish between gifted students and those who have demonstrated early mastery of grade-level learning objectives. How do teachers determine which students have already mastered particular objectives? Is a system of pre-tests in place?</p> <p>2. Investigate the approaches teachers take in addressing students who demonstrate early mastery. Do they plan activities that extend students' thinking for any objective on which they demonstrate early mastery? This approach suggests a "deeper, not wider" approach. Students who demonstrate early mastery are sometimes provided</p>	<ul style="list-style-type: none"> During weekly department team meetings During weekly department team meetings 	<ul style="list-style-type: none"> Enrichment lesson plans Meeting agenda Meeting notes Student assessment data MAP data Stat/local assessments 	<p>Formative Notes: Several teachers in department participated in GT training and shared knowledge with department. Analyze Edugence data and classroom observation to identify gifted learners.</p> <p>Summative Notes: Learning extensions provided through student choice, Google Classroom comments describing new skills to try, additional videos posted to Classroom with extension activities. Student choice also given on 6th grade end of</p>

<p>unstructured time to study one of their interest areas. While not inherently bad, this open-ended learning opportunity does not ensure that students will be engaged in the type of activity that will seriously extend their thinking.</p> <p>3. 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. New learning opportunities and activities should be carefully crafted to require deeper levels of thinking and investigation relative to the same standard for which they have demonstrated mastery. This means that options for students who need more challenging material must be 1) tightly aligned to the learning objectives of the written curriculum and 2) specifically assigned to students based on the learning objectives where they have demonstrated early mastery.</p> <p>4. If your district has not already provided teachers with these types of early-mastery materials relative to each academic objective, then certainly ask district leaders if this is a possibility.</p>	<ul style="list-style-type: none"> • During weekly department team meetings • As the need arises 		<p>unit assessments allowing for a balance of choice and challenge.</p> <p>All math teachers used student data and test scores to determine student’s background at the beginning of year. This information was used in planning seating charts and grouping for remainder of year. Adjustments were made as year progressed. Teachers use formative assessments such as warm ups, exit tickets, google forms, etc. to determine student understanding. “What Next” assignments were used by some teachers to challenge early finishers or students who were ahead.</p> <p>Remind teachers to look for students that already understand concepts or quickly understand concepts and use existing extension lessons provided in Social Studies curriculum. In addition, during department meetings, shared ideas and lessons used with past successes.</p>
<p>Identify specific work products/outcomes for extended learning</p> <p>1. Collect samples of extended learning activities that teachers are currently using to gauge the amount of structure provided in those assignments. Summarize your observations relative to the specificity of the assignments' purpose and desired outcomes. Share your observations with your leadership team and with your faculty.</p> <p>2. 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. Oftentimes, when students are "ahead," they are allowed to work on projects that have no clear level of outcome specified. What type of student work would clearly demonstrate the desired level of student thinking for independent</p>	<ul style="list-style-type: none"> • During weekly department team meetings and monthly leadership meeting • During monthly department meetings 	<ul style="list-style-type: none"> • Lesson plans • Student work samples • Meeting agenda • Meeting notes • District curriculum 	<p>Concept Checks confirm mastery or development needs and then reteach or practice strategies are implemented based on the results.</p> <p>Exit tickets and other formative assessments strategies utilized. Formative assessment probes (<i>Uncovering Students ideas in science</i>)</p> <p>Enrichment activities built into curriculum</p> <p>Curriculum planning for these strategies. Independent research project (Science fair) enhances the learning.</p> <p>Use of enrichment for strategies and provide topic related articles for enrichment.</p>

<p>projects? Teachers should be clear and specific about what type of evidence they will accept to show that participating students did, indeed, extend their thinking.</p> <p>3. If extended opportunities are not already provided in the district's written curriculum resources, work with district leaders to request this type of support.</p>	<ul style="list-style-type: none"> • As the need arises 		<p>On-line Gizmo's (hands on learning tool) utilized.</p> <p>Use existing lessons in curriculum to extend learning within learning targets. Discuss outcomes in team meetings.</p>
<p>Work collectively to challenge students who demonstrate early mastery</p> <p>1. Examine the ways that teachers in your school currently collaborate to assist students in their classrooms who demonstrate early mastery of grade-level objectives. Ask all teachers to specify exactly how they team with peers to address the needs of these students. Discuss the responses in a school leadership meeting.</p> <p>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> <p>3. Ask each team to design an activity to increase this practice in your school. Have teachers team with other teachers of the same grade and subject to regroup students who show early mastery of any given academic objective. This practice describes a potentially powerful learning opportunity for students who demonstrate early mastery of any particular academic objective(s). Following a pre-test, regroup (across classrooms) those students who already show mastery of the knowledge and skills to be covered. Perhaps six different students across three classrooms will be identified. Group these students and provide a well-structured project to take their knowledge and skills to a deeper level on the learning objective. Perhaps the group can work together in the library or a designated learning lab where another adult can provide even greater stimulation.</p>	<ul style="list-style-type: none"> • During weekly department team meetings and monthly leadership meeting • During monthly department meetings • Plan during department team meetings and execute during each grading period. 	<ul style="list-style-type: none"> • Meeting agenda • Meeting notes • District curriculum • Lesson plans • Pre-test assessment • Student project work samples 	<p>Interactive notebooks and independent Research Projects. Discussed and shared in SBIC meetings with other teachers and department heads. Teachers shared best practices from their respective subjects, many of which have cross-curricular application.</p>

Critical Action 3

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

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Strategies for Accomplishing Critical Action 3:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per 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 <p>Use instructional time efficiently by addressing prerequisite knowledge</p> <p>1. Determine the extent to which targeted interventions address prerequisite knowledge and skills gaps so that all instruction can stay at grade level. If all students are to reach high standards, then they must be taught at grade level (with enhancements for those students who are prepared for greater challenges). To accomplish this, school leaders and teachers must have the following information: •A detailed understanding of the prerequisite knowledge and skills each student needs to master the current grade-level learning objectives• Specific information about which students lack these skills</p>	<ul style="list-style-type: none"> Once per semester 	<ul style="list-style-type: none"> District curriculum Lesson plans Meeting agenda Meeting notes 	<p>Formative Notes: Department meetings occurred with analyzing data of students in Edugence. Information was gathered and grade-level content teams met to discuss implementation of curriculum based on data. Use pre-assessments to determine foundational knowledge.</p> <p>Summative Notes: With data analysis, teachers planned end of unit assessments/projects appropriately. SSI also occurred to improve student performance/fill gaps. RTI took place to</p>

<p>2. Help teacher teams plan just-in-time interventions to give students a boost in gaining these skills PRIOR to new instruction at grade level. In particular, ask teams to schedule prerequisite skill review and training across classrooms for students who need the boost prior to new instruction. For example, teachers might rotate highly structured tutorial sessions after school to address specific learning deficiencies. Students from all classrooms needing the instruction could attend. Obviously, the more gaps in knowledge and skills, the more intervention will be required.</p> <p>3. Structure district- and school-level learning support for students who are entering any classroom below grade level. This type of support for students with significant learning gaps is an essential short-term solution. The primary long-term solution is a curriculum that is sufficiently aligned to ensure that students within your district/school advance with the necessary skills to do grade-level work.</p>	<ul style="list-style-type: none"> • During monthly department meetings • Plan during monthly department meetings 		<p>also fill gaps and provide students additional help for mastery. Reading classes in 7th and 8th grade built bridges between cross-curricular studies to gain knowledge and confidence of content across subject areas. Data was also used to place students appropriately into Reading intervention classes.</p> <p>Enrichment activities built into curriculum. Meet weekly to collaborate in enrichment activities. Concept Checks, warm up/bell ringers and utilize previous data scores to target information gaps. (Math skill and vocabulary) Implement learning to close gaps with additional math review and vocabulary exercises (sort cards etc.)</p> <p>Used Concept Checks. Warm up/bell ringers. Used data scores to target gaps. Function of the Week in Algebra.</p> <p>Lesson plans to include pre-assessments to determine skill gaps for students and plan interventions to close those gaps. Each grade has weekly meetings to go over lessons and curriculum.</p>
<p>Use cross-curricular instruction to maximize instructional time</p> <p>1. Determine the extent to which teachers in your school use cross-curricular instruction. Different than coordinating units of study (e.g., history and English instructors teaching literature and history of the same period), this practice begins with a study of academic objectives. Ideally, district leaders provide a map of connections of academic objectives across grades and/or subjects that teachers can use to quickly see potential integration opportunities. Understanding how the learning objectives in any given grade and subject can be connected to the learning objectives in other grades and subjects serves students well.</p> <p>2. Ask teacher teams to discuss how they might further integrate the teaching of academic objectives across content areas. Given the plethora of academic objectives to be taught, how can these overlaps strengthen instruction for students (e.g., if two academic objectives are similar across two disciplines, the teacher teams may determine that</p>	<ul style="list-style-type: none"> • Once per semester • Once per semester 	<ul style="list-style-type: none"> • Meeting agenda • Meeting notes • District curriculum • Learning objectives • Lesson plans • Planning notes • Student project work samples 	<p>In Fall of 2017, Social Studies and ELA used the same planning day to align instruction over similar concepts taught (ex: outlines, thesis writing, how thesis statements are taught, etc.) Documents were created to be used cross-curricularly for student learning.</p> <p>ELA and Foreign Language also aligned instruction by coming up with common terms for revising and editing/ writing workshops for consistency to promote student mastery. Posters were made and distributed to each classroom.</p> <p>ELA teachers utilize our Expert Information readings in class. ELA teachers instigate and request science topics to cover in reading selections for their classes.</p>

<p>each discipline should be responsible for one of the two, thus providing the opportunity for deeper instruction on each of the objectives rather than cursory treatment of the objectives in both disciplines)?</p> <p>3. Further, ask teachers to ask two important questions for each lesson they prepare: 1) how does this particular lesson relate to students' prior knowledge or experiences, and 2) how can this content be connected to other current learning experiences of my students?</p>	<ul style="list-style-type: none"> • During weekly team department meetings 		<p>ELA teacher use our chapter text books as reading selections.</p> <p>Math cross over – variables, scientific notation, exponents and coefficients.</p> <p>7th grade socials studies teaches about Eco regions of Texas. They are also covered in 7th grade science.</p> <p>Math uses reading techniques to help understand work problems. Reading teachers are offering help with understanding math vocabulary in word problems. Math uses formulas that students are also learning in their science classes.</p> <p>Met with ELA to align essay writing between the 2 disciplines. Shared current established processes and chose the best practices from each and inserted those practices in lesson plans. This led to greater clarity and consistency in essay writing assignments. Also used common vernacular to avoid confusion for students.</p>
<p>Differentiate instruction to maximize learning time</p> <p>1. Utilize Kagan engagement strategies to incorporate differentiated groups.</p> <p>2. Identifying and addressing student gaps and prerequisite skills before the new content are addressed.</p> <p>3. For enrichment instruction, vertically align content and input future grade level foundational concepts for students to master.</p>	<ul style="list-style-type: none"> • Per daily instruction • During each content unit • As the need arises 	<ul style="list-style-type: none"> • Lesson plans • Gap Analysis • Planning notes 	<ul style="list-style-type: none"> • Collaborative work groups • Variety of collaborative strategies (4 corners for example) • Pre-assessments • Front load chemistry, physics and geology • Projects • Kagan Strategies • Formative assessments • Challenge Problems • Department met to share vertical alignment and work toward vocabulary and concept consistency.
<p>Minimize non-instructional interruptions</p> <p>1. Determine the extent to which non-instructional activities cause loss of learning time for students in your school.</p>	<ul style="list-style-type: none"> • During weekly department team meetings 	<ul style="list-style-type: none"> • Meeting agenda • Meeting notes • District curriculum 	<ul style="list-style-type: none"> • Warm-ups and bell ringers • Class closure – exit tickets and reflection strategies • Google forms • Desmos

<p>2. Ask teacher teams to determine how they might engage students while they complete mandatory non-instructional tasks. For example, use daily warm-up activities to refresh students' prior knowledge and skills. Whether refreshing prerequisite skills (from prior grades) necessary to a new unit of study or the learning objectives taught earlier in the current grade, targeted warm-up activities provide the opportunity for repetition which is so crucial to retention. The process of identifying the exact prerequisite skills needed to successfully master current learning enhances both teacher and student skills.</p> <p>3. Whether warm-up activities or another idea generated by the team, ask all team members to implement the strategy in their classrooms for the next week or two. Following the use of the activities, have teachers re-group to debrief and evaluate the effectiveness of the activities.</p>	<ul style="list-style-type: none"> • During weekly department team meetings • Plan during department team meetings and execute during each grading period. 	<ul style="list-style-type: none"> • Lesson plans with transitions • Classroom warm-up presentation 	<ul style="list-style-type: none"> • Geobebra • Nearpod • STAAR Prep Questions
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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)

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Targeted Area:	<input type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Actions to Address Missed State Safeguards:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per 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 SW #17 - Proactively develop intervention plans for students performing below grade level For proposed Action Steps see SAMPLE – Missed State Safeguard	During weekly team department meetings	<ul style="list-style-type: none"> • Meeting agenda • Student action plan 	Formative Notes: Targeted enrichment TEKS lessons specific Utilize academic specialist for intervention RTI Summative Notes: Targeted enrichment TEKS lessons specific Challenge/Enrichment

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
			Spiral Review Targeted Interventions
SW #17 - Provide proactive support for students performing below grade level	Per daily instruction and during enrichment	<ul style="list-style-type: none"> • Lesson plans • Student work samples 	Based on data review, students were placed in Reading classes for additional support. Data was also analyzed after 1 st STAAR results and students were placed in SSI groups. Utilize academic specialist for intervention RTI. Spiral Reviews and targeted interventions.
SW #17 - Provide academic support aligned with the district curriculum	Per daily instruction and during enrichment	<ul style="list-style-type: none"> • Lesson plans • Student work samples 	Curriculum documents provided basis for team planning. Targeted enrichment, TEKS lessons specific, and utilize academic specialist for intervention RTI. Collect student work samples.
SW #17 - Evaluate the effectiveness of student interventions	During weekly team department meetings	<ul style="list-style-type: none"> • Student assessment data 	Summative assessments and MAP tests – testing scores. Use pre- and post-assessments to determine effectiveness
CL #13 - Provide tutorials that target specific objectives	During morning and afternoon tutorials and during enrichment	<ul style="list-style-type: none"> • Lesson plans • Student work samples 	Tutorial offered every day and enrichment activities. STAAR Prep Tutorials.
CL #13 - Train and use peer tutors to support student	Per daily instruction	<ul style="list-style-type: none"> • Peer tutoring expectations/procedure provided for training 	Did research on AVID style peer tutorials
CL #14 - Seek support from team members to assist students performing below grade level	During weekly team department meetings	<ul style="list-style-type: none"> • Meeting agenda • Meeting notes 	Discussed in grade-level team meetings
CL #14 - Seek support from multiple staff members	During weekly team department meetings and leadership meeting	<ul style="list-style-type: none"> • Meeting agenda • Meeting notes 	Discussed in grade-level team meetings. Worked with SPED and academic specialist.
CL #14 - Seek support from parents	During weekly team department meetings, parent phone calls, and parent conferences	<ul style="list-style-type: none"> • Phone call or Meeting notes 	Consistent parent emails sent proactively. Progress reports are sent to parents if child is failing. Most math teachers send a weekly newsletter out to parents.

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:	Kevin Kelln (Health) and Nikki Pugh (PE)		
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	Formative Notes: Color Run and Hoops for Heart Summative Notes: The school raised over \$3000 and brought awareness to heart disease/conditions
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Brandi Stevens(parent) was added to 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	The health curriculum is provided in a classroom, which pulls students from PE on a two week rotation.
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	Informational bulletin board inside gym and posters hung in gym and hallways
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	Promoted Color Run and Hoops for Heart using school marquee And eNews
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Fitness grams were completed during PE class.
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	Fitness gram was scored and recorded in myhealthzone.fitnessgram.net were results can be accessed by parents

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	The counselors and administrators make sure each student has the required amount of PE credit. Administrators and the PE leader make sure the students are participating in physical activities each day.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	During the year, the PE department uses measure tools to teach the students how to monitor their heart rate.
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	Administrators and the PE leader make sure the students are participating in physical activities each day, which is in line with the district curriculum.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	Although we do not have a structured recess time, the administrators and counselors used the 6 th grade lunch to provide additional opportunities for students to exercise and play outside.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	Our teachers use our enrichment period to conduct brain breaks and relationship circles to allow students an opportunity to connect with their peers and their teacher.
ATTENDANCE:				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	The school has the automated system call home on each student absence, attendance letters were sent home, and

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/Asst. Principal	Staff feedback/survey	Formative Notes: Use prior year data to formulate where duty stations before, during, and after school were necessary. Summative Notes: Discipline data indicates that the classroom is where our students are struggling with negative physical contact.
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	Created duty roster for before, during, and after school. Designated teachers and counselors to cover lunch duty daily.
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Enrichment time used to disseminate information regarding dress code and campus expectations. During the year, all administrators visited classrooms to revisit the expectations.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	Data from Safe Schools Training website.
	Review referral process.	Principal or designee	Campus referral plan	Staff review of the Mustang Must-Haves that houses the referral documentation system.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Review of discipline data every 3 weeks to determine if there are any changes necessary.
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	Through the PBIS team a three leveled matrix is being used to determine what are offenses that are handled in the classroom versus going straight to an administrator.

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	The discipline matrix gives many possible interventions that teachers may choose to use with level one behaviors.

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	Enrichment time is used at several points during the year to teach and review expectations, rules, and citizenship.
	Monitor high risk areas.	All staff	Schedule (if necessary)	Duty schedules are created to monitor all high risk areas.
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	Discipline referrals are created through a Google Form and sent to the assistant principals for action.
All Students	INTERVENTION:			
	Apply classroom interventions.	All teachers	Teachers/classroom management plans , PBIS, Behavior Intervention Chart, and referral documentation	Teachers keep a log of level one infractions in the classroom. After six infractions in a 9-week period (with documentation), the teacher completes a referral for the student to be seen by an administrator.
	Employ discipline interventions.	Designated staff	Student Code of Conduct, office referral , FNA	Interventions are determined on a student-by- student basis and restorative practices are to be used first, if at all possible. Students in SPED are typically referred to our BASE teachers for follow up to discuss behavior.

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Student Code of Conduct, CMIT/CIT, ISS, detentions	Behavior intervention plans are followed when applicable. Depending on past history with the student, the interventions will vary.
	Conference with parents/students.	Teachers or other staff	Teachers and administrators contact logs, conference sign in sheets	Counselors set up parent conferences to make sure all teachers are included and to be available for implementation of any decisions that come from the conference.

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	PTA: Sara Burnett Brad Allcorn Tuan Pham Gina Weaver	Upon registration, during schedule pick-up, and reviewed each 9 weeks	Formative Notes: Communication from PTA to parents on where to access the Parent Portal. Summative Notes: Newly enrolled students during the year did not utilize the Parent Portal to register. Counselors were required to share this information during 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	Brad Allcorn Tuan Pham Gina Weaver	Upon registration and reviewed each 9 weeks	List of families maintained by counselors.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Jonathon Loveday	Weekly	Campus website was updated at the beginning of the year and was maintained to increase community communication.
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Jill Engelking	Weekly	Weekly eNews fliers were available.
Utilize social media to keep parents and community informed. Funding source: State and Local	Jonathon Loveday Jill Engelking Joshua Stamper	Weekly	Weekly eNews emailed to all registered parents and staff provided information, Renner Remind for parents, Facebook, and Twitter posts.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Sara Burnett Jill Engelking	Monthly	PTA president met monthly with the principal to provide communication to school and home and found ways to support students.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	Sara Burnett Jill Engelking Rita Cunningham Joshua Stamper	One per three months (Fall, Winter, and Spring)	PTA collaborated with us to offer parent programs on the topics of bullying, legislation and training on David's Law, and drug education.

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)
<p>Middle school counselors deliver guidance lessons that support and promote the learning process.</p> <p>Title I Components: 7 Funding Sources: State and Local</p>	<p>Brad Allcorn Tuan Pham Gina Weaver</p>	<p>One every two months</p>	<p>Formative Notes: Schedule for the year of lessons and topics to be covered.</p> <p>Summative Notes: Counselors were not able to meet the action step of every two months. They were able to give lessons every three months.</p>
<p>Campus implements programs dealing with teasing, criticism, bullying, and anger control help students deal with peer pressure and learn to make wise decisions.</p> <p>Title I Components: 7 Funding Sources: State and Local</p>	<p>Brad Allcorn Tuan Pham Gina Weaver</p>	<p>One every two months</p>	<p>Counselors met with students to present information on bullying. Students were presented with information about David’s Law through a PTA sponsored program, and a new district implemented App was created to anonymously report bullying.</p>
<p>Academic Conferences - Counselors meet with parents and students to discuss academic progress and assist in developing individual 4-year plans for high school.</p> <p>Title I Components: 7 Funding Sources: State and Local</p>	<p>Brad Allcorn Tuan Pham Gina Weaver</p>	<p>The month of February for 8th grade students and upon request</p>	<p>All academic conferences held with 8th graders.</p>
<p>Parent programs are held to explain high school courses and scheduling to parents.</p> <p>Title I Components: 7 Funding Sources: State and Local</p>	<p>Brad Allcorn Tuan Pham Gina Weaver</p>	<p>One opportunity per semester and upon request</p>	<p>Parent meeting held to discuss the different courses offered through PISD, along with presentations by specialized campuses for students/parents.</p>

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: Job fairs placed on the calendar to include all admin staff. Summative Notes: Administrators attended two job fairs during the year. The principal attended a separate job fair with HR staff at the University of Texas at Dallas.
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	N/A
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	Renner did have two student teachers in the 2017-18 school year and several students observing in classes.
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	Staff attended all mandatory training, completed required training through Safe Schools, and used My Learning Plan to register for upcoming training.
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	All staff are highly qualified.