



Secondary Campus Improvement Plan: 2014-2015
School Based Improvement Committee

Plano Senior High School

Principal: Sarah Watkins

Mission Statement: The mission of Plano Senior High School is to graduate responsible individuals prepared to function with integrity in a rapidly changing world.

Campus Verification Page

Planning Timelines

- CoreWork Diagnostics, Analysis of Critical Actions, and STAAR 2013/2014 Gap Analyses: (by June 2014)
- Needs analysis, goal setting and strategic planning: (June, July & August 2014)
- Preliminary SBIC Plan Complete: (by August 18, 2014)
- Campus teacher data analysis day: (August 18-21, 2014)
- SBIC Plan due in September 2014

Meeting Dates 2013-2014

- Meeting 1: SBIC approves the improvement plan (by September 22, 2014): 10/20/2014
- Meeting 2: Progress monitoring and review of strategic plan (by February 2, 2015): 2/2/2015
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 12, 2015): 6/8/2015

Title I Components (The following required components have been addressed in this SBIC plan.)

Title I Targeted Assistance Components 1 - 8

Title I Schoolwide Components 1 – 10

1. Comprehensive Needs Assessment
2. Effective methods and instructional strategies based on scientifically-based research
3. Teaching by highly qualified staff
4. High quality and ongoing professional development for teachers, principals and paraprofessionals
5. Increasing parental involvement
6. Transition to different grade levels and schools
7. Involvement of teachers in testing decisions beyond state
8. Monitoring student progress and providing additional assistance
9. Coordination and integration of federal, state and local services and programs
10. Strategies to attract highly qualified and high-quality teachers to high-need schools

Non-Title I

Title I Targeted Assistance

TA Campus transitioning to Title I Schoolwide

Title I Schoolwide

SBIC Committee

Committee Member's Name	Role	Year 1st Participated on SBIC
Keesha Williams	Faculty Member	13-14
Kimburly Murphy	Faculty Member	13-14
Scott Shaw	Faculty Member	10-11
Bryan Yee	Faculty Member	14-15
Liz Carson	Faculty Member	14-15
Tricia Cannon	Faculty Member	14-15
Debbie Sellars	Faculty Member (Senior High only)	14-15
Bruce Richardson	Faculty Member (Senior High only)	14-15
Sarah Watkins	Principal	10-11
Leah Pendleton	District Professional	14-15
Glenn Davis	Campus Professional, Non-teaching	10-11
Pam Clark	Campus Professional, Non-teaching (Senior High only)	14-15
Jeri Wolfe	Support Staff Member	10-11
Jenny Crossland	Parent-Selected by PTA	14-15
Jennifer Gibson	Parent-Selected by PTA (Senior High only)	14-15
Laura Plunkett	Parent-Selected by Principal	14-15
Shernaz Mohanty	Parent-Selected by Principal (Senior High only)	14-15
Beth Vasil	Parent	13-14
Amenia Munn	Parent	13-14
Caren O'Donnell	Parent	14-15
Linda Sartor	Parent	14-15
Robin LaBounty	Parent (High and Senior High only)	13-14
Larry Harper	Community Member	10-11
Mathew Polze	Community Member	10-11
Charlotte Stephens	Business Representative	14-15
Barbara Roselli	Business Representative	14-15
Hannah Milby	Student (High and Senior High only)	13-14
Geneva Werner	Student (High and Senior High only)	13-14
Ryan Dusek	Student (High and Senior High only)	14-15
Megan McDowell	Student (High and Senior High only)	14-15

District and Campus Goals

1. Increase the percentage of students meeting STAAR Satisfactory performance rates.
2. Ensure that all students meet STAAR and MAP Growth Standards in all subject areas.
3. Increase Satisfactory and Advanced performance rates for Economically Disadvantaged student group – Closing Performance Gaps.
4. Increase the percentage of students meeting STAAR Advanced performance rates.
5. Increase high school graduation rates and ensure students are on track to graduate.
6. Ensure that all students graduate College and Career Ready or are on track to College and Career Readiness.
7. Ensure that all student groups (7 race/ethnicity and Sp.Ed, ELL, ED) meet the Accountability Safeguard measures (55% meet Level II on STAAR/EOC).
8. Implement a plan to increase the participation rate and performance of Hispanic and African American students in College Readiness assessments (SAT, ACT, and AP/IB).

Campus-Wide Goals	Title I Components	Applicable Student Groups
Violence Prevention and Bullying: The violent incidents will meet the target measure. <u>Measure:</u> TEAMS Discipline Report	9	All
Parental Involvement: The campus will provide for a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.	5	All
Highly Qualified: The highly qualified rate will meet the 100% target measure.	3, 4, 10	All

Campus-Wide Critical Actions

<p style="text-align: center;">Campus-Wide Critical Actions</p> <p style="text-align: center;">Areas for improvement identified by Campus Needs Assessment: NCEA CoreWork Diagnostics and STAAR/EOC Gap Analysis. Address any student groups that did not meet Accountability Safeguards.</p>	<p style="text-align: center;">Title I Components</p>	<p style="text-align: center;">Applicable Student Groups</p>
<p>1. Reading/writing which fell below state safeguards of 55%: All (48%), AA (49%), H (41%), W (52%), ED (30%)</p>	<p>N/A</p>	<p>All, AA, H, W, ED</p>
<p>2.</p>		
<p>3.</p>		
<p>4.</p>		
<p>5.</p>		
<p>6.</p>		
<p>7.</p>		
<p>8.</p>		
<p>9.</p>		
<p>10.</p>		

Team Critical-Actions

ELA (Reading and Writing) Critical Actions Areas for improvement identified by STAAR/EOC Needs Assessment and NCEA Diagnostic Reports	Title I Components	Applicable Student Groups
1. Participate in peer classroom visits in order to improve the instructional practices of the team.		All
2. For student groups with 25 or more tests, the campus will implement and provide a plan to increase the performance results of student groups that did not meet State Safeguards in Reading.		All, AA, H, W, ED
Mathematics Critical Actions Areas for improvement identified by STAAR/EOC Needs Assessment and NCEA Diagnostic Reports	Title I Components	Applicable Student Groups
1. Participate in peer classroom visits in order to improve the instructional practices of the team.		All
2. Study exactly what is to be taught and learned – and to what level of mastery – at their grades and in their subjects.		At Risk
Science Critical Actions Areas for improvement identified by STAAR/EOC Needs Assessment and NCEA Diagnostic Reports	Title I Components	Applicable Student Groups
1. Participate in peer classroom visits in order to improve the instructional practices of the team.		All
2. Study exactly what is to be taught and learned – and to what level of mastery – at their grades and in their subjects.		At Risk
Social Studies Critical Actions Areas for improvement identified by STAAR/EOC Needs Assessment and NCEA Diagnostic Reports	Title I Components	Applicable Student Groups
1. Participate in peer classroom visits in order to improve the instructional practices of the team.		All
2. Study exactly what is to be taught and learned – and to what level of mastery – at their grades and in their subjects.		At Risk

ELA Improvement Plan (Reading and Writing)

Critical Action: Participate in peer classroom visits in order to improve the instructional practices of the team.

Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
1. Meet in teams, and review student needs in terms of STAAR testing/college readiness.	Team leaders, teachers Beginning of year	24 students took Eng I EOC in April, and 9 passed. 13/24 low SES. 11/24 identified as ESL/LEP.
2. Determine best type of peer observation by teacher.	Individual teachers Beginning of year	Team teaching occurred in Eng III and IV. This arrangement was also utilized to then provide small group tutoring to EOC retesters.
3. Participate in observations.	Individual teachers, admin. Throughout year	Key members of team taught in pairs in teaming rooms. New teachers were paired with experienced ones.
4. Reflect in TSR Part II, Professional Development on impact on your classroom.	Individual teachers, admin.	
5. Review evidence of student success/college readiness in AP scores, STAAR results, growth in critical reading and writing, final exam results.	Teaching teams	50 students retested in Eng II. 9 passed. 31 identified as low SES; 24, as LEP/ESL. AP results will be available in summer

Critical Action: For student groups with 25 or more tests, the campus will implement and provide a plan to increase the performance results of student groups that did not meet State Safeguards in Reading.

Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>1. Meet with assessment office to thoroughly review EOC data on failing students.</p>	<p>Principal Assessment and Accountability Teachers October 2014</p>	<p>Met with admin to review all data available on students who had not passed. Senior teachers mentored specific students in English.</p>
<p>2. Develop lessons and opportunities for intervention/acceleration that help students to self-assess.</p>	<p>Associate Principal Team Leaders Teachers</p>	<p>Met in fall and again in early spring semester to develop interventions.</p>
<p>3. Incorporate acceleration lessons into the daily curriculum.</p> <ul style="list-style-type: none"> a. In collaborative meetings, articulate specific academic objectives that will be taught in a given unit that correlate to EOC deficits b. Articulate in student friendly language the daily objective and anticipated outcomes. 	<p>Principal Team Leaders Teachers</p>	<p>Utilized teaming rooms to free up teacher to provide focused acceleration.</p>

Mathematics Improvement Plan

Critical Action: Participate in peer classroom visits in order to improve the instructional practices of the team.

Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
1. Meet in teams, and review student needs in terms of STAAR testing/college readiness.	Team leaders, teachers Beginning of year	11 students took the Algebra I EOC retest in April. 3 passed. 5 were identified as economically disadvantaged, 2 of whom passed.
2. Determine best type of peer observation by teacher.	Individual teachers	Teachers in precal had the opportunity to teach in paired teams.
3. Participate in observations.	Individual teachers, admin. Throughout year	
4. Reflect in TSR Part II, Professional Development on impact on your classroom.	Individual teachers, admin.	
5. Review evidence of student success/college readiness in AP scores, STAAR results, growth in critical reading and writing, final exam results.	Teaching teams	3 of the students who did not pass were identified as ESL/LEP.

Critical Action: Study exactly what is to be taught and learned – and to what level of mastery – at their grades and in their subjects.

Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
1. Explain the district’s written curriculum. Explain the district’s written curriculum. a. In collaborative meetings, articulate specific academic objectives that will be taught in a given unit. b. Articulate in student friendly language the daily objective. c. Articulate in student friendly language the daily outcome	Assistant Principal Team Leaders Teachers	Principal met with teams to articulate purpose of lessons and in particular, purpose of tests.
2. Explain mastery level for all learning objectives. a. In team planning meeting, articulate specific learning objectives. b. In weekly team meetings, clarify what level of mastery that students are to	Assistant Principal Team Leaders Teachers	Teachers and admin began to rethink the approach to a course new to this campus, AQR. It was determined that students needed a more structured approach at least initially to the concepts.

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>attain MEANS on each learning objective.</p> <ul style="list-style-type: none"> i. Are you simply introducing the concept so that students need only recognize it? ii. Does mastery mean developed and able to use with some assistance? iii. Are you expecting mastery to the point of long term understanding and the ability to use the skill independently? <p>c. Create and review as a team this level of mastery through sample assessment items that students should be to answer successfully when taught to the appropriate level.</p>	<p>Throughout year</p>	
<p>3. Explain the district’s written curriculum. Explain the district’s written curriculum.</p> <ul style="list-style-type: none"> a. In collaborative meetings, articulate specific academic objectives that will be taught in a given unit. b. Articulate in student friendly language the daily objective. c. Articulate in student friendly language the daily outcome 	<p>Assistant Principal Team Leaders Teachers</p>	<p>A constant at team meetings.</p>

Science Improvement Plan

Critical Action: Participate in peer classroom visits in order to improve the instructional practices of the team.

Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
1. Meet in teams, and review student needs in terms of STAAR testing/college readiness.	Team leaders, teachers Beginning of year	No students took the biology exam at the end of the year.
2. Determine best type of peer observation by teacher.	Individual teachers	New teachers were given the opportunity to observe veterans through their conference periods.
3. Participate in observations.	Individual teachers, admin. Throughout year	
4. Reflect in TSR Part II, Professional Development on impact on your classroom.	Individual teachers, admin.	
5. Review evidence of student success/college readiness in AP scores, STAAR results, growth in critical reading and writing, final exam results.	Teaching teams	AP scores will be reviewed in the summer.

Critical Action: Study exactly what is to be taught and learned – and to what level of mastery – at their grades and in their subjects.

Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
1. Explain the district’s written curriculum. Explain the district’s written curriculum. <ol style="list-style-type: none"> In collaborative meetings, articulate specific academic objectives that will be taught in a given unit. Articulate in student friendly language the daily objective. Articulate in student friendly language the daily outcome 	Assistant Principal Team Leaders Teachers Throughout year	Physics, in particular, focused on these action steps. The result was a drastic reduction in the failure rate from the previous year.
2. Explain mastery level for all learning objectives. <ol style="list-style-type: none"> In team planning meeting, articulate specific learning objectives. In weekly team meetings, clarify what level of mastery that students are to attain MEANS 	Assistant Principal Team Leaders Teachers	Regular part of team meetings.

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>on each learning objective.</p> <ul style="list-style-type: none"> i. Are you simply introducing the concept so that students need only recognize it? ii. Does mastery mean developed and able to use with some assistance? iii. Are you expecting mastery to the point of long term understanding and the ability to use the skill independently? <p>c. Create and review as a team this level of mastery through sample assessment items that students should be to answer successfully when taught to the appropriate level.</p>		
<p>3. Explain the district's written curriculum. Explain the district's written curriculum.</p> <ul style="list-style-type: none"> a. In collaborative meetings, articulate specific academic objectives that will be taught in a given unit. b. Articulate in student friendly language the daily objective. c. Articulate in student friendly language the daily outcome 	<p>Assistant Principal Team Leaders Teachers</p>	<p>Assistant principal attended team meetings.</p>

Social Studies Improvement Plan

Critical Action: Participate in peer classroom visits in order to improve the instructional practices of the team.

Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
1. Meet in teams, and review student needs in terms of STAAR testing/college readiness.	Team leaders, teachers	1314 sat for EOC in US History, and 1299 passed. 771, or 59%, achieved the advanced level.
2. Determine best type of peer observation by teacher.	Individual teachers	Teachers new to the team were placed with experienced teachers in team teaching situations to foster learning.
3. Participate in observations.	Individual teachers, admin. Throughout year	Primarily occurred through team teaching.
4. Reflect in TSR Part II, Professional Development on impact on your classroom.	Individual teachers, admin.	
5. Review evidence of student success/college readiness in AP scores, STAAR results, growth in critical reading and writing, final exam results.	Teaching teams	STAAR results showed an increase in advanced rate from 46% the previous year.

Critical Action: Study exactly what is to be taught and learned – and to what level of mastery – at their grades and in their subjects.

Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
1. Explain the district’s written curriculum. Explain the district’s written curriculum. <ol style="list-style-type: none"> In collaborative meetings, articulate specific academic objectives that will be taught in a given unit. Articulate in student friendly language the daily objective. Articulate in student friendly language the daily outcome 	Assistant Principal Team Leaders Teachers	Principals attended team meetings when possible.
2. Explain mastery level for all learning objectives. <ol style="list-style-type: none"> In team planning meeting, articulate specific learning objectives. In weekly team meetings, clarify what level of 	Assistant Principal Team Leaders Teachers	Team meetings often used to discuss the degree to which a concept should be mastered.

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
<p>mastery that students are to attain MEANS on each learning objective.</p> <ul style="list-style-type: none"> i. Are you simply introducing the concept so that students need only recognize it? ii. Does mastery mean developed and able to use with some assistance? iii. Are you expecting mastery to the point of long term understanding and the ability to use the skill independently? <p>c. Create and review as a team this level of mastery through sample assessment items that students should be to answer successfully when taught to the appropriate level.</p>		
<p>3. Explain the district's written curriculum. Explain the district's written curriculum.</p> <ul style="list-style-type: none"> a. In collaborative meetings, articulate specific academic objectives that will be taught in a given unit. b. Articulate in student friendly language the daily objective. c. Articulate in student friendly language the daily outcome 	<p>Assistant Principal Team Leaders Teachers</p>	<p>Team meetings focused on what and why of teaching, as well as how. Teachers were directed to write objectives on board.</p>

Violence Prevention and Bullying Improvement Plan

Goal:
 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. (HB 283)

Strategies for Accomplishing Goal:

Applicable Students	Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
Staff	PREVENTION:				
	Identify high risk areas. (Required)	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	August	Ongoing throughout the year.
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/ schedule	ongoing	
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	ongoing	
Staff	EDUCATION:				
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	August 2014	Inservice presentation.
	Review referral process. (Required)	Principal or designee	Campus referral plan	August 2014	
Staff	INTERVENTION:				
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	August 2014	Presented plan during inservice.
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	August 2014	
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	Ongoing	
All Students	PREVENTION:				We felt we needed more direct information to students next year.
	State clear student expectations/campus rules/citizenship. (Required)	Principal or designee	Code of Conduct/ Student-Parent Handbook	August 2014	
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	Ongoing	
All Students	EDUCATION:				

Applicable Students	Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	August 2014	
All Students	INTERVENTION:	(Please complete cells below)			Occurred throughout the year.
	Apply classroom interventions: (Required)	All teachers	Teachers, admin.	Ongoing	
	Employ discipline interventions: (Required)	Designated staff	Teachers, admin.	Ongoing	
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Teachers, admin., counselors	Ongoing	
	Conference with parents/students. (Required)	Teachers or other staff	Teachers, admin., counselors	Ongoing	

Parental Involvement

Goal:

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

Strategies for Accomplishing Goal:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
Suggested Action Step: Require all parents to register students via Parent Portal in order to have access to Enews, grades, attendance, and electronic information.	Admin, July-August 2014	Completed in August.
Suggested Action Step: Identify parents without computer/internet access to offer hard copies of school information.	Admin, August 2014	Offered times on the weekends for parents to come up.
Suggested Action Step: PTSA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Admin, ongoing	Met each month.
Suggested Action Step: Communicate information through E-News.	Front office staff, ongoing	Created a new format for this process.
Suggested Action Step: Upgrade and maintain the campus website for easy access and increased communication with the community.	Web admin, ongoing	
Suggested Action Step: Partner with PTSA to offer parental programs on a variety of topics (academic, social, etc...).	Admin, ongoing	Programs throughout year focused on college readiness topics.
Suggested Action Step: College/Career Readiness- Provide website links to PISD's University Ready Program and to the College Board Website. Offer hard copies of College Board information in Counseling Office.	Counseling, ongoing	See website.
Suggested Action Step: College/Career Readiness-Provide information to Career Path Classes and certification information.	Counseling, teachers, ongoing	

Highly Qualified Teacher Improvement Plan

Goal:

The proficiency rate for HIGHLY QUALIFIED teachers will meet the 100% target measure.

Strategies for Accomplishing Goal:

Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
Plano ISD reviews and modifies the recruitment schedule biannually.	HR	HR Employee Recruitment & Retention HR Budget	Aug 2014 - July 2015	
Recruiting trips are used to identify highly qualified candidates interested in teaching in Plano ISD.	HR/Campus Administrators	HR Employee Recruitment & Retention HR Budget	Aug 2014 - July 2015	
To attract and retain highly qualified applicants for bilingual students, Plano ISD offers a salary stipend.	HR	Operating Fund	Aug 2014 - July 2015	
To attract highly qualified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses.	HR/Campus Administrators	HR Employee Recruitment & Retention HR Budget	Aug 2014 - July 2015	
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas.	Curriculum Department/Campus Administrators	Campus/Curriculum Budget	Aug 2014 - July 2015	
The Plano ISD Certification Office follows district hiring procedures to ensure that teachers are not hired if they do not meet “highly qualified” standards.	HR Certification Office	HR Budget	Aug 2014 - July 2015	