



Plano ISD

School Improvement Plan: 2015-2016

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.

Verification Page

Planning Timelines

- Analysis of Critical Actions, and STAAR 2014-2015 Gap Analyses: **June 2015**
- Needs analysis, goal setting and strategic planning: **June – September 2015**
- Campus teacher data analysis day: **August-September, 2015**
- SBIC Plan due for DBIC review: **October 30, 2015**

Meeting Dates

- Meeting 1: SBIC approves the improvement plan (by October 23, 2015): **Monday, October 19, 2015**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2016): **Monday, January 25, 2016**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 10, 2016): **Tuesday, May 31, 2016**

2015-2016 Campus Status

Check all that apply

- Title III English Language Learner Campus
- Non-Title I Campus

- Title I Targeted Assistance Campus
- Targeted Assistance Campus Transitioning to Title I School-wide
- Title I School-wide Campus

Title I Information

Title I Components			
1 (CNA)	Comprehensive Needs Assessment	6 (PI)	Strategies to Increase Parental Involvement
2 (RS)	Reform Strategies	7 (Tran)	Transition (Elementary schools only)
3 (HQ)	Instruction by Highly Qualified Staff	8 (A)	Teacher Decision-Making Regarding Assessments
4 (PD)	High-Quality Professional Development	9 (M)	Effective and Timely Assistance to Students
5 (R/R)	Strategies to Attract Highly Qualified Teachers	10 (Coord)	Coordination and Integration
Program Funding			
Multilingual	i.e. Parent programs, Assistance with ESL and/or Bilingual program utilizing Multilingual Specialists		
Title I	i.e. Parent programs, Tutorial Program, RAMP up for Kindergarten Program		
Sp.Ed.	i.e. Special Education emergency aid		
Local	i.e. Parent programs		

PDAS SBIC Waiver Approval Form:

To provide an alternative appraisal process to the PDAS for experienced eligible teachers, the School Based Improvement Committee has to submit a waiver (first approved at the campus level) for consideration by the District Based Improvement Committee at its first regularly scheduled meeting. The PDAS SBIC WAIVER APPROVAL FORM may be accessed here: <http://inside.pisd/hr/services/documents/PDASSBICWAIVERAPPROVALFORM.pdf>

SBIC Committee (SHS)

Committee Member's Name	Role	Year 1st Participated on SBIC
Mandy Arnold	Faculty Member	2015
Lauren Gregory	Faculty Member	2015
Shanique Leonard	Faculty Member	2015
Randall Curry	Faculty Member	2015
Tricia Cannon	Faculty Member	2010
Jackie McKnight	Faculty Member	2015
Bruce Richardson	Faculty Member (Senior High only)	2010
Candace Neal	Faculty Member (Senior High only)	2015
Sarah Watkins	Principal	2010
Leah Pendleton	District Professional	2014
Glenn Davis	Campus Professional, Non-teaching	2010
Pam Clark	Campus Professional, Non-teaching (Senior High only)	2013
Jeri Wolfe	Support Staff Member	2010
Michelle Sims	Parent-Selected by PTA	2015
Debbie Kingsley	Parent-Selected by PTA (Senior High only)	2015
Annette Maule	Parent-Selected by Principal	2015
Jackie Myers	Parent-Selected by Principal (Senior High only)	2015
Robin LaBounty	Parent	2015
Carol Bryant	Parent	2015
Rachel Tran	Parent	2015
Kathie Lance	Parent	2015
Lesli Yoder	Parent (High and Senior High only)	2015
Mathew Polze	Community Member	2015
Gary Ochs	Community Member	2015
Larry Harper	Business Representative	2015
Barbara Roselli	Business Representative	2015
Ryan Dusek	Student (High and Senior High only)	2015
Megan McDowell	Student (High and Senior High only)	2015
Christina Martinez	Student (High and Senior High only)	2015
Sam Strobel	Student (High and Senior High only)	2015

Information regarding the SBIC Committee (BQB Local) may be accessed here: <http://pol.tasb.org/Policy/Code/312?filter=BQB>

District-Wide 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 (60% meet Phase-in 1 Level II on STAAR/EOC).

District-Wide Goals	Title I Components	Applicable Student Groups
Health, Fitness and Attendance: The campus will utilize their coordinated health program and analyze their student fitness data to set goals and objectives to encourage the health, fitness and attendance of their students.	10 (Coordination and Integration)	All
Violence Prevention and Bullying	10 (Coordination and Integration)	All
Parental 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.	1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)	All
Highly Qualified Staff: The highly qualified rate of teaching staff (Teachers and Paraprofessionals) will meet the 100% target measure.	1 (Comprehensive Needs Assessment) 3 (Instruction by Highly Qualified Staff) 4 (High-Quality Professional Development) 5 (Strategies to Attract Highly Qualified Teachers) 10 (Coordination and Integration)	All
Transition of Pre-KN Students: The transition from early childhood to elementary school is supported by the campus and district. (Title I Campuses only)	1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)	Title I only

Improvement Plan Critical-Actions

The areas for school-wide and/or targeted core-subject Critical Actions were identified using the following sources:

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (PPP Analysis);
- STAAR/EOC Gap Analysis;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

Critical-Actions	Targeted Area
1. Study exactly what is to be taught and learned—and to what level of mastery—in each subject.	<input checked="" type="checkbox"/> Campus Wide <input type="checkbox"/> Mathematics <input type="checkbox"/> Reading <input type="checkbox"/> Science <input type="checkbox"/> Writing <input type="checkbox"/> Social Studies <input type="checkbox"/> ELA <input type="checkbox"/> Other:
2. Participate in peer classroom visits in order to improve the instructional practices of the team.	<input checked="" type="checkbox"/> Campus Wide <input type="checkbox"/> Mathematics <input type="checkbox"/> Reading <input type="checkbox"/> Science <input type="checkbox"/> Writing <input type="checkbox"/> Social Studies <input type="checkbox"/> ELA <input type="checkbox"/> Other:
3. Supplement classroom interventions with targeted support for students who are performing below grade level.	<input type="checkbox"/> Campus Wide <input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Science <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Social Studies <input checked="" type="checkbox"/> ELA <input type="checkbox"/> Other:
4. Define high-yield instructional strategies and reinforce their use in all classrooms.	<input checked="" type="checkbox"/> Campus Wide <input type="checkbox"/> Mathematics <input type="checkbox"/> Reading <input type="checkbox"/> Science <input type="checkbox"/> Writing <input type="checkbox"/> Social Studies <input type="checkbox"/> ELA <input type="checkbox"/> Other:

Critical Action 1

Critical Action: Study exactly what is to be taught and learned—and to what level of mastery—in each subject.

Project Lead:	Department Heads
Staff, Title I Staff:	Teachers
Materials and Resources:	Online Curriculum, texts
2015-2016 Timeline:	Beginning August 2015 through June 2016

Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:
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Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>Explain the 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. 	Throughout year in team meetings.	Agendas, team meeting notes, objectives on board.
<p>Explain mastery level for all learning objectives.</p> <ul style="list-style-type: none"> c. In weekly team meetings, clarify what level of mastery that students are to attain MEANS on each learning objective. d. 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. 	Through year.	Test results. Passing rates. Senior graduation rate surpassed previous year. Only 14 non-grads this year.

Critical Action 2

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

Project Lead:	Administrators
Staff, Title I Staff:	Department heads, teacher leaders, all teaching staff
Materials and Resources:	Sub codes for staff, copies of pertinent handouts, video cameras
2015-2016 Timeline:	Beginning August 2015 through June 2016

Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:
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Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Determine best type of peer observation by teacher.	September 2015	Teachers signed up for one of three types of observations: rounds, collegial coaching, videotaping. 85 teachers completed rounds, 36 completed video analysis, 22 participated in collegial coaching.
Participate in observations.	Throughout year	Six groups of rounds will go out over year. Remainder will participate on individualized timelines.
Reflect in TSR Part II, Professional Development on impact on your classroom.	Spring 2016	Teachers will write reflection in March or April. Found in PDAS in Eduphoria.
Review evidence of student success/college readiness in AP scores, STAAR results, growth in critical reading and writing, final exam results.	June-August 2016	Data will be shared in retreats as a part of planning for next year. 99% passing rate on US History EOC.

Critical Action 3

Critical Action: Supplement classroom interventions with targeted support for students who are performing below grade level.

Project Lead:	Associate Principal, Principal
Staff, Title I Staff:	Department Head, Team leader, English Coordinator, ELA Instructional Specialists, Reading Coordinator
Materials and Resources:	Master schedule, teaching allotment
2015-2016 Timeline:	Beginning August 2015 through June 2016

Targeted Area:	<input type="checkbox"/> School-wide	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:
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Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Use data analysis to identify both juniors and seniors in need of additional support to succeed on state assessments.	September 2015	Identified 40 juniors and 18 seniors. Created two classes of English III and one of English IV.
Incorporate pieces and questions based on the topics of the general curriculum but designed to reflect the type of thinking on state exams.	Throughout year	Receive assistance of ELA curriculum team. Met with coordinator and reading specialist late August, early September.
Incorporate research-based critical reading strategies.	Throughout year	Receive assistance from reading coordinator.
Incorporate regular writing practices of conferencing and rewriting/resubmission until reaching mastery.	Throughout year	Teacher developed assignments.

Critical Action 4

Critical Action: Define high-yield instructional strategies and reinforce their use in all classrooms.

Project Lead:	Associate principal for Curriculum
Staff, Title I Staff:	Admin team
Materials and Resources:	Time
2015-2016 Timeline:	Beginning August 2015 through June 2016

Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:
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Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Review and select key strategies for focus.	July-August 2015	Selected 5 strategies based on research described in <i>Fundament Five</i> . These strategies also reflect Marzano’s research.
Develop template for walkthroughs based on these strategies.	August-September 2015	Admin created original template (in Google forms) where data can be stored and retrieved.
Complete a minimum of 200 walkthroughs per administrator.	Throughout year	Data to be collected in Google. Admin team collected a total of 1091 walkthroughs.
Provide descriptive feedback to teachers for their reflection.	End of each semester	Create individualized documents. Met with teams in Jan/Feb. Tailored one question on Walkthrough to provide feedback requested by department.

Violence Prevention and Bullying

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 Goals:

Applicable Group	Action Step	Responsible	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	PREVENTION:			
	Identify high risk areas. (Required)	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Admin team reviewed in August.
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	Assigned admin to courtyard, bridge. Set up procedures to keep gym, indoor facility locked.
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	Principals went into 2 nd period classrooms to review expectations; campus/dist policies; drug and alcohol abuse.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	Completed in August training.
	Review referral process. (Required)	Principal or designee	Campus referral plan	Admin review in July admin retreat Reviewed with departments during inservice week.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	Admin retreat
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	Admin retreat, revised campus management form
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	Went over legislative changes and updates

Applicable Group	Action Step	Responsible	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	PREVENTION:			
	State clear student expectations/campus rules/citizenship. (Required)	Principal or designee	Code of Conduct/ Student-Parent Handbook	Admin retreat revised and corrected student handbook
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	No changes, ongoing
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	Reviewed with teachers during in-service. Admin and Teachers reviewed with students.
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions: (Required)	All teachers	All staff	Admin reviewed and shared with staff interventions, tips, and discipline procedures.
	Employ discipline interventions: (Required)	Designated staff	All staff	Admin reviewed and shared with staff interventions, tips, and discipline procedures.
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Admin team	Admin reviewed and shared with staff interventions, tips, and discipline procedures.
	Conference with parents/students. (Required)	Teachers or other staff	All staff	Admin reviewed and shared with staff interventions, tips, and discipline procedures.

Parent Involvement

Critical Action:

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.

Project Lead:	Principal
Staff, Title I Staff:	Counseling, admin team, webmaster
Materials and Resources:	Online Resources and Information
2015-2016 Timeline:	Beginning August 2015 through June 2016

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and electronic information.	Summer 2015	Completed in August
Identify parents without computer/internet access to offer hard copies of school information.	Throughout year	Provided by staff.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	ongoing	Met with at least one principal each month.
Communicate information through eNews.	4X week	Successfully sent out 4xweek all year.
Upgrade and maintain the campus website for easy access and increased communication with the community.	ongoing	See Website
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	ongoing	Programs focused on college admissions and paying for college.

Highly Qualified Teacher Improvement Plan

Critical Action:

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

Project Lead:	Plano ISD HR Employee Recruitment & Retention Department
Staff, Title I Staff:	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
Materials and Resources:	Operating Fund, HR Budget, Campus/Curriculum Budget
2015-2016 Timeline:	Throughout the year, as needs arise

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Plano ISD Human Resources Dept. reviews and modifies the recruitment schedule biannually.	Biannually	
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify highly qualified candidates interested in teaching in Plano ISD.	May, June	
To attract and retain highly qualified applicants for bilingual students, Plano ISD offers a salary stipend.	Monthly	
To attract highly qualified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses.	Monthly	
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Curriculum Department/Campus Administrators.	Monthly	
The Plano ISD Certification Office follows district hiring procedures to ensure that teachers are not hired if they do not meet "highly qualified" standards.	Monthly	