



Plano Independent School District Campus Improvement Plan

Williams High School

1717 17th Street

Plano, TX 75074

2018-2019

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Vision and Mission Statements for District and Campus

Plano ISD Vision Statement

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

Plano ISD Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

District Goals

Plano ISD has two major ongoing district goals:

- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Campus Mission Statement

In order to prepare students to live in and contribute to a changing world, as well as, engage in active, lifelong learning, Williams High School provides a balanced, varied school curriculum designed to meet the academic, cultural, and social needs of individuals from the diverse backgrounds of our community.

Campus Information

Administration Team

Principal, Gloria Martinez

Assistant Principal, Mona Abdelfattah

Assistant Principal, Lisa Delacruz

Assistant Principal, Kristen Kinnard

Assistant Principal, Inge Dismuke-Stovall

About Us

T. H. Williams High School is one of the six secondary schools located in Plano, Texas (USA) serving grades nine and ten. Williams High School first served as Plano High School when it was built in 1961. Bowman and Otto Middle Schools feed into Williams, and Williams feeds into Plano East Senior High School.

Campus Status

X Non-Title I Campus

Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 08/30/2018 05:30 pm

Meeting 2: Progress monitoring and review of strategic plan - 01/15/2019 05:30 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 04/09/2019 05:30 pm

State Goals and Objectives

The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.

Objective #2 - Students will be encouraged and challenged to meet their full educational potential.

Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.

Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

Goal #1 - **Recruit, support, and retain** Teachers and Principals.

Goal #2 - Build a **foundation** of **reading** and **mathematics**.

Goal #3 - Connect high school to **career** and **college**.

Goal #4 - **Improve** low-performing schools.

Information regarding the TEA Strategic Plan may be accessed here: http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Kelly Foster	Faculty Member	2018		X	
Daniel Solis	Faculty Member	2018			X
Stephanie Hoffman	Faculty Member	2018			
Amy Klein	Faculty Member	2018			
Lulu Aguilar	Faculty Member	2018		X	
Tracie O'Gorman	Faculty Member, Special Ed	2018			
Gloria Martinez	Principal	2014		X	
Becky Jackson	District Professional	2018	X		
John Lowrance	Campus Professional, Non-teaching	2018	X	X	
Alicia Kamien	Support Staff Member	2013		X	
Karen Faucette	Parent-Selected by PTA	2018			
Gina Beville	Parent-Selected by Principal	2018		X	X
Parul Dumka	Parent	2018	X	X	
Teresa Clemens	Parent	2018	X	X	
Dawn Hall	Parent	2018			
Heidi Cardenas	Parent	2018	X		
Adrian Rodriguez	Community Member	2013			
Jimmy Dismuke	Community Member	2018		X	
Chris Aparicio	Business Representative	2018			
Charles Smith	Business Representative	2018			
Juliann Idichandy	Student	2018			

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Kunj Tapiawala	Student	2018			
Inge Dismuke-Stovall	Principal	2018	X	X	X
Kristen Kinnard	Principal	2014	X	X	X
Mona Abdelfattah	Principal	2018	X	X	X
Lisa Delacruz	Principal	2000		X	X
Ali Dakwar	Student	2018			

State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD’s compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state’s eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

SCE Program Funding

SCE Total	\$71,221.02	State Compensatory Ed funds allocated for allowable supplemental resources and 1 staff.
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Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Ratio of student to teachers have decreased over the past few years science, reading, and post secondary readiness earned distinctions	reference Edugence data to see breakdown of student success in the different demographics	Increasing ELL population needs more differentiation of instruction Increasing differentiation for students with learning differences
Student Achievement	Small gains in overall percentage of students passing on all EOC tests.	Increase in student growth from the "meets" to the "masters" level on the EOC tests Overall, an increase in the percentage of students meeting the state standard on the English I/II EOC tests.	Increase the success rate on all EOC tests by 5% by focusing on research-based reading interventions in all classes at least once weekly.
School Culture and Climate	Student involvement Enrichment activities (Reality Fair) Student Centered	Getting on the same page as far as use of phones/technology (campus rules) Mentoring teachers that could benefit from better classroom management/student	Student survey to tap into students' needs Student-led focus groups to get information???

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
		relationships Time Management	
Staff Quality/ Professional Development	District PDH, learning opportunities New teacher mentor program/ meetings	Matching effective teachers with high need students Supporting PD outside of the district Supporting continuing education Expanding mentor program to include all teachers Subs for teacher observations of other teachers	Build campus morale/ connectivity to improve staff retention
Curriculum, Instruction, Assessment	Student centered learning District provided curriculum Analysis of assessments	Differentiation Pacing for mastery Linking learning to bigger picture and employability	Differentiation for all learners
Family and Community Involvement	Attempt to reach out to the variety of WHS students and families Teachers are highly encouraged to make multiple attempts to contact home	Multilingual messaging system Multilingual translators	Automated System for initial contact to families/parents Translators
School Context and Organization	District is good at supporting teachers in their training and professional development	District needs to take the accounts of Teachers viewpoints and issues when developing plans of action.	Image and perception of school to students, parents, and community Classroom size- Student-Teacher ratio

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	<p>Allowing programs to have control of assessments of individual students Identifying and communicating expectations</p>	<p>There in needs to be a place for staff, students, and parents to voice concerns and possible solution. To promote our campus to both the community and students in a positive light- the perception is a mixed one that need to be worked on.</p>	
Technology	<p>Technology access is available for students and staff Training is available for teachers and we have experts in house Increases student engagement and responsibility of learning</p>	<p>Team based plans and integration into curriculum Time dedicated for need identification purposes, planning and implementation</p>	<p>subjects not using technology should be given more of an opportunity and support</p>

Critical Action #1

Problem Statement	Collaborative Teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC process (policies and practices).
Root Cause and Strategy	Clear directions and expectations for Collaborative Teaming will be established.
Goal	Each Collaborative Team will develop an agenda template, including team norms, and roles which guide the meetings and is driven by student learning.
Project Lead	Principal, Assistant Principals and Department Chairs
Staff, Title I Staff	Principal, Assistant Principals and Department Chairs, and Staff Members
Materials and Resources	Learning by Doing (book); Collaborative Teams that Transform Schools-The Next Step in PLCs (book)

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
Agendas are emailed in advance of weekly meeting to be reviewed for evidence of data drive student learning, discussion and planning.				Weekly Collaborative Team Meetings	Google folder for agendas, with grade level collaborative team member meeting notes and other curricular artifacts	Increase the Use of Quality Data to Drive Instruction	Some Progress Team leads went through PLC training to learn how to create agendas that drive student learning and planning.	Significant Progress Each collaborative team lead creates an electronic agenda through google forms and their team members are allowed to add in items and take notes prior, during, and post collaborative meetings.	Significant Progress After training given by Becky Jackson at our leadership meeting, team leads got a clearer view of what effective planning that is driven by student achievement looks like. Team leads took this information and adjusted their agendas needed.
Each Collaborative Team sets group norms.				August 2018 Set Norms Weekly Collaborative Team Re-visitation of Norms	Agendas	Increase Productivity	Some Progress During our leadership retreat at the beginning of the year, team leads have discussed how to create norms for their teams and what it will look like.	Significant Progress Collaborative teams have worked together on creating their group norms that they have followed during every meeting.	Significant Progress Throughout the year, teams reflect on their norms and make adjustments where necessary. They followed through with their group norms in every meeting.
With each team member having a clearly-defined role, each week collaborative team will utilize				August 2018 Weekly Collaborative Team Meetings	Agendas	Improve Academic Performance	Some Progress Team leads went through PLC training	Significant Progress Each collaborative team lead creates an	Significant Progress After training given by Becky Jackson at

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
Google Docs for agendas and minutes in order to focus on student achievement.							to learn how to create agendas that drive student learning and planning.	electronic agenda through google forms and their team members are allowed to add in items and take notes prior, during, and post collaborative meetings.	our leadership meeting, team leads got a clearer view of what effective planning that is driven by student achievement looks like. Team leads took this information and adjusted their agendas needed.

Critical Action #2

Problem Statement	Overall, disparity exists in relation to student performance on the EOC tests among many of our sub-populations.
Root Cause and Strategy	Many of our students representing a variety of our sub-populations are below grade level in both their reading and writing skills.
Goal	By the end of the 2018-19 school year, African American, LEP, SpEd, and Hispanic students will increase the overall success rate by 5% in Algebra I, Biology, and English I & II STAAR tests by participating in research-based reading interventions in class once a week in all subject areas.
Project Lead	Principal, Assistant Principals and Department Chairs
Staff, Title I Staff	Principal, Assistant Principals and Department Chairs, and Staff Members
Materials and Resources	State Performance Data and Edugence

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
The Science Department will practice, once a week, interacting with scientific text as evidenced by reflective higher-learning writing.				Weekly	State/Local assessments	Improve Academic Performance	Some Progress The Science department collaborative teams discussed what type scientific text would be beneficial for students to be able to reflect on higher-learning writing.	Some Progress Collaborative teams took the strategies that were learned in our campus-wide book study on "Disruptive thinking" and used these in their planning to allow students to read and write at a higher level.	Some Progress Collaborative teams reflected on these strategies and discussed what worked for their students and the curriculum. They recorded these reflections to continue to improve upon for the next school year.
The Performing Arts Department will distribute short non-fiction literature with students, and then, students will write an one-page response to the literature.				Weekly	State/Local assessments	Improve Academic Performance	Some Progress The Fine Arts department collaborative teams discussed how they would implement non-fiction literature that would be beneficial for students to be able to write their responses.	Some Progress Fine Arts Collaborative teams took the strategies that were learned in our campus-wide book study on "Disruptive thinking" and used these in their planning to allow students to read and write at a higher level.	Some Progress Fine Arts Collaborative teams reflected on these strategies, they type of literature used and discussed what worked for their students and how much time it took. They recorded these reflections to continue to improve

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
									upon for the next school year.
The Math Department will create word problems and/or math related texts of the week to read and interpret using research-based reading strategies.				Weekly	State/Local assessments	Improve Academic Performance	Some Progress The Math department collaborative teams discussed what type math related text would be beneficial for students to be able to read and interpret on a weekly basis.	Some Progress Math Collaborative teams took the strategies that were learned in our campus-wide book study on "Disruptive thinking" and used these in their planning to allow students to read and write at a higher level.	Some Progress Math Collaborative teams reflected on these strategies and discussed what worked for their students and the curriculum. They recorded these reflections to continue to improve upon for the next school year.
The LOTE Department will integrate culturally based informative texts into lessons collecting formative feedback using monological and dialogical questioning methods.				Weekly	State/Local assessments	Improve Academic Performance	The LOTE department collaborative teams discussed what type of informative and culturally related text would be beneficial for students to be able to use monological and dialogical questioning with.	LOTE Collaborative teams took the strategies that were learned in our campus-wide book study on "Disruptive thinking" and used these in their planning to allow students to collect formative feedback on the texts.	Some Progress LOTE Collaborative teams reflected on these strategies and discussed what worked for their students and the curriculum. They recorded these reflections to continue to improve upon for the next school year.
The English Department will incorporate informational text to pair with the current curriculum and use research based strategies for connection and comprehension.				Weekly	State/Local assessments	Improve Academic Performance	The English department collaborative teams discussed what type of informational text would be beneficial for students to be able to read, interpret, comprehend, and connect to.	English Collaborative teams took the strategies that were learned in our campus-wide book study on "Disruptive thinking" and used these in their planning to allow students to read and write at a higher level.	Significant Progress English Collaborative teams reflected on these strategies and discussed what worked for their students and connected to the curriculum. They recorded these reflections to continue to improve upon for the next school year.

Violence Prevention and Bullying

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)

STAFF PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	Daily	Administrative staff have identified high risk areas.	Administrative staff took these areas and worked on ways to improve them.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Daily	All staff members are assigned duty times, so they can monitor high risk areas throughout each day.	As the year progressed, staff was added in areas with high traffic to prevent any unwanted issues from arising.
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Daily	Staff and admin follow and implement campus rules and expectations.	Staff and admin follow and implement campus rules and expectations.

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	August 2018	All staff completed their	All staff completed their

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				safe school modules by the December 2018 deadline.	safe school modules by the December 2018 deadline.
Review referral process.	Principal or designee	Campus referral plan	August 2018	The campus referral process is reviewed on an annual basis and shared with staff at the beginning of each year.	Administrators are constantly in discussion with the leadership team to review the process and adhere to it.

STAFF INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Bi-weekly and Collaborative Team Meetings	All staff follow the discipline management plan.	Throughout the year, SEL strategies are taught to students during TAD to lessen discipline around campus.
Implement campus referral plan.	Principal or designee	Campus Referral Plan	August 2018	The referral process is implemented and followed throughout the year by all staff. All staff participate in	Throughout the year, SEL strategies are taught to students during TAD to lessen discipline around campus.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				monitoring and referring students for incidents as necessary.	
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Weekly	Consequences are assigned, review of students placement when and if incident is severe or behavior is persistent.	Consequences are assigned, review of students placement when and if incident is severe or behavior is persistent.

STUDENT PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	August 2018	Students meet with an administrator at the beginning of the year to go over student expectations and the code of conduct.	Positive reinforcement and recognition are used throughout the year to recognize good citizenship.
Monitor high risk areas.	All staff	Schedule (if necessary)	Daily	All staff members are assigned duty times, so they can monitor high risk	As the year progressed, staff was added in areas with high traffic to prevent

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				areas throughout each day.	any unwanted issues from arising.

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	August 2018	Teachers and staff explain the discipline management plan and the referral process to students at the beginning of the year.	Reminders of behavior expectations are given throughout the year.

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Classroom behavior plans/steps	Daily	Teachers follow classroom behavior plans and use the step by step process within the classroom.	Administrators meet with teachers who have questions on the steps throughout the year.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Employ discipline interventions.	Designated staff	CMIT, Mediation, SEL	Daily	Behavior specialist and 504 and CMIT coordinators assist teachers and staff in employing needed interventions including but not limited to mediations and behavior plans.	The specialist is available as needed throughout the year for any questions on how to employ the interventions and when.
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Stay Put Room, ISS, Detentions	Daily	Administrators and counselors take appropriate action to intervene when a student's behavior does not follow the code of conduct and/or is disruptive to the learning environment.	Administrators and counselors take appropriate action to intervene when a student's behavior does not follow the code of conduct and/or is disruptive to the learning environment.
Conference with parents/students.	Teachers or other staff	Schedule (as necessary)	Daily	All staff contact parents for both positive and negative	All staff contact parents for both positive and negative

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				behaviors, working to create a partnership with the parents.	behaviors, working to create a partnership with the parents.

Parent 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.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information.		Counselors, CIS Liaison, and Administrators	August 2018	Most parents have access to parent portal. We provide an opportunity each year on schedule pick up day for parents to use our computer labs to register if they have not already done so.	As new students enroll, parents are provided with instructions on how to sign up for parent portal.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access.		Counselors, CIS Liaison, and Administrators	August 2018	Paper copies are offered at schedule pick up for those who do not have computer access.	Our counseling staff identify these parents, so paper copies of grade reports and other items can be sent throughout the year.
Upgrade and maintain the campus website for easy access and increased communication with the community.		Librarian, Campus Webmaster	August 2018	Our website is maintained and updated regularly.	Our website is maintained and updated regularly.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Communicate information through eNews and through hard copies when internet access is not available.		Office Staff	Weekly	eNews is sent out biweekly, and special eNews editions are sent out as needed.	eNews is sent out biweekly, and special eNews editions are sent out as needed.
Utilize social media to keep parents and community informed.		Librarian, Webmaster, and Teachers (send info)	As the need arises	Williams uses an array of social media to keep the community informed. Williams uses facebook and twitter accounts.	The accounts are updated and maintained by our librarian. Teachers use Google classroom to communicate with students and parents about class information.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.		Principal, Assistant Principal	Monthly	Ms. Martinez and/or one of the assistant principals meet monthly with the PTSA board.	Ms. Martinez and/or one of the assistant principals meet monthly with the PTSA board.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).		ESL teachers, department chairs, counselors, student leaders/food, booklets, games	Once per semester	PTSA sponsors programs throughout the year for parents on a myriad of topics including many	PTSA sponsors programs throughout the year for parents on a myriad of topics including many

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				postsecondary readiness programs.	postsecondary readiness programs.

Transition

The campus will assist students in making a successful transition between high school (grades 9 and 10) to senior high school (grades 11 and 12).

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Academic Conferences - Counselors meet with parents and students to monitor academic progress and work with students to achieve academic goals.		Counselors, Academic Specialist, SPED Dept. Chair and Administrators	August 2018	Williams counselors met with each of our students and their parents at an appointed time to discuss grades, credits, and course schedule for the upcoming school year.	Williams counselors meet with each of our students and their parents in the second semester at an appointed time to discuss grades, credits, and course schedule for the upcoming school year.
The campus guidance program includes the college admission process, college entrance exams, letters of recommendation, college financial planning nights, and other post-secondary plans.		CIS Liaison, Counselors, and Administrators	August 2018	When counselors conducted individual academic conferences with students and parents, they discussed college entrance and post-secondary readiness along with the student's academic goals.	Counselors gave presentations throughout the year on these topics.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
The campus will provide website links and offer hard copies for: PISD's University Ready Program; Naviance; and the College Board Website.		Counseling Staff and Administrators	Review every nine weeks	Information on College Board, Naviance, and University Readiness Programs was provided during academic conferences.	This information is also provided throughout the year at student and/or parent request.
The campus will provide information to Career Path Classes and certification information to students and parents.		Counseling Staff and Administrators	As the need rises	During academic conferences, counselors provided information on career pathways and certifications based on the students' post-secondary goals.	This information was also provided per student or parent request at any time during the school year.
The campus guidance program will include both parent and student programs that address the pressure and stress students face at school and at home. (i.e. suicide prevention)		Counseling Staff Administrators, and CIS Liaison	August 2018	Counselors scheduled speakers throughout the year to come in and discuss topics like stress, anxiety, and depression as well as other mental health issues. Parents and students	Counselors scheduled speakers throughout the year to come in and discuss topics like stress, anxiety, and depression as well as other mental health issues. Parents and students

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				were both given the opportunity to attend these presentations.	were both given the opportunity to attend these presentations.

State Certified Teachers and Highly Qualified Paraprofessionals

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. by the Title I Component 4 and 5 Funding source: State and Local	Professional Learning Department, Curriculum Department, and Campus Administrators	teachers, staff, and administration	Twice per semester	Williams teachers, staff, and administration take part in all required professional development opportunities offered through the district.	Teachers are also encouraged to attend trainings throughout the year for the core areas as well as trainings that go with their goal for the year.