



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Otto Middle School

Principal: **Antoine Spencer**

Mission Statement:

At Otto Middle School, our mission is to foster life-long learning as students obtain knowledge and skills needed for future success.

Planning Timelines and Meeting Dates

- Needs analysis (STAAR GAP Analysis), goal setting, analysis of Critical Actions and strategic planning: **July - September 2017**
- Campus teacher data analysis day: **August - September 2017**
- SBIC Plan due for DBIC review: **October 6, 2017**
- Meeting 1: SBIC approves the improvement plan (by October 4, 2017): **Thursday, September 21, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Thursday, January 25, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Tuesday, May 22, 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	\$ 137,583	Total Funding for # Title I Support Teachers	
Parental Engagement	\$ 1,000	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	\$ 3,500	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

Information regarding the TEA Strategic Plan may be accessed here: [http://tea.texas.gov/About TEA/Welcome and Overview/TEA Strategic Plan/](http://tea.texas.gov/About%20TEA/Welcome%20and%20Overview/TEA%20Strategic%20Plan/)

SBIC Committee

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Alex Rosenfield	Faculty Member	2016-2017	Present	Present	Present
Jefferie Thielbar	Faculty Member	2016-2017	Present	Present	Present
Rita Attuquayefio	Faculty Member	2013-2014	Present	Present	Present
Zeshan Khan	Faculty Member	2017-2018	Present	Present	Present
Bonny Pan	Faculty Member	2014-2015	Present	Present	Present
Jordan Rios	Faculty Member	2016-2017	Present	Present	Present
Lori Evans	Faculty Member	2016-2017	Present	Present	Present
Misty Benson	Faculty Member	2017-2018	Present	Absent	Present
Molly Rich	Faculty Member	2017-2018	Present	Present	Present
Nikole Roberson	Faculty Member	2013-2014	Present	Present	Present
Godina Shatila	Faculty Member	2016-2017	Present	Present	Present
John Neumann	Faculty Member, Special Ed	2-17-2018	Present	Present	Absent
Antoine Spencer	Principal	2012-2013	Present	Present	Present
Fern Johnson	District Professional	2013-2014	Absent	Absent	Present
Melanie Schulte	Campus Professional, Non-teaching	2016-2017	Present	Present	Present
Norma Jones	Support Staff Member	2017-2018	Present	Present	Present
Suzanne Gibson	Parent-Selected by PTA	2017-2018	Present	Present	Absent
Adriane Swinton-Hayes	Parent-Selected by Principal	2016-2017	Present	Present	Absent
Celines Shipley	Parent	2015-2016	Present	Absent	Absent
Kennitra Robertson	Campus Professional, Non-teaching	2014-2015	Present	Present	Present
Norton Wong	Parent	2015-2016	Present	Present	Present
Kellie Wiczorek	Parent	2017-2018	Present	Absent	Absent

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Jodie Gee	Parent	2017-2018	Present	Present	Present
Michelle Niven	Parent	2015-2016	Present	Present	Absent
Jenny Rogers	Community Member	2015-2016	Absent	Absent	Absent
Connie Reeves	Community Member	2012-2013	Present	Present	Present
Mary Beth Tiemeyer	Business Representative	2012-2013	Absent	Absent	Absent
Megan Sanders	Business Representative	2017-2018	Present	Absent	Present

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

District-Wide Goals

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

District-Wide Goals	Title I Components	Applicable Student Groups
<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
<p>1. Promote substantive collaboration and teacher professional growth throughout the campus through professional learning communities and instructional lead teachers. (School Wide Level Best Practice #9)</p>
<p>2. Provide opportunities for teachers to participate in ongoing peer classroom observations. (Classroom Level P³A Best Practice # 5)</p>
<p>3. Create and deliver school wide Digital Citizenship lessons.</p>
<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: Promote substantive collaboration and teacher professional growth throughout the campus through professional learning communities and PLC lead teachers. (School Wide Level Best Practice #9)

Project Lead:	PLC Lead Teacher, Principal							
Staff, Title I Staff:	PLC Lead Teachers							
Materials and Resources:	Instructional Materials, Performance Data							
Targeted Area:	<input checked="" type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 1:

Action Step • 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
PLCs will meet weekly to engage with colleagues in the ongoing exploration and discussion of driving critical questions and effective strategies. TEA Strategic Priorities Goal(s): 1, 2, 4	Weekly PLC meetings	Meeting notes	Math: Math PLC’s met on a regular basis to discuss classroom strategies for effective student learning and interpreting data to recognize gaps in student achievement. These meetings were used to discuss upcoming goals for units. Social Studies: Each social studies grade level met weekly in their PLCs to discuss goals and upcoming lessons. Science: All science Teachers met weekly to discuss critical questions and effective strategies in teaching Otto Middle School students. English: All grade levels (6-8) met weekly for curriculum planning and PLC.
PLCs will meet to establish norms and SMART goals. TEA Strategic Priorities Goal(s): 1, 4	September 2017	Meeting norms, PLC SMART goals, Meeting notes	Math: Grade level PLC’s met and reflected on their SMART goals set at the beginning of the year. PLC’s looked at STAAR and in class data to draw conclusions on their goals. Social Studies: The Social Studies department and individual grade levels created norms and SMART goals, which were updated throughout the year to help close the performance gaps.

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>Science: During September PLC meetings, science teachers established norms and SMART goals.</p> <p>English: All grade levels (6-8) are taking care of their Essential Standards and SMART goals. Norms have been set.</p>
<p>Provide structured time for PLC leaders to facilitate department and/or grade level specific professional development. TEA Strategic Priorities Goal(s): 1, 2, 4</p>	<p>Weekly PLC meetings</p>	<p>Meeting notes, Articles or books, Speakers</p>	<p>Math: Grade level PLC leaders provided their teams with professional development that will make them and their students successful in the classroom. Math teachers attended various professional developments provided either by the campus or district. (Kagan, district workshops, GT training, Google training.. etc.)</p> <p>Social studies: Each grade level met on specific days during the week to discuss goals and lesson plan effectively.</p> <p>Science: PLC leaders in science met with their teams weekly during the 2017-18 school year and set department as well as grade level goals.</p> <p>English: Each grade level has chosen a specific day during the week to meet and discuss goals. The focus is on best practices for teaching.</p>
<p>PLCs will review data for STAAR, semester exam and MAP to drive instructional decisions and focus on effective strategies. TEA Strategic Priorities Goal(s): 2, 4</p>	<p>Monthly in PLC meetings</p>	<p>Edugence data, Meeting notes</p>	<p>Math: The math department met in October to review STAAR data to begin forming intervention groups. The department also took time after winter break to review semester exam data to find gaps based off overall data from teacher-to-teacher, within the campus, and versus the district level of achievement.</p> <p>Social Studies: The Social Studies team met on January 9th to review semester data and STAAR. The meeting in January helped us incorporate new ideas and lessons to help close the performance gap and to help students with developing skills to be successful in Social Studies.</p>

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
			Science: Science PLC teams met monthly to reviewed and discussed STAAR , semester exam, and MAP data to make instructional decisions. English: Discussions about interventions for students include testing data like MAP & STAAR to drive instruction.
PLC lead teachers will collaborate together to plan and focus their meetings. TEA Strategic Priorities Goal(s): 1, 4	Monthly PLC lead teacher meetings	Meeting notes, Articles, Videos	Math: PLC lead teaches actively work together to provide each other with overall direction of meetings, articles of focus, and talking points. Social Studies: Meeting weekly allowed our team to collaborate effectively and have an established mission/goal. Science: Science PLC leaders met monthly to plan weekly team meetings. English: The focus has been on navigating through the curriculum, understanding the curriculum design, delivery of instruction and pacing calendar. Student test data in Edugence is always the basis of conversation regarding interventions and how instruction is driven.

Critical Action 2

Critical Action: Provide opportunities for teachers to participate in ongoing peer classroom observations. (Classroom Level P³A Best Practice # 5)

Project Lead:	Assistant Principal							
Staff, Title I Staff:	Leadership Team							
Materials and Resources:	Peer Observation Reflection Forms, QR Code Forms							
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:

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
Departments will edit rubric from last year’s observations to adjust for this year’s observation needs. TEA Strategic Priorities Goal(s): 1	December 2017	Peer observation form	Department heads reviewed the edited observation form. The original observation rubric was converted to a Google Doc. An email containing the feedback is sent to the observed teacher once the observing teacher submits feedback. Teachers will begin using this rubric in January to conduct peer observations. Teachers used the peer observation form to document observed strategies and practices while visiting classroom. Staff participated in at least one peer observation per month during the designated Peer Observation Week. Data for each observation was shared with both teachers upon submission of information. Data is collected on a Google Sheet for future reference.
Departments will collaborate to create an observation information sheet containing a QR code to post outside of classrooms. TEA Strategic Priorities Goal(s): 1	December 2017	Observation information sheet	The observation information sheet was shared with department heads. Each teacher will post the information sheet outside of their classroom. The information sheet includes specific goals that each teacher would like feedback on. The rubric can be accessed by scanning a Q-R code on the information sheet. Observation sheets remained posted outside of each teacher’s classroom. Teachers accessed the rubric by scanning the Q-R code.

<p>Provide structured time for teachers to debrief, review rubric feedback and discuss observed instructional strategies following peer observations during PLC time. TEA Strategic Priorities Goal(s): 1, 4</p>	<p>January 2018-May 2018 (Following observations)</p>	<p>Completed observation rubrics, Meeting notes</p>	<p>The electronic observation form will send an email to the observed teacher once the observing teacher submits feedback. Teachers may debrief as needed before school, after school, or during the planning period.</p> <p>After observations were completed, teachers reviewed peer feedback. The format in which observations were conducted, allowed teachers to observe teachers across all grade levels and subjects. Opportunities to debrief after observations were during PLCs, before school, and after school.</p>
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Critical Action 3

Critical Action: Create and deliver school wide Digital Citizenship lessons.

Project Lead:	Librarian							
Staff, Title I Staff:	Campus Technology Integration Specialist, Leadership Team							
Materials and Resources:	Digital Citizenship Materials, Assembly Speaker/PTA Funds							
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:

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
Digital citizenship team will study articles and resources for digital citizenship program.	September 2017	Articles, Article summaries, Resource summaries	The committee formed and members have met in person 1-2 times per month to discuss articles and topics for focus for student lessons. The committee formed a google classroom for Digital Citizenship to continue discussion and post articles and resources found for collaborative planning. Members of the committee include campus teachers across grade levels, a campus counselor, the librarian, the principal and a district instructional technology specialist. The DigCit committee met 1-2 times per month, gathering resources and collaboratively planning Digital Citizenship lessons for the campus.
Create school wide digital citizenship lessons.	October 2017	Lesson plans on digital citizenship	Digital Citizenship posters were printed and posted in every classroom and technology access point. The committee created Digital Citizenship lessons, using Google Slides and a student made video, and presented during Bobcat. Lessons were created including a student made video about the effects of positive digital citizenship, a campaign to develop a positive hashtag to promote

			digital leadership and positive digital interactions, and an end of the year survey.
Provide a digital citizenship assembly targeting seventh and eighth grade students followed by classroom discussions on assembly topic.	October 2017	Assembly and Classroom discussion notes	Guest speaker, Keith Deltano, spoke to 7 th and 8 th grade in an anti-bullying assembly. Anti-bullying/cyberbullying discussion continued through Digital Citizenship lessons following in December and January.
Deliver digital citizenship lessons through Bobcat Academy.	Monthly begin October 2017	Bobcat lessons on digital citizenship	Digital Citizenship lessons in Bobcat are scheduled monthly for the 2017-18 year. The committee is planning collaboratively to create the lessons. Digital Citizenship lessons were taught monthly and students participated in brainstorming and voting for a campus hashtag to promote digital leadership and positive interactions with peers.
Digital Citizenship parent communication monthly through e-blast. (Smore for analytics)	Monthly	E-blast	Committee has pulled articles for use in E-blast for email broadcast by the principal. Articles were shared with parents through E-Blasts.

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:		Academic Specialist, Special Education Department Head						
Staff, Title I Staff:		Department Heads, Title I Instructional Coaches, Title I Math Specialist, Parent Liaison, Parent Education Coordinator						
Materials and Resources:		Instructional Materials, Performance Data, Critical Thinking Zone Materials						
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 Actions to Address Missed State Safeguards:

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>SW #17 - Proactively develop intervention plans for students performing below grade level</p> <p>Teachers will build relationships with their students first. Then, collectively within their teams, teachers will disaggregate student data to identify who did not meet Level I using Essential Standards and Smart Goals.</p> <p>Teachers and staff will then collaborate to create interventions through planning and differentiation during a pullout day. Department chairs, instructional coaches, Title I support, and the academic specialist, with the help of administration, will all work together to pre-plan the direction, objectives, goals, and organization of the data study and intervention planning.</p> <p>Provide: Conversion guide for STAAR scores and MAP chart template for student scores</p> <p>TEA Strategic Priorities Goal(s): 1, 2, 4</p> <p>Title I Components: 1, 2, 3, 8, 9</p> <p>Funding Source: Title I Funds, SCE</p>	<p>4-6 weeks: Review student data w/Subject area teams or grade level teams;</p> <p>9 weeks: Have plan in place that focuses on HOW we will address students' needs</p>	<p>Google Doc with identified students by teacher; Agendas; STAAR growth rosters</p>	<p>Math: The math department used our planning day in the fall to focus on developing intervention groups for students who performed below grade level. We looked at data such as:</p> <ul style="list-style-type: none"> • STAAR • MAP • CoGAT • Semester Exams • Overall Classroom Performance <p>Teachers and Title I support worked together to form intervention groups for students who we felt would most benefit.</p> <p>Teachers and students met regularly through the spring semester to focus on STAAR preparation with review and activities focusing on either specific reporting categories or difficult concepts.</p> <p>Social Studies: Social Studies department used two pull out days (1 fall and 1 spring) to review student data and create essential standards for each grade</p>

<p style="text-align: center;">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 style="text-align: center;">Implementation Timeline per Action Step</p>	<p style="text-align: center;">Implementation Evidence per Action Step</p>	<p style="text-align: center;">Formative & Summative Notes per Action Step</p>
			<p>level. We incorporated strategies in the class to target specific TEKS.</p> <p>Science: Science teachers met in PLC teams to disaggregate data and identify students that did not meet Level 1 expectations on STAAR or MAP. Teachers then collaborated to create interventions to make identified students successful.</p> <p>English: English tutorials are open to all students before, after or during school to get help on concepts they did not master. During the third week of school, the ELAR department began structured tutorials for targeted instruction. STAAR interventions began the second week of the Spring semester.</p>
<p>SW #17 - Provide proactive support for students performing below grade level</p> <p>Teams will use data from previous semester exams to be proactive in their planning focus of student scores and commonly missed concepts/skills/objectives (Essential Standards). Teachers can utilize best practice strategies such as exit tickets that provides formative data while also front loading new concepts/skills and terminology and/or embedding essential questions based on the learning of each student from the previous unit before moving to the next unit or concept.</p> <p>TEA Strategic Priorities Goal(s): 2, 4 Title I Components: 1, 2, 3, 8, 9 Funding Source: Title I Funds, SCE</p>	<p>Done prior to beginning a new unit throughout the course of the school year (will vary across different curriculums)</p>	<p>Writers & Interactive Notebooks showing/documenting levels of student understanding and accountability through various analysis charts or documentation (varies depending on content area)</p>	<p>Math: Students performing below grade level were provided support through:</p> <ul style="list-style-type: none"> • Tutorials • Bobcat Central • Title I • BLAST • Classroom Interventions <p>Teachers met at the start of the semester to discuss commonly missed concepts. Teachers reviewed these topics with students through:</p> <ul style="list-style-type: none"> • Warm Ups • Exit Tickets • Concept Checks <p>Social Studies: The social studies team reviewed semester exam data and previous year’s data to target skills and concepts. Social Studies uses learning target trackers and progress trackers to monitor mastery.</p> <p>Science: PLC teams used data to focus planning on commonly missed concepts/skills/objectives. Concept</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>checks, data folders with student mastery of TEKS as well as formative and summative data were used.</p> <p>English: ELAR teachers plan lessons and use resources that encourage the students to think and function at each level of Bloom’s Taxonomy and Costa’s Levels of Questioning.</p>
<p>SW #17 - Provide academic support aligned with the district curriculum</p> <p>Teaching; utilize learning extensions specific to the content (Science Fair, Math Counts, AMC); access to electronic curriculum; Google Classroom; on-line resources approved by the district.</p> <p>TEA Strategic Priorities Goal(s): 2, 4</p> <p>Title I Components: 1, 2, 9</p> <p>Funding Source: Title I Funds, SCE</p>	<p>Daily</p>	<p>Completed projects; Scores</p>	<p>Math: Math Counts – students meet every Wednesday morning to work through challenging and rigorous math problems. The Otto Math Counts team will be competing in February at UTD.</p> <p>AMC 8 – all honors students took this test back in November.</p> <p>AMC 10 – all Math Rocks (and Vines Geometry) students took the test on February 7th.</p> <p>Social Studies: Each grade level utilizes Google classroom to post questions and lesson materials.</p> <p>Science: Science teachers used best practices to ensure students were learning to an acceptable level prior to moving to the next unit. Science teachers used resources provided by the district in daily teaching.</p> <p>English: Grade level planning takes place weekly. Standards are evaluated to determine the desired outcome for each lesson and lessons are then adjusted to meet those outcomes. Additionally, conversations with grade level PLCs are regarding instruction, assessments and outcomes of assessments. Adjustments are made to instruction based on the needs of each student. All Bobcat Academy teachers filled out last year’s MAP and STAAR scores with students on their goal setting sheets given in December.</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>SW #17 - Evaluate the effectiveness of student interventions Teachers and staff monitoring for any changes in student personality/behavior; Student scores and grades; Student ownership/accountability (Bobcat SEL lessons and Mindset); Student survey data. TEA Strategic Priorities Goal(s): 2, 4 Title I Components: 1, 2, 3, 9 Funding Source: Title I Funds, SCE</p>	<p>January & May 2018</p>	<p>Student growth; Scores; Grades</p>	<p>Math: Math teachers are actively monitoring the effectiveness of tutorials and adjusting as needed through scores and grades.</p> <p>Science: Science teachers monitored student behavior/scores/grades and survey data to evaluate the effectiveness of student interventions.</p> <p>English: The department continues to study Edugence and previous STAAR data in order to determine which TEKS are taught within each grade level.</p>
<p>CL #13 - Provide tutorials that target specific objectives Teachers and staff can target specific objectives through data trackers separated by TEKS; Writers Workshop; Concept checks that determine tutorials. TEA Strategic Priorities Goal(s): 2, 4 Title I Components: 1, 2, 3, 9 Funding Source: Title I Funds, SCE</p>	<p>September 2017 – June 2018</p>	<p>Student growth; Scores; Grades; Tutoring sign in logs; Student reassessments</p>	<p>Math: Math teachers provided students with structured tutorials that focus on specific topics/objectives. The topics were reviewed from the previous year, on-going topics, or review from a previous unit. Teachers used concept checks, quizzes, and test to determine students who would benefit from targeted tutorials.</p> <p>Social Studies: Social Studies pulled TEKS and compared campus results to district results for semester exams. This will help when creating questions in upcoming lessons.</p> <p>Science: Science teachers monitored student behavior/scores/grades and survey data to evaluate the effectiveness of student interventions with data folders, concept checks aligned with instruction as well as other formative and summative evaluations.</p>
<p>CL #13 - Train and use peer tutors to support students Utilizing campus organizations – BLAST, AVID, NJHS Utilizing already allocated time/resources: Tutorials, Bobcat Central, and Bobcat Academy. TEA Strategic Priorities Goal(s): 4 Title I Components: 1, 2, 9 Funding Source: Title I Funds, SCE</p>	<p>Before and after school tutorials</p>	<p>Tutor keeps a tracking log; Tutorial sign in logs</p>	<p>Math: BLAST, AVID, and NJHS used peer tutors in the classroom. BLAST – 8th graders tutored 7th graders AVID – had high school tutors come in weekly NJHS – Bobcat Central</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>Social Studies: Teachers utilize tutorial time to help students better understand concepts and finish assignments.</p> <p>English: Teachers frequently use peer tutors to support students.</p> <p>Science: Science teachers use peer tutors in class, during Bobcat Central as well as during tutorials to support student learning.</p>
<p>CL #14 - Seek support from team members to assist students performing below grade level Utilize grade level and content area team members, instructional coaches, Academic Specialist, and Title I Specialist to help with student motivation and/or tutoring needs. TEA Strategic Priorities Goal(s): 4 Title I Components: 3, 9 Funding Source: Title I Funds, SCE</p>	<p>As the needs arise</p>	<p>SBIC; RTI data; Meeting logs; PLCs; Teachers' calendars</p>	<p>Math: Math teachers used co-teaching and Title I for support and assist students who are performing below grade level.</p> <p>Social Studies: Social Studies works with instructional coach and academic specialist for tutorial needs, instructional support and student engagement.</p> <p>Science: Science teachers met in PLC teams to identify and utilize support specialists to help with providing student needs.</p> <p>English: The department works with instructional coaches, Special Education staff and the academic specialist for instructional support.</p>
<p>CL #14 - Seek support from multiple staff members Reach out to the multitude of support options on campus include: Principal, Assistant Principals, Counselors, parent liaison, CIS, ESL, Instructional Coaches, Academic Specialist, Librarian, SpEd Dept, Attendance Clerk, Support Staff, Dept. Heads, Team Leads, Registrar, CTA, Fine Arts Staff, Coaches, retired teachers/volunteers. TEA Strategic Priorities Goal(s): 4 Title I Components: 9 Funding Source: Title I Funds, SCE</p>	<p>As the needs arise</p>	<p>Meeting agendas; Notes; Documentation; SBIC; Professional Development</p>	<p>Math: The math department sought support from multiple staff members including: administration, counselors, parent liaison, ESL, district academic specialists, SpEd dept, department heads, and PLC leaders.</p> <p>Social Studies: The Social Studies team reaches out to all support options to help meet the needs of our students.</p>

<p style="text-align: center;">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 style="text-align: center;">Implementation Timeline per Action Step</p>	<p style="text-align: center;">Implementation Evidence per Action Step</p>	<p style="text-align: center;">Formative & Summative Notes per Action Step</p>
			<p>Science: Science teachers met in PLC teams to identify and utilize school staff members to help with providing student needs.</p>
<p>CL #14 - Seek support from parents Have parents: volunteer; help keep kids accountable; provide student motivation; volunteer with PTSA; and fundraise to support the overall campus, as well as, specific areas/groups in need. TEA Strategic Priorities Goal(s): 4 Title I Components: 6, 9 Funding Source: Title I Funds, SCE</p>	<p>As the needs arise</p>	<p>Sign in sheets from Open House; Parent Survey; Meeting Agendas; SBIC; Volunteer Sign in log</p>	<p>Math: Math teachers sought the support from parents for student accountability and motivation.</p> <p>Science: Science teachers identified and utilized parents to help with providing student needs.</p> <p>English: Teachers seek assistance from parents for student accountability and motivation.</p> <p>Social Studies: Teachers sought the support from parents for student accountability and motivation.</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	The Wellness Committee met four times throughout the year. Jessica Lentz was the captain.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Angie Chavez was the parent included on the committee.
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	PE teachers taught the health program to students.
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	Bulletin board located outside of the gym.
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	Information was sent out by the nurse and in the enews related to health information.
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Student Exemption Form	PE teachers analyzed fitness data and gave goal sheets to students.
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 reports sent home with students.

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	Classes were conducted so that students were achieving the vigorous physical activity standard at least 50% of the time.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Heart rate monitors were used and students were taught how to take 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	Students were active at least 70%-90% of the time each day in PE.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	n/a
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	n/a
ATTENDANCE:				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Kennitra Robertson and the counselors met with students who had attendance issues. Students with chronic attendance issues were assigned to attend "I'm Present" and truancy court. FNA, BIP, and meetings with students and parents. Weekly announcements on ONN.

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. Principals	Staff feedback/survey	PBIS & guidance lessons from counselors.
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	Teachers monitor hallways, and the cafeteria before school, during passing periods and after school in the bus lane and carpool.
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	PBIS, Assistant Principals and counselors met with students who were not following the code of conduct.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	Summer back to school inservice.
	Review referral process.	Principal or designee	Campus referral plan	Administrative team reviewed the referral process thought the school year and met with teachers and students who were struggling.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	PBIS plan implemented in all classrooms as well as CHAMPS to provide intervention strategies to teachers.
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	Campus discipline plan implemented.
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Campus referral form and FNA Google doc used.

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	PBIS, Bobcat Academy lessons implemented to students.
	Monitor high risk areas.	All staff	Schedule (if necessary)	Teachers on duty in high risk areas, feedback received from teachers.
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	Summer back to school inservice, staff meetings and the referral form.
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions.	All teachers	Bobcat Academy time, PBIS team	Bobcat academy lessons, EPIC (counselors), PBIS schoolwide.
	Employ discipline interventions.	Designated staff	Campus Discipline Management Plan, PBIS team	Discipline Google docs used, lunch detentions and FNA.
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	School-wide PBIS initiative	PBIS lessons, mediation with counselors.
	Conference with parents/students.	Teachers or other staff	Parent/teacher Conference Day, Regular Teacher Conference/Communications, and CMIT as needed through the year	Conferences set up with parents and students as needed.

Parent Involvement

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

Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Parent Liaison	September 2017, as the need arises	The counselors and parent liaison worked with parents to help them register for the portal if they were not already.
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	Parent Liaison	September 2017, as the need arises	CIS and parent liaison identified and assisted parents as needed.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Principal, Campus Technology Assistant	Weekly throughout the school year	CTA and principal ensured website was updated.
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Secretary, Assistant Principal	Weekly throughout the school year	Enews communications were sent at least 1 time per week.
Utilize social media to keep parents and community informed. Funding source: State and Local	Principal	Weekly throughout the school year	A variety of social media outlets (Twitter, Remind, Google Classroom, and Weebly) were used to keep community informed on a weekly basis.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Principal	Monthly	Administrative team met with PTA board on a monthly basis to ensure thorough communication.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	Principal	Monthly	Parent meetings were coordinated monthly by Angie Chavez, counselors and parent programs coordinator.

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	All Grade Level Counselors, Second Step Curriculum	Fall 2017	Guidance lessons were conducted on an ongoing basis by the counselors.
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	All Grade Level Counselors, Second Step Curriculum, Safety Net	June 2018	Preventative steps are made through guidance lessons and Advisory lessons. Counselors also meet with students in small groups, as well as Safety Nets to address specific needs.
Academic Conferences - Counselors meet with parents and students to discuss academic progress and assist in developing individual 4-year plans for high school. Title I Components: 7 Funding Sources: State and Local	All Grade Level Counselors, HB5	March 2018	All grade level counselors worked together to meet with and plan with families for high school.
Parent programs are held to explain high school courses and scheduling to parents. Title I Components: 7 Funding Sources: State and Local	8th Grade Counselor, HB5	January 2018	The 8 th grade counselor facilitated a night where current 8 th grade families could learn more about high school scheduling.

State Certified Teachers and Highly Qualified Paraprofessionals

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

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

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

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. Title I Component 5 Funding source: State and Local	August 2017 to May 2018	Formative Notes: Summative Notes:
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	
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	
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	
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	