



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

Plano East Senior High

Principal: George King

Mission Statement: Winning With Class!

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): 9/29/2014
- Meeting 2: Progress monitoring and review of strategic plan (by February 2, 2015): 1/27/2014
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 12, 2015): 6/10/2015

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
Sheela Daniels	Faculty Member	2013
Kevin Welborn	Faculty Member	2013
Jana Hancock	Faculty Member	2013
Lisa Carrigan	Faculty Member	2013
Linda Bowers	Faculty Member	2014
Gail Poling	Faculty Member	2013
Larell Bissett	Faculty Member (Senior High only)	2013
Linda Becker	Faculty Member (Senior High only)	2014
George King	Principal	2013
Gloria Martinez	District Professional	2014
Kathy Witcher	Campus Professional, Non-teaching	2013
Diane Manora	Campus Professional, Non-teaching (Senior High only)	2013
Debbie Weaver	Support Staff Member	2013
Julie Richard	Parent-Selected by PTA	2014
Nanc Tran	Parent-Selected by PTA (Senior High only)	2014
Cyndy Schrader	Parent-Selected by Principal	2013
Jennifer Boland	Parent-Selected by Principal (Senior High only)	2013
Marletta Smith	Parent	2014
Jennifer Barnaby	Parent	2013
Robin Gray	Parent	2014
Sally Moore	Parent	2014
Kelly Thomas	Parent (High and Senior High only)	2014
Gary Sam	Community Member	2014
Bob Geary	Community Member	2014
Anglea Chatten	Business Representative	2013
Melanie Peligrino	Business Representative	2013
Evann Ogburn	Student (High and Senior High only)	2014
Lisa Menda	Student (High and Senior High only)	2014
Sean Guo	Student (High and Senior High only)	2014
Victoria Akwoawo	Student (High and Senior High only)	2014

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. Measure: no incidences of violence	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

Campus-Wide Critical Actions 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.	Title I Components	Applicable Student Groups
1. Based on NCEA Corework diagnostic, we will continue the evolution of “team walks”. Focus this year will be on the development of non-linguistic representation and setting objectives/student feedback.		All
2. Based on our accountability safeguard of 47% of our Hispanic students meeting the level II standard on the EOC ELA exam, we created sheltered English 3 & 4 settings for these failing students in order to focus specifically on EOC ELA improvement.		Hispanic students; EOC retesters
3. Based on our accountability safeguard of only 44% of our economically disadvantaged students meeting level II standard on the EOC ELA exam, we created sheltered English 3 & 4 settings for these failing students in order to focus specifically on EOC ELA improvement.		Economically disadvantaged students
4. Based on our accountability safeguard of 38% of our current and monitored ELL students meeting the level II standard on the EOC ELA exam, we created sheltered English 3 & 4 settings for these failing students in order to focus specifically on EOC ELA improvement. These sheltered arrangements include ESL sheltered classes for those current ELL students and general education sheltered classes for the monitored students.		ELL students
5. Based on the accountability safeguard of 15% of our special education students meeting the level II standard on the ELA EOC exam, we will review through ARD settings each of the special education students failing to meet the level II standard. Decisions will be made about the appropriate EOC test for the upcoming testing cycle of these retesters.		Special education students
6. Based on the accountability safeguard of 15% of our special education students meeting the level II standard on the ELA EOC exam, some of these failing students will be placed in sheltered English 3 & 4 settings to focus specifically on EOC ELA growth.		Special education students

Team Critical-Actions

<p align="center">ELA (Reading and Writing) Critical Actions Areas for improvement identified by STAAR/EOC Needs Assessment and NCEA Diagnostic Reports</p>	<p align="center">Title I Components</p>	<p align="center">Applicable Student Groups</p>
<p>1. We have 112 students who have not met the level II standard on ELA 1 and 197 students who have not met the level II standard on ELA 2. Sheltered English 3 & 4 classes were created for all juniors and seniors who have not met the level II standard on either the ELA 1 and/or ELA 2 EOC exam. These classes will not only teach the English 3 & 4 curriculum, but they will allocate significant time towards EOC growth and preparation.</p>		<p>ELA 1 & 2 retesters</p>
<p>2. As a teaching staff, we will focus and cultivate the development of Marzano’s instructional strategies: 1.) non-linguistic representation 2.) setting objectives/providing feedback. Our primary means of cultivation and development will be through team walks.</p>		<p>All</p>
<p align="center">Mathematics Critical Actions Areas for improvement identified by STAAR/EOC Needs Assessment and NCEA Diagnostic Reports</p>	<p align="center">Title I Components</p>	<p align="center">Applicable Student Groups</p>
<p>1. We have 48 students who currently have not met the level II standard on the algebra EOC exam. We will utilize the math models, algebra 2 and AQR courses to target algebra I skills with these 48 students.</p>		<p>Algebra 1 retesters</p>
<p>2. As a teaching staff, we will focus and cultivate the development of Marzano’s instructional strategies: 1.) non-linguistic representation 2.) setting objectives/providing feedback. Our primary means of cultivation and development will be through team walks.</p>		<p>All</p>
<p>3. We will create a two week intensive accelerated instruction experience for these 48 students the two weeks prior to the December test administration.</p>		<p>Algebra 1 retesters</p>
<p align="center">Science Critical Actions Areas for improvement identified by STAAR/EOC Needs Assessment and NCEA Diagnostic Reports</p>	<p align="center">Title I Components</p>	<p align="center">Applicable Student Groups</p>
<p>1. We have 39 students who currently have not met the level II standard on the EOC biology exam. We will set up an intensive accelerated instruction setting for these students during a two week window in November prior to the December testing. This window of instruction will target biology EOC preparation.</p>		<p>Biology 1 retesters</p>
<p>2. As a teaching staff, we will focus and cultivate the development of Marzano’s instructional strategies: 1.) non-linguistic representation 2.) setting objectives/providing feedback. Our primary means of cultivation and development will be through team walks.</p>		<p>All</p>
<p align="center">Social Studies Critical Actions Areas for improvement identified by STAAR/EOC Needs Assessment and NCEA Diagnostic Reports</p>	<p align="center">Title I Components</p>	<p align="center">Applicable Student Groups</p>
<p>1. We have 35 students who currently have not met the level II standard on the EOC US history exam. We will set up an intensive accelerated instruction setting for these students during a two week window in November prior to the December testing. This window of instruction will target US history EOC preparation.</p>		<p>US history retesters</p>
<p>2. As a teaching staff, we will focus and cultivate the development of Marzano’s instructional strategies: 1.) non-linguistic representation 2.) setting objectives/providing feedback. Our primary means of cultivation and development will be through team walks.</p>		<p>All</p>

ELA Improvement Plan (Reading and Writing)

Critical Action: We will achieve a 100% passing rate for all ELA 1 and ELA 2 retesters on either the December or April EOC test administration.

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Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
1. Create sheltered English 3 and English 4 classes that specifically target EOC preparation.	Sheela Daniels and Larell Bissitt leads a team of three teachers who instruct these sheltered classes.	Highly successful at English 4 level. Much less successful at English 3 level. Will continue the model with English 4 for the 2015-16 school year.
2. Create a simulated ELA EOC exam experience for these sheltered retesters. Provide feedback to these students on their exam results.	Diane Porter, Karen Quay, Dan Hall, and Sheela Daniels will direct this simulated experience.	No doubt an important part of the preparation process. We will continue this in the 2015-16 school year.

Critical Action: We will cultivate the depth and breadth of Marzano’s instructional strategies with particular emphasis on 1.) non-linguistic representation and 2.) setting objectives/providing feedback.

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Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
1. The entire teacher community will be divided in to team walk groups of 3-5 with each administrator leading these groups.	George King; Each team walk group will visit 6 classrooms per semester.	After each classroom visit, the team will engage in professional dialogue sharing their ideas about instructional practices observed and how this can transfer in to their own classrooms. Difficult to schedule these events. We will opt for a different model in 2015-16.

Mathematics Improvement Plan

Critical Action: We will achieve a 100% passing rate on the algebra 1 EOC exam on either the December or May test administration

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Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
1. Create a two week intensive accelerated EOC pull out instruction during each student's current math class.	Sheela Daniels, Linda Becker and several math teachers.	This instruction will occur in November and April- the two weeks prior to the testing administration. We will adjust this model by scheduling the pullout during their science and math classes.
2. Inform each math teacher of the current list of algebra 1 retesters currently sitting in their math class. The teachers will commit to greater support of these students in the day to day activities in math class.	Math department	These were primarily ELL students.

Critical Action: We will cultivate the depth and breadth of Marzano's instructional strategies with particular emphasis on 1.) non-linguistic representation and 2.) setting objectives/providing feedback.

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Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
1. The entire teacher community will be divided in to team walk groups of 3-5 with each administrator leading a share of these groups.	George King; Each team walk group will visit 6 classrooms per semester.	After each classroom visit, the team will engage in professional dialogue sharing their ideas about instructional practices observed and how this can transfer in to their own classrooms. We will change the model next year to be administrative teams with teachers invited to participate.

Science Improvement Plan

Critical Action: We will achieve a 100% passing rate for all biology 1 retesters on either the December or May EOC test administration.

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Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
1. Create a two week intensive accelerated EOC pull out instruction during each student's current math class.	Sheela Daniels, Lisa Carrigan and several science teachers.	This instruction will occur in November and April- the two weeks prior to the testing administration.
2. Inform each science teacher of the current list of biology 1 retesters currently sitting in their science class. The teachers will commit to greater support of these students in the day to day activities in science class.	science department	Again, these were primarily ELL students. We will have some sheltered ELL science classes for the upcoming school year.

Critical Action: We will cultivate the depth and breadth of Marzano's instructional strategies with particular emphasis on 1.) non-linguistic representation and 2.) setting objectives/providing feedback.

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Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
1. The entire teacher community will be divided in to team walk groups of 3-5 with each administrator leading a share of these groups.	George King; Each team walk group will visit 6 classrooms per semester.	After each classroom visit, the team will engage in professional dialogue sharing their ideas about instructional practices observed and how this can transfer in to their own classrooms.

Social Studies Improvement Plan

Critical Action: We will achieve a 100% passing rate for all biology 1 retesters on either the December or May EOC test administration.

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Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
1. Create a two week intensive accelerated EOC pull out instruction during each student's current social studies class.	Sheela Daniels, Susan Storz, Linda Bowers and several social studies teachers.	This instruction will occur in November and April- the two weeks prior to the testing administration. Leadership will change on US history team next year with some re-vitalized plans for intervention with struggling students.
2. Inform each social studies teacher of the current list of US history retesters currently sitting in their social studies class. The teachers will commit to greater support of these students in the day to day activities in social studies class.	Social studies department	Almost all of these retesters were sitting in economics/government classes. We must create an in class pullout for them in 2015-16.

Critical Action: We will cultivate the depth and breadth of Marzano's instructional strategies with particular emphasis on 1.) non-linguistic representation and 2.) setting objectives/providing feedback.

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Strategies for Accomplishing Critical Action:

Action Step	Project Lead, Staff, Resources, Timeline	Formative & Summative Notes and Reflections
1. The entire teacher community will be divided in to team walk groups of 3-5 with each administrator leading a share of these groups.	George King; Each team walk group will visit 6 classrooms per semester.	After each classroom visit, the team will engage in professional dialogue sharing their ideas about instructional practices observed and how this can transfer in to their own classrooms.

Violence Prevention and Bullying Improvement Plan

Critical Action:

VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (HB 283)

Strategies for Accomplishing Critical Action:

Applicable Students	Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
Staff	PREVENTION:				
	Identify high risk areas. (Required)	Administrative team	Staff feedback/ survey	Throughout 2014-15 school year.	Weekly administration meetings We had a successful year managing and preventing student behavior issues.
	Monitor high risk areas. (Required)	Administrative team	Staff assignments/ schedule	Throughout 2014-15 school year.	Throughout each day
	Follow Campus Rules/Expectations. (Required)	Administrative team	Code of Conduct, District Handbook Campus Handbook	Throughout 2014-15 school year.	
Staff	EDUCATION:				
	Participate in annual staff training on bullying/sexual harassment. (Required)	Counseling team	Handouts/PowerPoint	August 25 & 26	
	Review referral process. (Required)	Administrative team	Campus referral plan	Throughout 2014-15 school year.	Weekly administration meetings
Staff	INTERVENTION:				
	Establish recommended intervention strategies for classroom/campus. (Required)	Administrative & counseling teams	Discipline Management Plan	Throughout 2014-15 school year.	Weekly administration meetings
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	Throughout 2014-15 school year.	
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	Throughout 2014-15 school year.	
All Students	PREVENTION:				

Applicable Students	Action Step	Responsible	Staff/Resources	Timeline	Formative & Summative Notes
	State clear student expectations/campus rules/citizenship. (Required)	Principal or designee	Code of Conduct/ Student-Parent Handbook	September	Administrative video shown in classrooms
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	Throughout 2014-15 school year	Throughout each day
All Students	EDUCATION:				
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	August 25 & 26	
All Students	INTERVENTION:	(Please complete cells below)			
	Apply classroom interventions: (Required)	All teachers	Counseling and administrative teams	Throughout 2014-15 school year	Throughout each day
	Employ discipline interventions: (Required)	Designated staff	Administrative team	Throughout 2014-15 school year	Throughout each day
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Administrative team	Throughout 2014-15 school year	Throughout each day
	Conference with parents/students. (Required)	Teachers or other staff	Administrative & counseling teams	Throughout 2014-15 school year	Throughout each day

Parental Involvement

Critical Action:

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 Critical Action:

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.	Administrative team	Strong parent involvement was created by our extra-curricular programs.
Suggested Action Step: Identify parents without computer/internet access to offer hard copies of school information.	Administrative & counseling team in collaboration with entire staff	
Suggested Action Step: PTSA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Principal	
Suggested Action Step: Communicate information through E-News.	Principal	
Suggested Action Step: Upgrade and maintain the campus website for easy access and increased communication with the community.	Principal	
Suggested Action Step: Partner with PTSA to offer parental programs on a variety of topics (academic, social, etc...).	Principal	
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.	Director of Guidance	
Suggested Action Step: College/Career Readiness-Provide information to Career Path Classes and certification information.	Director of Guidance	

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	We achieved 100% highly qualified status this year and for the upcoming school year.
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	