Plano Independent School District
Campus Improvement Plan

Otto Middle School

504 N Star Road

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

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

Campus Information

Administration Team

Principal, Antoine Spencer

Assistant Principal, Abby Hines-Homer

Assistant Principal, Kennitra Robertson

About Us

At Otto Middle School, we envision a community that is built on perseverance, purpose and effective systems that develop lifelong learners through mindfulness, critical thinking, opportunities for leadership, and the celebration of diversity.

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 – 08/29/2018 08:30 am

Meeting 2: Progress monitoring and review of strategic plan - 01/31/2019 03:45 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/21/2019 03:45 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
Rita Attuquayefio	Faculty Member	2013-2014	X	X	X
Jaimi Boutemy	Faculty Member	2018-2019	X	X	X
Jeff Thielbar	Faculty Member	2016-2017	X	X	X
Yamicii Wilson	Faculty Member	2018-2019	X		X
Nikole Roberson	Faculty Member	2013-2014	X	X	X
Joseph Ellis	Faculty Member, Special Ed	2018-2019	X	X	
Antoine Spencer	Principal	2012-2013	X	X	X
Fern Johnson	District Professional	2013-2014	X		
Kennitra Robertson	Campus Professional, Non-teaching	2014-2015	X	X	X
Norma Jones	Support Staff Member	2017-2018	X	X	X
Suzanne Gibson	Parent-Selected by PTA	2017-2018	X	X	X
Adriane Swinton-Hayes	Parent-Selected by Principal	2016-2017	X	X	X
Jodie Gee	Parent	2017-2018	X		X
John Beall	Parent	2018-2019	X		
Michelle Niven	Parent	2015-2016	X	X	
Norton Wong	Parent	2015-2016	X		
Connie Reeves	Community Member	2012-2013		X	
Alvin Nelson	Community Member	2018-2019			
Megan Sanders	Business Representative	2017-2018	X		X
Mary Beth Tiemeyer	Business Representative	2012-2013	X	X	
Abby Hines-Homer	Campus Professional, Non-teaching	2018-2019	X	X	X

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Misty Benson	Faculty Member	2017-2018	X	X	X
Bonny Pan	Faculty Member	2014-2015	X	X	X
Verna Franco	Faculty Member	2018-2019	X		X
Anna Mackey	Faculty Member	2018-2019	X		X
Kisha Mize	Faculty Member	2018-2019	X	X	X

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.

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	Diversity in staff demographics by ethnicity exceeds the district and state percentages per the population in most subgroups.	Negative gaps in growth for the Hispanic and LEP subgroups in addition to disproportionate growth of the ELL, low SES, and SpEd subgroups of the Hispanic population will require targeted instruction to meet the needs of these subgroups and close the gap.	Negative gaps in growth for the Hispanic and LEP subgroups, in addition to disproportionate growth of the ELL, low SES and SpEd subgroups of the Hispanic population, will require targeted instruction to meet the needs of these subgroups and close the achievement gap.
	Enrollment is growing proportionally across most subgroups.	Staff representation in the Hispanic subgroup is below district and state percentage per population	
	2018 STAAR Gap Analysis reflects consistent positive growth across most subject areas by subgroups.		
Student Achievement	Seventh grade showed strong performance in most areas Most students in seventh and eighth grade showed growth Students were consistently above state averages ED, LEP/ESL students performed well in seventh grade Reading & Writing Sped student performance was similar to GenEd performance	Effectively address needs of ESL/M1/M2 students ED performance-6th, 7th (math), 8th grades needs improvement Improvement in 8th Social Studies and Math is needed	Effectively address needs of ESL/M1/M2 students

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?
	6th grade M2 & SPED (reading & math)		
School Culture and Climate	Campus initiatives are positively impacting students (PLC, SEL, Digital Citizenship, Strengths Academy, FNA) Overall perception of facilities and physical environment is positive. Students and staff feel safe due to clear, consistent safety policies and procedures. Campus attendance is second highest of the thirteen middle schools	Deepen collaborative structures (ie., relationships and data analysis) 6th grade-attendance, academics, SEL Parent, student and staff survey to gather feedback regarding school climate and culture.	Review student/staff/parent surveys provided by the district. Increase and vary the types of student and teacher recognition. Continue PBIS focus on student/teacher recognition. Initiate staff/parent/student survey.
Staff Quality/ Professional Development	Campus professional development determination is influenced by demographic and performance data Active teacher mentor program to support new staff members Teachers have opportunities to participate in peer classroom visits in order to improve the instructional practices of the team through the use of QR codes	Teachers should focus on self-care through implementation of SEL strategies and practices Authentic relationships should be established across all content areas	Teachers should focus on self-care through implementation of SEL strategies and practices
Curriculum, Instruction, Assessment	Co-teaching has had a positive effect on scores for SpEd students	Ensure enrichment is provided and is rigorous and meaningful to high-performing students	Use PLC time to differentiate and supplement curriculum to meet the needs of students

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?
	Teams do a good job of studying exactly what is to be taught and learned and to what level of mastery at their grades and in their subjects.	Use PLC time to differentiate and supplement curriculum to meet the needs of students	Training on literacy strategies
	All instruction is aligned with the district's written curriculum and assessments.	Increase opportunities where students use real-world applications, visuals, and hands-on activities for LEP & ED students	Continue to identify, monitor, and provide targeted instruction for Special Education, Economically Disadvantaged and LEP students school wide.
	Campus staff have strengthened focus on authentic PLCs.	Training on literacy strategies	
Family and Community Involvement	Our school has a strong mentoring program and peer mentoring through PESH PALS.	Continue peer mentoring for at-risk students	
	We offer frequent parent English classes to help support our community.	Campus-based parent survey	
	We provide inclusive services for multiple special populations in our school community.	Continue multicultural awareness	
	The annual PTSA Multicultural Night is a successful community event.		
	The Career Day our counseling team sponsors is consistently effective in connecting students with community members.		

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?
School Context and Organization	Schedule is well-planned, reviewed, and adjusted per needs (i.e. class size, AVID, SpEd, BLAST, reading). Data-driven decisions occur with clear reasoning and open discussion between various levels of leadership and staff. Departments and PLC teams meet consistently with well-defined agendas and goal-oriented discussions.	Clearly defined, communicated, and consistent volunteer opportunities. Clearly defined information streams via social media (i.e. each form of communication leans on its strengths to drive messages).	
Technology	Ability to access technology and data is beneficial to students and teachers Parents can easily access information teachers and school provides. Staff participation in district digital badge program is high. HD projectors and PA systems have been installed in all classrooms. Digital Citizenship Committee creates relevant lessons to teach students appropriate technology habits. Digital citizenship education for students is developed and led by the campus-based Digital Citizenship Committee	More teacher opportunities for training and practice with educational technology. Continued focus on Digital Citizenship for students.	Continue Student/Teacher/Parent training for using Google Suite and Digital Citizenship.

Critical Action #1

Problem Statement	English Language Learners meeting the STAAR Approaches Grade Level standard have significant gaps in Reading, Math, Science and Social Studies compared to district averages. This includes LEP through M2. Reading (campus/district): 6th-47/56, 7th-67/63, 8th-49/63 Math (campus/district): 6th-66/74, 7th-47/72, 8th-52/72 Science (campus/district): 42/59 Social Studies (campus/district): 32/47
Root Cause and Strategy	Root Cause: Teachers need additional training and understanding on ESL strategies. Strategies: 1. Provide research potential training opportunities for teachers and staff. 2. Allot time for peer-observations of master teachers. 3. Create resource database of strategies accessible to all teachers. 4. Utilize a portion of PLC time to discuss and celebrate successful strategies. 5. Conduct research and share available resources. 6. Utilize available resources on campus and at district level (ex. ESL team leader, department head, district ESL curriculum coordinators) 7. Promote parental involvement to establish strong relationships and awareness of effective academic strategies.
Goal	Increase the percentage of ELL students performing at the approaches grade level standard to decrease the gap between the campus and district.
Project Lead	Principal, Campus Department Chairs
Staff, Title I Staff	Core Teachers, Co-teachers, PLC Lead Teachers, CIS Coordinator, Parent Liaison
Materials and Resources	Campus Data, TEKS, PISD Curriculum

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
1. Create resource database of effective ESL strategies				Database made available for	Teachers will upload new	(1) Consistent utilization of	Some Progress	Significant Progress	Significant Progress	

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
				teacher access in August, 2018	strategies gained from planning meetings and after attending related professional learning; PLC meeting notes	effective ESL strategies within the classroom and (2) database of strategies available as a resource campus-wide.	English: Build ESL Database and collaborate with team on adding resources Math: Strategies Implemented: Differentiated teaching strategies (Small groups, centers, etc), visuals, graphic organizers, and the use of technology. We have also implemented word walls, Using resources provided by our academic specialists, and District Math ELL specialist. We have also used Anchor Charts to provide constant visuals for students in the classroom. Social Studies:- teachers were given time during PLC to review the ESL Database Website; PLC leads presented their favorite strategy to the department; Planned to integrate ELL Material into curriculum Science: Teachers will upload and use Zip Grade as a feedback and data tracking tool.	English: ESL Database is up and running. We continue to add resources to it. https://sites.google.com/pisd.edu/otto-ell-resource-database/learning-strategies Math: By looking at Data, we have been able to better target our ELL students. We have had opportunities to assess the implemented strategies, and have been able to refine it. We have also allowed Students to improve our classroom by allowing them to add to word wall, visual aids, and graphic organizers. Social Studies: PLC leads present new strategy during meetings. Science: Teachers will use Data Tracker folder to monitor student achievement on science TEKS. (February 6 PLC Agenda)	English: From March 2019-May 2019, 90% of teachers of ESL students accessed and implemented the ESL database using effective lessons for ESL learners. Math and Science: During PLC collaborative meetings, teachers continued to focus on implementing ESL strategies and ensured plans and reflections were documented for future reference. Social Studies: Each grade level continued to maximize collaborative meeting time by sharing effective strategies, developing new strategies, and reflecting on the effectiveness of ESL strategies.	

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
							(September 6 Science PLC Agenda)			
2. Discuss ESL strategies during collaborative planning time				Weekly meetings starting in September, 2018. District ESL Curriculum Staff will assist in planning meetings as needed.	Weekly meeting agendas and notes.	ESL Strategies will be used effectively and weekly in all classrooms and across subject areas.	Some Progress English: Using Edugence data, identify ELL students who need a lot of vocabulary development support and teaching of comprehension strategies Math: Strategies Implemented: Differentiated teaching strategies (Small groups, centers, etc), visuals, graphic organizers, and the use of technology. Social Studies: PLC leads shared a favorite ELL strategy to the department; Department Meeting with District ELL Coordinators; Planned to integrate ELL Material into curriculum; ELL social studies coordinator came to our pull out day and helped teachers intertwine ELL	Some Progress English: 6th grade Carousel Tutoring 7th/8th grade Pull-out Interventions after school in addition to writers workshop in January and February, double blocked for reading and English classes Math: By looking at Data, we have been able to better target our ELL students. We have had opportunities to assess the implemented strategies, and have been able to refine it. Social Studies: PLC leads present new strategy; Planning how to integrate ELL material into curriculum; ELL social studies coordinator came to our pull out day and helped teachers intertwine ELL strategies within	Significant Progress English: From March 2019-May 2019, 90% of teachers of ESL students accessed and implemented the ESL database using effective lessons for ESL learners. Math: Teachers continued to utilize PLC time to discuss what strategies have worked or not worked in their classroom, share ideas about how they can make the strategies better for their individual classrooms and students. Science: Science teachers continued to use strategies developed and discussed during collaborative meetings. Meeting agendas were uploaded to the PLC Hub. Social Studies: Teachers continued use of developed strategies and	

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
							strategies within curriculum being planned. Science:Teachers discuss ESL Collaborative Strategies as a part of "4 Essential Questions for PLC Meetings." (See PLC Agendas for 2018-19 School Year)	curriculum being planned Science:Teachers continue discussion of ESL Collaborative Strategies as a part of "4 Essential Questions for PLC Meetings." (See PLC Agendas for 2018-19 School Year)	used PLC collaborative meetings as opportunities to assess the strategies used. Teachers reflected and discussed which strategies worked best and which strategies required improvement for next year.	
3. Implement word walls school-wide to immerse all students in academic language.				Starting September, 2018, to be updated by unit.	Pictures of Word Walls displayed and utilized throughout the school; PLC meeting agendas.	Language rich academic vocabulary throughout the school, along with enhanced vocabulary acquisition for all students.	Some Progress English: Introduce and begin interactive word wall activities with the students. ESL students, in particular, need to develop the reading skills that will enable them to not only comprehend texts in English, but also obtain what they need to deliver a response, whether this is a written/oral reply or an action they must take. Math: We have also implemented word walls, used resources provided by our academic specialists, and District Math ELL specialist. We have also used Anchor	Some Progress English: Continue interactive word wall usage, Interactive notebooks with root words; Work with vocabulary cards using the Frayer method (definition, picture, etc.), Math: Additionally, We have also allowed Students to improve our classroom by allowing them to add to word wall, visual aids, and graphic organizers. Social Studies: Continued creating word walls for the units Science:Review creation of interactive word walls as presented	Significant Progress English: The ELAR department continues to incorporate vocabulary strategies into weekly lessons using word walls, small group interactive notebooks, and district approved reading software. Math: Word walls continued to be a resource and tool to connect students to academic language in math. Science: Teachers in all grades used interactive word walls as presented and practiced during the extended day planning meeting	

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
							Charts to provide constant visuals for students in the classroom. Social Studies: All department was able to create word walls in their classrooms; ELL Social Studies Coordinator created an American Revolution word wall that was shared with the faculty Science:Implementation of word walls in science classes presented during October 25 full day science planning meeting. (See agenda)	during fall full day planning meeting. During February 21 full day planning, create interactive word wall for implementation during the remainder of the school year.	February 21, 2019. All teachers used student engagement in the word walls and vocabulary acquisition during individual class times. Social Studies: All classes had word walls this year per unit to enrich classroom vocabulary. Next year, the department would like to incorporate new interactive strategies.	
4. Implement home visits to foster relationships and sharing strategies with ESL parents. (Parent Buddy, ESL Newsletter)				Beginning in October, 2018, and scheduled as needs arise.	Staff will maintain a log of home visits.	Improved Student grades, MAP and STAAR growth.	Some Progress Identify ESL students in need of relationship building. Home visits brainstormed.	Some Progress Parent Liaison has been and continues to make home visits as needed.	On Track to Make Progress Parent Liaison continues to make home visits as needed.	

Critical Action #2

Problem Statement	The 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	Root Cause: Teachers lack the information about how the PLC process benefits/impacts student achievement. Strategies: 1. Research PLC design 2. Share resources with PLCs 3. PLC leads will present resources to team during PLC time 4. Share responsibilities between PLC members 5. Refresher Edugence training
Goal	Teachers will improve their knowledge of the PLC process and demonstrate progress towards Operational Autonomy on the Collaborative Team Autonomy Scale.
Project Lead	Principal, PLC Lead Teachers, PLC Liaison
Staff, Title I Staff	Core Teachers, Co-teachers
Materials and Resources	TEKS, PISD Curriculum, Edugence, MAP, Learning by Doing book and resources

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
1. PLC Liaison and Principal will conduct Staff Survey to determine current Collaborative Team Autonomy status (Pre/Post).				(1) Initial survey by end of first nine weeks (2) summative survey in May, 2019.	Survey results	Increase collaborative team capacity to the Operational Level	Significant Progress Pre-survey sent to staff on September 23, 2018; survey due September 28, 2018	On Track to Make Progress Collaborative teams continue to progress toward the Operational Level.	Significant Progress Collaboration and collective ownership is evident in all PLCs identifying that they are functioning at the operational autonomy level. Curriculum, instruction, assessment, and	

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
									teacher development are focus of meetings and agenda items. Additionally, data is a key element that drives decision making. Post survey was not needed due to pre-survey results.	
2. Administration and PLC Liaison research PLC Design and share resources with PLC Leads--best practices/successful models consistent with the Learning by Doing Model/Process				Minimum of once per 9 weeks (occurs prior to Action Step #3)	Articles, Book Study, Scheduled Observations	Increase collaborative PLC team knowledge of effective PLC practices	Some Progress Articles are posted on PLC Hub; Weekly Principal notes include updates on the implementation of the PLC process, PLC Lead meeting agendas indicate discussion of effective PLC practices	Some Progress Articles are posted on PLC Hub, Weekly Principal notes include updates on the implementation of the PLC process, Discussions during grade/content level PLCs, PLC Lead meeting agendas indicate discussion of effective PLC practices	Significant Progress Various members of PLCs provided relevant and valuable articles during weekly grade/content level PLCs. Department Heads completed a book study on utilizing data and department heads conducted observations with teachers new to the campus. Articles and collaborative team meeting notes continue to be archived on the PLC Hub.	
3. PLC Lead Teachers will present resources to collaborative departmental teams during PLC time.				Minimum of once per 9 weeks during PLC meetings	Departmental Agendas with evidence of collaboration between PLC leads and department heads	Additional PLC resources will enhance the knowledge base of all teachers, ultimately increasing commitment to the PLC process.	Some Progress PLC Agenda and Agenda Notes from weekly PLC meetings	Some Progress PLC Agenda and Agenda Notes from weekly PLC meetings	Significant Progress PLC Agenda and Agenda notes from weekly PLC meetings have been consistently maintained throughout the school year.	

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4. PLC members share responsibilities/assign roles				Weekly PLC meetings	Roles assigned on weekly agenda and materials by PLC Lead Teachers.	Shared responsibility in the collaborative PLC process	Some Progress PLC agenda notes, planning documents on PLC Hub, NORMS	Some Progress PLC agenda notes, planning documents on PLC Hub, NORMS	Significant Progress PLC agenda notes and planning documents on PLC Hub from weekly PLC meetings have been consistently maintained throughout the school year. NORMS guided practice and group members held each other accountable during PLC meetings.	
5. All Staff participate in Refresher Edugence Training				End of October	Sign-in sheet to document attendance	Teachers can efficiently locate and effectively use available student data during PLC collaborative team meetings.	Significant Progress Campus Professional Development conducted on October 3, 2018.	Significant Progress Staff utilizes student data to drive instruction and intervention.	Significant Progress Staff referenced Edugence and used student data consistently throughout the school year in making key decisions on learning, assessment, and interventions.	

Critical Action #3

Problem Statement	English Language Learners meeting the STAAR Approaches Grade Level standard have significant gaps in Reading, Math, Science and Social Studies compared to district averages. This includes LEP through M2. Reading (campus/district): 6th-47/56, 7th-67/63, 8th-49/63 Math (campus/district): 6th-66/74, 7th-47/72, 8th-52/72 Science (campus/district): 42/59 Social Studies (campus/district): 32/47
Root Cause and Strategy	Root Cause: Need for more training and focus on the social emotional well-being of students. Strategies: 1. SEL lessons during Bobcat Academy 2. SEL training for staff after school (3.5 hours) 3. Campus-wide focus on SEL strategies 4. SEL focus during PLC time and grade-level teams 5. Continue reaching out to ESL families using Parent Liaison and CIS.
Goal	Teachers will increase their knowledge of Social Emotional Learning to enhance social emotional well-being of students.
Project Lead	Principal, Campus SEL Facilitator, Pawsitivity Club Sponsors
Staff, Title I Staff	Teachers, Team Leaders
Materials and Resources	Campus Data, TEKS, PISD Curriculum, Edugence, SEL materials and resources, Second Step Curriculum

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
1. Teachers will conduct Second Step SEL lessons during Bobcat Academy.				Begin Lessons on September 10, 2018, and continue weekly during Bobcat Academy (advisory).	Schedule of weekly lessons for each grade level, as determined by Team Leaders and Counselors.	Summative student survey on the effectiveness/impact of SEL lessons	Some Progress Administration, Department Heads, & Team Leads observed lessons through random & unannounced Walk-Throughs	Some Progress Classroom Visuals of SEL Learning Experience: SEL will create a Powerpoint slide that details the specifics for the visual of learning to be completed in	Significant Progress All Bobcat Academy teachers facilitated Second Step SEL lessons on designated days. Students participated in discussions and	

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
								Bobcat Academy by Friday, February 8th.	completed activities specific to the lessons.	
2. Provide students access to a "Pawsitivity Club" to enhance the social emotional health of students.				Fall, 2018	Club roster & agenda Nice notes (printed on PAWS) -peer-to-peer/teacher-to-teacher/teacher-to-student/student-to-teacher Inspirational Wall (placed around the school) after completing Second Step Units	Increase in student-led SEL initiatives	Some Progress School-wide announcements for students to join the Pawsitivity Club were made; Students attend weekly meetings and are monitored by their sponsors; students help conduct activities during recognition assemblies.	Some Progress Shout out cards and post cards are written to staff and students; Inspirational posters were created by club members and displayed throughout the halls. club members conducted chalk messages; students continue to conduct activities during recognition activities.	Significant Progress Pawsitivity Club students met weekly and initiated positive interaction among peers through activities and volunteerism.	
3. Conduct staff and parent trainings on the components of Social Emotional Learning.				July/August, 2018 and Spring, 2019	Meeting Agendas and sign-in sheets; parent presentation	Increased staff and parent knowledge of the benefits of SEL strategies.	Some Progress OMS SEL after school PD - Planning and Agendas	Some Progress OMS SEL PD: Activities include: Community Circle, self-selected quote, "Your Hand" art activity, Dear Student-post card activity, and Your Very Best Day reflection session; SEL Overview Parent Meeting conducted on January 28, 2019 during PTA General Meeting. District SEL staff and Otto staff presented to parents.	Significant Progress The SEL Committee met several times to develop the Campus Professional Learning Session held on March 6, 2019. Staff members participated in group discussions, mindfulness activities, and received student feedback on classroom environment and culture. Teachers used this information to	

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
									reflect on their instructional practices.	
4. Student Led SEL PAWS-Rally during PBIS/Pawsitive Recognition				Spring, 2019	List of students recognized during the SEL rallies. Assembly program/script.	Improve campus climate, culture, and student engagement.	Some Progress Student recognition assemblies are conducted twice per nine weeks. PAWSitive Students are recognized weekly and PAWSitive Staff Member are recognized monthly.	Some Progress SEL Rally/Pep Rally: Friday, February 8th. Students are recognized twice per nine weeks (Academic Citizenship, Academic Achievement, Perfect Attendance, Honor Roll, and Pawsitive Students.	Significant Progress The SEL Committee continued to encourage and celebrate the accomplishments and impact of Social Emotional Learning that guides the practices and systems at Otto Middle School. Students led Pawsitive Recognitions during grade level assemblies.	

Health, Fitness and Attendance

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)

COORDINATED SCHOOL HEALTH

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
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	September 2018	Team established in September 2018. The first meeting was held Thursday, September 27th where we set goals. The second meeting was held on Wednesday, January 23rd where progress was discussed. The final two meetings will be held before May.	The third meeting was held on April 18th to discuss the goals and if they were met. They all were. The final meeting will be held before school is out to discuss plans for next year.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	September 2018	There is one parent on the team and she has attended and contributed at both meetings.	The parent has contributed at each of the meetings and on numerous other occasions including giving

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
						ideas for our first staff wellness challenge.
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	August 2018-May 2019	PE is taking place in the competition and auxiliary gym at Otto Middle School to have the space needed for a safe and structured environment. When health lessons are delivered in PE, the PE teachers use the projector screen and technology cart to deliver those lessons.	We plan to continue to offer PE in the competition and auxiliary gyms and make needed changes each year to improve the structure and efficiency of our PE program.
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	August 2018	The PE teachers created a bulletin board outside of the gyms with health/wellness info on them.	The bulletin board was updated with Fitnessgram standards and fitness apps for the students to

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
						view for reference.
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	Fall 2018	The school nurse has posted flyers of community health fairs, and information has been sent via enews.	The school nurse will continue to post flyers with various health resources and sent via enews.

FITNESS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Spring 2019	The PE teachers have conducted the pre assessment for fitnessgram for all PE students. The post assessment will take place in April.	We updated the student's mile times for Fitnessgram and have been uploading the information on the fitnessgram website.
4th & 7th	Ensure all data for 3rd - 8th 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	Spring 2019	The PE teachers are currently entering pre assessment data for fitnessgram. Post	The PE teachers have emailed the District PE Coordinator about the process of

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
					assessment data will be gathered, entered, and printed in April/May.	printing fitness report cards.

PHYSICAL ACTIVITY REQUIREMENTS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
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	August 2018-May 2019	Students are receiving the required classes.	Students are receiving the required classes.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	August 2018-May 2019	An email was sent to the PE coordinator about use of district pedometers in September. The PE department is planning on checking some out for use in PE in the Spring. Currently, there is dialogue about appropriate use	Students were informed about free cell phone apps that can track steps/distance much more efficiently than a pedometer.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
					of technology for fitness tracking for students that have access to it.	
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	August 2018-May 2019	The P.E. staff is utilizing the district curriculum.	The P.E. staff is utilizing the district curriculum.

ATTENDANCE

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Bi-weekly attendance monitoring meetings	The Assistant Principal and Attendance Clerk meet regularly to review attendance data, speak to students and parents, and assign interventions as necessary.	Attendance data is continuously reviewed by the Assistant Principal and Attendance Clerk. Conferences are conducted with students and parents, and interventions are assigned as necessary.

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	August 2018	High risk areas were determined and staff assigned to monitor these areas.	High risk areas are continuously monitored by assigned staff. Administration is immediately notified of concerns.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Daily	Staff is assigned to duty throughout the day to monitor all areas including high risk areas.	High risk areas are continuously monitored by assigned staff. Administration is immediately notified of concerns.
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	August 2018-May 2019	Campus rules and expectations were reviewed with staff at the beginning of the year and is posted to the Staff Resource	Campus rules and expectations are frequently reviewed with students.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				Center Google Site.	

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	Counselors trained staff at the beginning of the year and in January.	Counselors trained staff at the beginning of the year and in January.
Review referral process.	Principal or designee	Campus referral plan	August 2018	The referral process was reviewed with staff at the beginning of the year.	The referral process was reviewed with staff at the beginning of the year and at the beginning of second semester. Reminders are also given periodically via email.

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	August 2018	The campus discipline plan was reviewed with staff and is	The campus discipline plan was reviewed with staff and is

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
				posted on the Staff Resource Center Google Site.	posted on the Staff Resource Center Google Site.
Implement campus referral plan.	Principal or designee	Campus Referral Plan	As the need arises	Staff implements the referral plan as the need arises.	Staff implements the referral plan as the need arises.
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	As the need arises	Staff implements the discipline management plan as the need arises.	Staff implements the discipline management plan as the need arises.

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; Daily	Student expectations/campus rules/citizenship is frequently reviewed with students and is included in the student handbook.	Staff reviewed expectations with students at the beginning of second semester and provide frequently reminders as needed.
Monitor high risk areas.	All staff	Schedule (if necessary)	Daily	Staff monitor high risk areas as assigned.	Staff follow a designated duty schedule to ensure high risk

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
				Short Term	Long Term
					areas are monitored.

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	The referral plan was explained to teachers at the beginning of the year and is followed as the need arises.	The referral plan was reviewed with teachers at the beginning of second semester and is followed as the need arises.

STUDENT INTERVENTION

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
				Short Term	Long Term
Apply classroom interventions.	All teachers	Support Staff, Bobcat Academy time, PBIS Team	As the need arises	Teachers apply classroom interventions as the need arises.	Teachers apply classroom interventions as the need arises.
Employ discipline interventions.	Designated staff	Campus Discipline Management Plan, PBIS Team	As the need arises	Teachers apply discipline interventions as the need arises.	Teachers apply discipline interventions as the need arises.
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Academic Specialist, Special Education Team Leader; Campus-wide PBIS and SEL initiatives	As the need arises	Restorative circles and SEL strategies are applied as the situation arises.	Restorative circles and SEL strategies are applied as the situation arises.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Conference with parents/students.	Teachers or other staff	Counselors, Academic Specialist, Special Education Team Leader; Parent/Teacher Conference Day, Regular Teacher Conference/Communic ations	As the need arises	Parent conference are scheduled and conducted as needed.	Parent conference are scheduled and conducted as needed.

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. **Title I Components: 1, 6, 10** **Funding Sources: SCE, Title I and Local**	Parent Liaison	Counselors, Counseling Clerk	August 2018; as the need arises	The Parent Liaison assists parents with Parent Portal and has held sessions to review how to access grades and Google Classroom.	The Campus Parent Liaison continues to assist parents throughout the year by conducting parent informational meetings. Parents receive assistance in understanding how to access electronic information as the need arises.
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	CIS; District Technology Resources	September 2018; as the need arises	The Parent Liaison assists parents and conducts regular meetings.	The Parent Liaison assists parents and conducts regular meetings throughout the year.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
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	The CTA updates the campus website.	The CTA updates the campus website.
Communicate information through eNews and through hard copies when internet access Is not available. **Funding source: State and Local**	Principal	Secretary, Assistant Principal	Weekly; as the need arises	Enews and eBlasts are sent weekly.	Enews and eBlasts are sent weekly.
Utilize social media to keep parents and community informed. **Funding source: State and Local**	Principal	Assistant Principal, Counselors	As the need arises	Twitter is utilized regularly to inform parents and to promote campus initiatives.	Twitter is utilized regularly to inform parents and to promote campus initiatives.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. **Funding source: State and Local**	Principal	Assistant Principals	Monthly	The Principal and Assistant Principals meet with the PTA board monthly.	The Principal and Assistant Principals meet with the PTA board monthly.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). **Funding source: State and Local**	Principal	Assistant Principals	Monthly	Parental programs are offered such as SEL, College Preparation, High School and Middle School informational meetings.	Parental programs are offered such as SEL, College Preparation, High School and Middle School informational meetings.

Transition

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Middle school counselors deliver guidance lessons that support and promote the learning process. **Title I Components: 7** **Funding source: State and Local**	Lead Counselor	Grade-Level Counselors, Second Step Curriculum	Fall 2018	Grade-level Counselors delivered guidance lessons (Suicide, Naviance, Scheduling,and Goal-Setting).	Grade-level Counselors delivered guidance lessons (Suicide, Naviance, Scheduling,and Goal-Setting).
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 source: State and Local**	Lead Counselor	Grade-Level Counselors; SEL Facilitator; Second Step Curriculum; Safety Net	August 2018-May 2019	SEL lessons are including the Second Step curriculum during Bobcat Academy. Turning Point conducted lessons on harassment and appropriate living.	In addition to SEL lessons included in the Second Step curriculum amd Turning Point, Safety Net, mentoring, and other supports have been provided to support students.
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**	Lead Counselor	Grade-Level Counselors, HB5	March 2019	In Progress: Counselors conducted academic conferences will at 8th graders. (February-March 2019)	Academic Conferences were conducted with 8th grade students and their parents to develop 4-year high school plans.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Parent programs are held to explain high school courses and scheduling to parents. **Title I Components: 7** **Funding Sources: State and Local**	Lead Counselor	8th grade Counselor, HB5	January 2018	High School parent meetings were conducted in January.	High School parent meetings were conducted in January.

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	Operating Fund, HR Budget, Campus/Curriculum Budget	July 2018-May 2019	Professional development is provided to all teachers.	Professional development is provided to all teachers.