Plano Independent School District
Campus Improvement Plan

Plano East Senior High School

3000 Los Rios Blvd.

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

Two simple truths: 1.) Winning With Class! 2.) Our success is created by our diversity

Campus Information

Administration Team

Principal, George King

Associate Principal, Sheela Daniels

Associate Principal, Robert Eppler

Assistant Principal, Tim Johnston

Assistant Principal, Faith Newhouse

Assistant Principal, Brandon Johnson

Assistant Principal, Roland Rios

About Us

- Achievements
- 14 students named National Merit Semi-Finalists (2015); administered more than 3,000 AP/IB exams (2015); named to 1,000 Best Schools in America, Newsweek Magazine (2006-12); AEIS "Recognized" Campus Accountability rating; and U.S. Department of Education Blue Ribbon School of Excellence (1993, 1998).

Campus Programs

International Baccalaureate full diploma; advanced placement (AP); medical science clinical rotation; culinary arts; automotive technology; Army JROTC; and Health Science Academy.

Parent Involvement Opportunities

Panthers Inc.; PTSA; booster clubs for athletic and academic programs; volunteers in school; guest speakers; and School Based Improvement Committee (SBIC).

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- History of Plano East

- Plano East is named after its location on the east side of the city of Plano. Phase I of the building's construction was completed in 1981 at a cost of $14.2 million. The building, situated on 123 acres, was created to resemble a college campus. An additional 82,200 square feet of land was added to the school in 1983. The building was renovated in 1997.

PESH Academics

Over 250 courses are offered to students at Plano East Senior High, allowing students to design a program which specifically meets their unique talents and needs as individuals.

IB World School

The International Baccalaureate Program is a rigorous course of study designed to meet the needs of highly motivated secondary students. Certified as an IB school in July 1995, Plano East has a program that includes a total of approximately 450 students in the 11th-12th grade IB program and 9th and 10th grade feeder school Pre-IB prep programs. All students admitted to the Plano East IB and Pre-IB programs are full diploma candidates. No I.B. certificates are offered.

Health Sciences Academy

The Health Sciences Academy began in a feeder high school in 2013 with 150 9th and 10th graders. There are currently 40 11th graders in the program at Plano East and a total of 250 in the HSA. A collaboration with Collin College and Williams High School, the academy provides state of the art training through dual credit courses.

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 – 08/23/2018 04:30 pm

Meeting 2: Progress monitoring and review of strategic plan - 01/10/2019 04:30 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 06/06/2019 04:00 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
Larell Bissett	Faculty Member	2013-14	X	X	X
Linda Becker	Faculty Member	2015-16	X	X	X
Giselle Devillier	Faculty Member	2017-18	X	X	X
Dusty Vincer	Faculty Member	2017-18	X	X	X
Margaret Pappion	Faculty Member	2016-17	X	X	X
Abby Cole	Faculty Member	2016-17	X	X	X
Diane Manora	Faculty Member	2013-14	X	X	X
Gail Poling	Faculty Member, Special Ed	2013-14	X	X	X
George King	Principal	2013-14	X	X	X
Gloria Martinez	District Professional	2013-14	X	X	X
Sheela Daniels	Campus Professional, Non-teaching	2013-14	X	X	X
Rob Eppler	Campus Professional, Non-teaching	2018-19	X	X	X
CJ Fletcher	Support Staff Member	2017-18	X	X	X
Mona Davis	Parent-Selected by PTA	2017-18	X	X	X
Dawn Hall	Parent-Selected by Principal	2017-18			
Mary Rohr	Parent	2018-19		X	X
Jason Fraser	Parent	2018-19			
Denise Burke	Parent	2016-17			
Monica Malone	Parent	2018-19			
Carol Atkins	Parent	2018-19			
Chris Tien	Parent	2018-19			

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Lana Le	Parent	2018-19			
Debbie Weaver	Community Member	2016-17			
Karen Quillecy	Community Member	2017-18			
Larry Harper	Business Representative	2013-14			
Chris Harper	Business Representative	2014-15			
Max Smith	Student	2018-19		X	
Andrea Martinez	Student	2018-19		X	
Emily Butler	Student	2018-19		X	
Felisa Welkener	Student	2018-19		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	Strengths- Diverse student population creates a tolerant student culture; AVID and CIS do a good job of meeting the needs of diverse students; AP, IB, HSA do a good job of recruiting and attracting students from diverse backgrounds	Needs- While AP, IB and HSA attract diversity, we need to do a better job of diverse retention; Need to improve our diversity on the teaching staff; While CIS and AVID do a good job of serving and uplifting diverse students, we need a wider range of programs and clubs for students who are not connected.	We will continue to focus on innovative ways to improve retention in IB, AP and HSA through our commitment2equity program
Student Achievement	Strengths- Strong AP and IB programs that support large numbers of students; Good efforts to celebrate academic achievement campus wide.	Needs- Some of our students have an unhealthy focus on GPA and class rank; We should offer seniors the opportunity to graduate early and/or reduce their schedule to courses needed for graduation; EOC re-testers need more academic support; we need to enhance our life after high school information to included choices outside of college.	Ensure good communication next year about the GPA/class rank changes; improve the remediation program for EOC re-testers; Enhance the vocational program job fair; focus our collaborative teams on improving student performance through engaging lesson plans.
School Culture and Climate	Strengths- Strong identification of stakeholders with "Eastside"; "Our strength is created by our diversity" is a second motto; willingness by staff in collaboration; relationship building is a fundamental part of classroom community building.	Needs- While relationship building and SEL is a fundamental principle at East, not every teacher "buys-in" to this philosophy; communication is difficult across this large campus.	Continue the development of SEL through book study groups; make effective and prudent use of the PA system once it is installed.

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?
Staff Quality/ Professional Development	Strengths- student-centered staff that is focused on the social-emotional well-being of our students; we have a good blend of new and experienced teachers.	Large campus makes it hard to know everyone and connect as a staff; PISD pay scale is less competitive than surrounding districts; need more staff involvement in supporting our programs.	Continue the development of SEL through book study groups; make effective and prudent use of the PA system once it is installed. Continue book clubs as way to connect staff to one another; Continue to inform and encourage staff to support extra-curricular programming; use collaborative team process as a means of expanding staff involvement in the decision making process.
Curriculum, Instruction, Assessment	Strengths- PISD curriculum provides quality lessons to enhance learning; variety of courses offered is inclusive of a variety of interests; strong vertical articulation in the arts; open enrollment in upper level courses.	Not enough time to effectively work through curriculum; too much time devoted to state testing; not enough staffing support for special education; we need to improve our test writing and develop more authentic tests through our collaborative teams; we need to focus on raising student achievement through our collaborative teams.	Utilize collaborative team process to improve tests and other assessments.
Family and Community Involvement	Strengths- Strong booster club system with active parent involvement; community business are supportive of Plano East needs; PTSA's involvement with campus beautification is strong.	Low participation rate in clubs from f/r and at-risk students.	Utilize the work coop program to solicit more involvement from f/r students; sub school and counselor offices will make participation in clubs a priority with at-risk students.
School Context and Organization	Strengths- Strong curricular and non-curricular club program; Department	Needs- Need to be more inclusive with staff in the decision making process; student attendance continues to be a	Collaborative teams will work to create more inclusive role of all staff in decision making process; Use ISS more

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?
	Chairs and leadership team works effectively with problem-solving.	languishing issue; we need to shift the function of collaborative teams to include test preparation and creation of engaging lesson plans.	directly in the management of truancy; advance SEL as a primary pathway for student connectedness and improved attendance.
Technology	Strengths- Chromebooks for students and teachers; relatively new desktop hardware.	Needs- greater flexibility by PISD to allow teacher innovation- especially with curriculum software; need more training for programs like Eduphoria-Strive, Edugence changes; No standardized learning platform. Instead, teachers use Google Classroom, Schoolology, etc. A standardized platform would be better for students and parents.	The campus will provide more training for changes that occur with Eduphoria, Edugence, etc.

Critical Action #1

Problem Statement	Our collaborative teams are operating at varying levels of autonomy compared to the collaborative teams that transform the PLC process.
Root Cause and Strategy	Administrative involvement with collaborative teams in the past has not been consistent and campus wide. Each administrator has now been assigned a department to partner with in the collaborative team process.
Goal	By having administrators assigned to specific collaborative teams, we will insure that student achievement is the core of agenda content. Lesson plans, review of assessment data, review of upcoming assessments will be regular features of each meeting.
Project Lead	administrative team, department chairs, team leaders
Staff, Title I Staff	all teachers
Materials and Resources	

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
Team leaders will distribute agendas in advance of the weekly meeting. Team members will be allowed to add input to the agenda in advance of the weekly meeting.				Weekly collaborative team meetings	Google folder will be created to allow for review and input.	This practice will insure that student achievement is the core of agenda content. Lesson plans, review of assessment data, review of upcoming assessments will be regular features of each meeting.	Evaluate and adjust agendas to reflect the intended outcome.	Evaluate and adjust agendas to reflect the intended outcome.	Evaluate assessment data to determine the effectiveness of the collaborative team process in raising student achievement.

Critical Action #2

Problem Statement	Plano East has 155 ESL students who spend some or most of their school day in a sheltered ESL setting. Most of these students have not passed one or more of their STAAR end of course exams. According to the 2017-18 state accountability report, only 10% of our ELL students passed the ELA 1 and/or ELA 2 EOC exams. The state standard requires a 29% passing rate. Only 78.8% of our ELL students graduated in four years. The state standard is 90%. Only 41% of our ELL students demonstrated English language proficiency. The state standard is 42%. Only 27% of our ELL students demonstrated college-career readiness. The state standard is 30%.
Root Cause and Strategy	We will analyze the data of our current ELL students to determine the best intervention possible for each student. We will call on the resources of our PISD multi-lingual department to assist with the study of ELL student data and help us design the intervention necessary to raise the achievement of each student.
Goal	We will meet or exceed the state standard for ELL students in 1.) ELA EOC passing rate 2.) graduation rate 3.) English language proficiency 4.) college-career readiness.
Project Lead	George King, Sheela Daniels, Jamie Zellner, Talle Gomez and multi-lingual curriculum specialists
Staff, Title I Staff	
Materials and Resources	

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
We will analyze EOC data including English 1 & English 2 EOC and TELPAS data to determine the best intervention strategy for each student. Then create "boot camp" settings to provide the intervention best suited for the academic needs of each student.	Boot camp includes an in-class intervention in which students practice EOC type activities specifically designed to target each student's weaknesses.			October and November and late March-early April	EOC and TELPAS data and the subsequent boot camp intervention	Each student's EOC performance will improve. We will transition all of our ELL students from their current level of reading proficiency to a passing score. Improved attendance, lower dropout rate and improved graduation rate among our ELL students	Study of EOC and TELPAS data; creation of specific interventions to raise student performance. Improved attendance and academic progress with our ELL students.	Analyze December EOC test results to determine next course of action. Improved attendance and academic progress with our ELL students	Analyze April EOC test results to determine next course of action. Improved graduation rate, EOC scores and improved English language acquisition from our ELL students.

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
For our ELL students demonstrating at-risk behaviors, engage our four attendance committees in a more restorative, social service outreach to our ELL families.	Our attendance committees are comprised of sub school principal, counselor, truancy clerk, parent liaison, CIS and our substance abuse counselor			Weekly throughout the school year	Improved attendance, lower dropout rate and improved graduation rate among our ELL students	Improved attendance, improved EOC passing rate; improved English language acquisition, Improved graduation rate	Improved attendance and academic progress with our ELL students.	Improved attendance and academic progress with our ELL students	Improved graduation rate, EOC scores and improved English language acquisition from our ELL students.
For our ELL students still attempting to pass the ELA EOC exams, we will inform each student's teachers of their situation. We will provide these teachers with action steps they should take to facilitate and complement their preparation for these EOC exams.				September	anecdotal reports from teachers about their efforts to support these students.	Improved ELA EOC passing rate for the December re-test administration.	anecdotal evidence	anecdotal evidence	Analyze December re-test results.

Critical Action #3

Problem Statement	Our large campus can have a naturally "disconnecting" effect on students as well as staff. Students can feel lost in a sea of 3000 peers while staff can often feel geographically disconnected by teaching in different buildings across the campus.
Root Cause and Strategy	We can make this large campus seem smaller and more intimate through the research and development of social emotional learning practices in our classrooms. We will continue the use of staff book clubs to explore and develop social emotional (SEL) practices on our campus. Students and staff will feel a greater connection with peers in the classroom and with staff across the campus.
Goal	We will continue the collaborative study of social emotional learning topics through the book club format in order to enhance student and staff belongingness and connection to one another both across the campus and within each classroom.
Project Lead	George King; Rickishia Watson
Staff, Title I Staff	
Materials and Resources	SEL articles and TEDtalk videos

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
We will research SEL articles and TEDtalk videos and select those articles and videos best suited to develop dynamic SEL practices. Teachers will be divided in to inter-disciplinary book clubs. Articles and videos will be read/watched in advance of book club meetings. Each book club will share professional dialogue about the SEL topics studied.	Carefully selected SEL articles and TEDtalk videos			Book clubs meet monthly throughout the school year.	SEL articles, TEDtalk videos and accompanying study questions	Improved attendance, grades, and graduation rate from our at-risk students. Anecdotal reports from staff regarding use of SEL practices. Also, anecdotal reports from staff regarding campus connection with members from other departments.	Nine week grades and attendance of our at-risk students.	Nine week grades and attendance of our at-risk students.	Graduation rate data, attendance data, semester grade failure rate data Staff survey at the end of the 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	discipline data	staff survey
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	daily	discipline data	staff survey
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	daily	discipline data	staff survey

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	attendance rosters from training	discipline data
Review referral process.	Principal or designee	Campus referral plan	weekly	discipline data	discipline data

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	discipline data	staff survey
Implement campus referral plan.	Principal or designee	Campus Referral Plan	daily	discipline data	staff survey

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	daily	discipline data	staff survey

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	discipline data	student survey
Monitor high risk areas.	All staff	Schedule (if necessary)	daily	discipline data	student survey

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	discipline data	staff survey

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Discipline Management Plan	daily	discipline data	discipline data
Employ discipline interventions.	Designated staff	Discipline Management Plan	daily	discipline data	discipline data
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Discipline Management Plan	daily	discipline data	discipline data

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Conference with parents/students.	Teachers or other staff	Discipline Management Plan	daily	discipline data	discipline data

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.	administration team	administration team	August schedule pick-up	data on parent participation	data on parent participation
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access.	administration team	administration team	August schedule pick-up	data on parent participation	data on parent participation
Upgrade and maintain the campus website for easy access and increased communication with the community.	Rob Eppler and Brandon Pedigo	Rob Eppler and Brandon Pedigo	weekly	weekly oversight	data on parent participation
Communicate information through eNews and through hard copies when internet access Is not available.	administration team	administration and counseling team	weekly	analyze SchoolMessenger participation	analyze SchoolMessenger participation
Utilize social media to keep parents and community informed.	administration team	administration team and journalism department	weekly	weekly oversight	weekly oversight
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	George King, Rob Eppler	George King, Rob Eppler	monthly	agendas and attendance rosters from PTSA board meetings	agendas and attendance rosters from PTSA board meetings
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…).	George King, Rob Eppler	George King, Rob Eppler	monthly	agendas and attendance rosters from PTSA board meetings	agendas and attendance rosters from PTSA board meetings

Transition

The campus will assist students in making a successful transition between high school (grades 11 and 12) to college, the workplace or the military.

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.	Carah Marquez	counseling department	January-April	schedule of conferences	course selection data
The campus guidance program includes the college admission process, college entrance exams, letters of recommendation, college financial planning nights, and other post-secondary plans.	Carah Marquez	counseling department	daily	schedule and agendas of counselor information meetings	Naviance data
The campus will provide website links and offer hard copies for: PISD's University Ready Program; Naviance; and the College Board Website.	Carah Marquez	counseling department	September	website monitoring	student survey
The campus will provide information to Career Path Classes and certification information to students and parents.	Carah Marquez	counseling department	daily	schedule and agendas of counselor information meetings	student survey
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)	Carah Marquez	counseling department	September	Debrief from counselor information meetings with students	student survey

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	Campus administrators, department chairs and SBIC	weekly throughout school year	agendas and rosters of PD events	year ending staff survey