



Plano ISD

School Improvement Plan: 2015-2016

School Based Improvement Committee

Plano East Senior High

Principal: George King

Mission Statement: **Winning With Class!**

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): **Thursday, October 22, 2015**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2016): **Thursday, January 21, 2016**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 10, 2016): **Tuesday, June 07, 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
Diane Manora	Faculty Member	2015
Sheela Daniels	Faculty Member	2013
Kevin Welborn	Faculty Member	2013
Larell Bissett	Faculty Member	2013
Lisa Carrigan	Faculty Member	2013
Linda Becker	Faculty Member	2014
Chelsea Guin	Faculty Member (Senior High only)	2015
Abby Cole	Faculty Member (Senior High only)	2015
George King	Principal	2013
Gloria Martinez	District Professional	2015
Kathy Witcher	Campus Professional, Non-teaching	2013
Emily Hoang	Campus Professional, Non-teaching (Senior High only)	2015
Debbie Weaver	Support Staff Member	2013
Julie Richard	Parent-Selected by PTA	2014
Angela Chatten	Parent-Selected by PTA (Senior High only)	2013
Denise Burke	Parent-Selected by Principal	2013
Karen Quillicy	Parent-Selected by Principal (Senior High only)	2013
Mary Rohr	Parent	2015
Melody Semler	Parent	2014
Jackie Luecke	Parent	2015
Jackie Collins	Parent	2015
Rhonda Moran	Parent (High and Senior High only)	2015
Heidi Cardenas	Community Member	2015
Karen Lewis	Community Member	2015
Eric Thomas	Business Representative	2015
Rick Weaver	Business Representative	2014
Conner Holsted	Student (High and Senior High only)	2015
Nicole Jolly	Student (High and Senior High only)	2015
Joshua Johnson	Student (High and Senior High only)	2015
Kesar Dhillon	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. Based on our accountability safeguard of 44% of our ELL current & monitored students meeting the level II standard on the EOC ELA exam, we will implement strategies to raise the EOC performance of our ELL students.	<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 checked="" type="checkbox"/> ELA <input type="checkbox"/> Other:
2. Based on our accountability safeguard of 44% of our Hispanic students and 41% of our economically disadvantaged students on the EOC algebra 1 exam, we will implement strategies to raise the performance of our Hispanic students and economically disadvantaged students on the EOC algebra 1 exam.	<input checked="" type="checkbox"/> Campus Wide <input checked="" 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. Based on our gap analysis, our Hispanic and LEP students have a large gap in their EOC scores compared to the district average for these same groups. Additionally, these same groups have a disproportionately high failure rate in their six weeks grades. We will implement strategies to raise the EOC performance scores and six weeks grades of these student groups.	<input checked="" type="checkbox"/> Campus Wide <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Science <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Social Studies <input checked="" type="checkbox"/> ELA <input type="checkbox"/> Other:
4. Based on the Plano Professional Practice Analysis (PPPA), our leverage point involves Supplementing classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery.	<input checked="" type="checkbox"/> Campus Wide <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Science <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Social Studies <input checked="" type="checkbox"/> ELA <input checked="" type="checkbox"/> Other: electives
5. Based on the PPPA, our leverage point involves defining high yield instructional strategies and reinforcing their use in all classrooms.	<input checked="" type="checkbox"/> Campus Wide <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Science <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Social Studies <input checked="" type="checkbox"/> ELA <input checked="" type="checkbox"/> Other: electives

Critical Action 1

Critical Action: Based on our accountability safeguard of 44% of our ELL current & monitored students meeting the level II standard on the EOC ELA exam, we will implement strategies to raise the EOC performance of our ELL students.

Project Lead:	George King, Sheela Daniels, Michael Fleming, Diane Porter
Staff, Title I Staff:	ESL and English 3 & 4 teams
Materials and Resources:	None
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 checked="" type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:
-----------------------	---	----------------------------------	----------------------------------	---	--------------------------------------	----------------------------------	---	---------------------------------

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Students in our English 3 classes that have not passed EOC ELA 1 and/or 2 represent approximately 75% of each English 3 class. We have designed these classes as EOC ELA prep classes. We center curriculum and instruction in these classes around EOC preparation.	Throughout 2015-16	Focus so far has been on development of the 11 minute essay and scheduling a mock EOC ELA exam in November. <i>Of the 79 students retesting English 1, only 30 students passed. Of the 154 students retesting English 2, only 59 passed.</i>
ELL students have been integrated in to English 3 & 4 classrooms. An ESL teacher serves as a team teacher in these settings.	Throughout 2015-16	ESL teacher adapts materials to meet ELL student learning needs. <i>Of the 25 LEP retesters on English 1, none passed. Of the 41 LEP students retesting on English 2, only one student passed.</i>
ELL students at the beginner or intermediate levels are enrolled in 2 to 3 ELA based classes each day. One class (English 3 or 4) is blended with non ELL students. The other two settings are sheltered settings.	Throughout 2015-16	Students can be moved in to elective classes at semester by demonstrating significant ELA growth.
Senior students who have not passed EOC ELA 1 or 2 will take English 4 through a sheltered class to develop EOC skills.	Throughout 2015-16	We have three of these sheltered classes in the master schedule.

Critical Action 2

Critical Action: Based on our accountability safeguard of 44% of our Hispanic students and 41% of our economically disadvantaged students on the EOC algebra 1 exam, we will implement strategies to raise the performance of our Hispanic students and economically disadvantaged students on the EOC algebra 1 exam.

Project Lead:	George King, Sheela Daniels, Linda Becker
Staff, Title I Staff:	ESL, math models teams
Materials and Resources:	none
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 checked="" type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:
-----------------------	---	----------------------------------	----------------------------------	------------------------------	---	----------------------------------	---	---------------------------------

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
The ESL sheltered math classes and math models classes focus the 1 st six weeks on reviewing algebra 1 skills.	1 st six weeks	Students spent 3 weeks on functions of equations. <i>Of the 29 students retesting the algebra 1 EOC, 19 students passed.</i>
In the two weeks prior to the algebra EOC exam (1 st week in December), the students retesting will be pulled out of math class each day to engage in an algebra EOC boot camp.	November 2015	Includes 68 students <i>Of the 29 students retesting the algebra 1 EOC, 19 students passed.</i>

Critical Action 3

Critical Action: Based on our gap analysis, our Hispanic and LEP students have a large gap in their EOC scores compared to the district average for these same groups. Additionally, these same groups have a disproportionately high failure rate in their six weeks grades. We will implement strategies to raise the EOC performance scores and six weeks grades of these student groups.

Project Lead:	George King, Sheela Daniels, Lisa Carrigan, Chelsea Guin
Staff, Title I Staff:	Selected science teachers, US history team; Plano East teaching staff; sub school principals, parent liaison, academic interventionist
Materials and Resources:	None
2015-2016 Timeline:	Beginning August 2015 through June 2016

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

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
In the two weeks prior to the biology EOC exam (1 st week in December), the students retesting will be pulled out of science class each day to engage in an algebra EOC boot camp.	November 2015	Includes 49 students <i>Of the 13 students retesting the biology EOC, 7 students passed.</i>
US history classes will engage students in daily EOC preparation through release test questions. Additionally, the two weeks prior to the May EOC test, all US history students will engage in EOC boot camp.	2015-16 school year	Daily warm ups reflect EOC style questions <i>Of the 40 students we retested on the US history EOC, 26 students passed.</i>
Teachers will engage in team walks to study instructional practices of colleagues. The professional dialogue that results will be used to plan and create professional development for the teachers.	2015-16 school year	<i>49 teams of teachers engaged in team walks throughout the school year. Chief among the synthesized outcomes was the need to improve lesson planning so that a greater variety of activities took place each day in our classrooms.</i>
The sub school principals, academic interventionist and parent liaison will meet weekly to plan and implement intervention strategies for our failing students not identified as sped or 504.	2015-16 school year	<i>23% of our students failed one or more classes in their 1st semester average. 19% of our students failed one or more classes in their 2nd semester average.</i>

Critical Action 4

Critical Action: Based on the Plano Professional Practice Analysis (PPPA), our leverage point involves Supplementing classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery

Project Lead:	Administrative team
Staff, Title I Staff:	teachers
Materials and Resources:	None
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 checked="" type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Other:
-----------------------	---	----------------------------------	----------------------------------	---	---	---	--	--

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
The administrative team will divide the teaching staff in to team walk teams. These teams will visit classrooms and engage in collegial dialogue about instructional practices witnessed. Dialogue will center on remediation strategies and early mastery strategies.	Entire 2015-16 school year	Teams have been formed. Team walks have centered their study on engagement strategies for all learners. <i>We completed over 100 team walks.</i>
Professional development in staff meetings will focus on best instructional practices for students demonstrating early mastery.	November and March	Topic: Engaging the independent learner <i>Completed in February staff meeting</i>
Professional development in staff meetings will focus on best instructional practices for students performing below grade level.	January and April	Topic: Engaging the dependent learner <i>Completed in February staff meeting.</i>

Critical Action 5

Critical Action: Based on the PPPA, our leverage point involves defining high yield instructional strategies and reinforcing their use in all classrooms.

Project Lead:	Administrative team
Staff, Title I Staff:	teachers
Materials and Resources:	None
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 checked="" type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Other: electives
-----------------------	---	----------------------------------	----------------------------------	---	---	---	--	--

Strategies for Accomplishing Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
The administrative team will divide the teaching staff in to team walk groups. These teams will visit classrooms and engage in collegial dialogue about instructional practices witnessed. Dialogue will focus on instructional strategies that yield high engagement.	Entire 2015-16 school year	Teams have been formed. Teams have focused their study on the implementation of high yield instructional strategies. <i>Completed in March staff meeting.</i>

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	
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	
	Review referral process. (Required)	Principal or designee	Campus referral plan	
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	

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	
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions: (Required)	All teachers	All staff; professional development	
	Employ discipline interventions: (Required)	Designated staff	All teachers and administrators; discipline management plan	
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	All teachers and administrators; discipline management plan	
	Conference with parents/students. (Required)	Teachers or other staff	All teachers and administrators	

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:	George King
Staff, Title I Staff:	Associate principals, sub school principals, counselors, parent liaison, academic interventionist
Materials and Resources:	None
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.	August 2015 Schedule pick-up, September open house, as the need arises	Schedule pick-up, open house
Identify parents without computer/internet access to offer hard copies of school information.	2015-16 school year, as the need arises	Through parent liaison, counselors, academic interventionist
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Monthly, 2015-16 school year	Meetings held 2 nd Thursday of each month
Communicate information through eNews.	Weekly, 2015-16 school year	Weekly enews
Upgrade and maintain the campus website for easy access and increased communication with the community.	2015-16 school year, as the need arises	New design currently in production
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	2015-16 school year	

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	