



Plano ISD

Campus Improvement Plan: 2016-2017

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.**



Approved by DBIC on November 14, 2016

## Verification Page

### Planning Timelines

- Analysis of Critical Actions, and STAAR 2015-2016 Gap Analyses: **August 2016**
- Needs analysis, goal setting and strategic planning: **July - September 2016**
- Campus teacher data analysis day: **August - September , 2016**
- SBIC Plan due for DBIC review: **October 12, 2016**

### Meeting Dates

- Meeting 1: SBIC approves the improvement plan (by October 7, 2016): **Tuesday, October 04, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Tuesday, January 31, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Monday, June 05, 2017**

### 2016-2017 Campus Status

Check all that apply

Title III English Language Learner Campus

Non-Title I Campus

Title I School-wide Campus

### Title I Information

Title I Components			
<b>1 (CNA)</b>	Comprehensive Needs Assessment	<b>6 (PI)</b>	Strategies to Increase Parental Involvement
<b>2 (RS)</b>	Reform Strategies	<b>7 (Tran)</b>	Transition (Elementary schools only)
<b>3 (HQ)</b>	Instruction by State Certified Staff	<b>8 (A)</b>	Teacher Decision-Making Regarding Assessments
<b>4 (PD)</b>	High-Quality Professional Development	<b>9 (M)</b>	Effective and Timely Assistance to Students
<b>5 (R/R)</b>	Strategies to Attract State Certified Teachers	<b>10 (Coord)</b>	Coordination and Integration
Program Funding			
<b>Staffing</b>	i.e. Teacher		
<b>Parental Engagement</b>	i.e. Parent programs, RAMP up for Kindergarten Program		
<b>Student and Campus Capacity Building</b>	i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities		

**SBIC Committee**

Committee Member's Name	Role	Year 1st Participated on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Mandy Arnold	Faculty Member	2015	X	X	X
Shanique Leonard	Faculty Member	2015	X	X	X
Randall Curry	Faculty Member	2015	X	X	X
Tricia Cannon	Faculty Member	2015	X	X	
Candace Neal	Faculty Member	2015	X	X	X
Lisa Brown	Faculty Member	2016	X	X	
Scott Shaw	Faculty Member	2016		X	X
Jackie McKnight	Faculty Member, Special Education	2015	X	X	X
Sarah Watkins	Principal	2010	X	X	X
Leah Heerema	District Professional	2014	X		
Glenn Davis	Campus Professional, Non-teaching	2010	X	X	X
Pamela Clark	Campus Professional, Non-teaching	2013	X	X	X
Jeri Wolfe	Support Staff Member	2010	X	X	X
Jackie Myers	Parent-Selected by PTA	2015	X	X	X
Annette Maule	Parent-Selected by PTA	2015	X	X	
Jeri Chambers	Parent-Selected by Principal	2016	X	X	
Colleen Manders	Parent-Selected by Principal	2016	X	X	
Denise Jones	Parent	2016	X	X	
Eddy Trink	Parent	2016			
Sujaya Rajesh	Parent	2016	X	X	
Robin LaBounty	Parent	2016	X	X	X
Kim Winkler	Parent	2016	X	X	
MK Werner	Community Member	2016	X	X	X
Mathew Polze	Community Member	2011	X	X	
Sanjeeb Semanta	Business Representative	2016			
Larry Harper	Business Representative	2010	X	X	
Allison Chang	Jr. Student	2016	X		
Warren Chen	Jr. Student	2016	X		
Anjana Chowdiah	Sr. Student	2016	X	X	
Sruthi Dubagunta	Sr. Student	2016	X		

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 the Level II Satisfactory Standard on STAAR/EOC).

District-Wide Goals	Title I Components	Applicable Student Groups
<b>Health, Fitness and Attendance:</b> 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
<b>Violence Prevention and Bullying</b>	10 (Coordination and Integration)	All
<b>Parental Involvement:</b> 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
<b>Highly Qualified Staff:</b> The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.	1 (Comprehensive Needs Assessment) 3 (Instruction by State Certified Staff) 4 (High-Quality Professional Development) 5 (Strategies to Attract State Certified Teachers) 10 (Coordination and Integration)	All
<b>Transition of Pre-KN Students:</b> 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 (P<sup>3</sup>A School Wide and Classroom Level);
- STAAR/EOC Gap Analysis;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

### School Wide and/or Targeted Grade Level Critical Actions

1. Use high-yield instructional strategies as tools to support rigorous learning. PPPA CL #6
2. Continually monitor individual student learning in varied ways. PPPA CL #10
3. Supplement classroom interventions with targeted support for students who perform below grade level. PPPA SW #17
- 4.
- 5.

### Critical Action 1

**Critical Action:** Use high-yield instructional strategies as tools to support rigorous learning. PPPA CL #6

<b>Project Lead:</b> Administrators	
<b>Staff:</b> Teaching Staff	
<b>Materials and Resources:</b> Various books, professional development, professional learning discussions	
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input type="checkbox"/> ELA <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input checked="" type="checkbox"/> Other: EL Students

#### Strategies for Accomplishing Critical Action 1:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Develop effective questioning strategies to promote deeper learning.	Weekly PLC meetings	Teacher goals, lesson plans, walkthroughs	<p><b>Formative Notes:</b> Teachers studied <i>What's the Big Idea?</i> And <i>Notice and Note</i>.</p> <p><b>Summative Notes:</b> In English and Social Studies, teachers implemented lessons based on their book studies.</p>
Regularly implement Talk Read Talk Write strategies to push students to think more deeply about difficult texts.	August 2016 Weekly PLC meetings	Teacher goals, lesson plans, walkthroughs	<p>Teachers attended training in August.</p> <p>Social studies and English teachers built discussions around this format throughout year.</p>
Teachers set individual goals to improve instruction and student success.	September 2016, January 2017, May 2017	Teacher goal meetings, follow up meetings and summative discussions.	<p>Teachers meet with admin in September 2016 to discuss and finalize goal.</p> <p>In late April and May teachers met with admin to review progress on goals and begin discussing next year's.</p>

## Critical Action 2

**Critical Action:** Continually monitor individual student learning in varied ways. PPPA CL #10

<b>Project Lead:</b> Administrators	
<b>Staff:</b> Teaching Staff	
<b>Materials and Resources:</b> Various books, professional development, professional learning discussions	
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide <input checked="" type="checkbox"/> Reading <input checked="" 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 2:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Increase digital classroom resources to provide learning opportunities beyond the school day.	Every other Wednesday throughout 16-17 year	Online tools created by staff	<p><b>Campus pdh training is set for every other Wednesday. Training provided by instructional technology staff.</b></p> <p><b>Summative Notes:</b> Teachers completed dozens of hours of tech-based pd, including badges, presentations that pop, Edugence training, Google classroom, google docs</p>
Implement structured conferencing throughout the writing process.	Weekly PLC meetings	English department – lesson plans, walkthroughs	Teachers utilized 1 to 1 conferencing, particularly in EOC review classes. In fall 52% passed Eng I and 48% passed Eng II. In spring, 10% of the 20 approached or met Eng I standard. 26% approached or met Eng II.
Utilize systematic data collection to develop individual learning plans.	Weekly PLC meetings	Special education – data collection and IEP's	As evidenced by IEP's, teachers established standardized trial and error data collection to indicate progress on goals.
Utilize Kagan grouping methods to promote more meaningful group work.	August 2016 Bi weekly lessons	Math and science – lesson plans, walkthroughs	<p><b>Teachers attended training in August 2016.</b></p> <p>33% of students tested in Algebra I met standard. 20% met standard in biology.</p>

### Critical Action 3

**Critical Action:** Supplement classroom interventions with targeted support for students who perform below grade level. PPA SW #17

<b>Project Lead:</b> Administrators	
<b>Staff:</b> Teaching Staff	
<b>Materials and Resources:</b> Various books, professional development, professional learning discussions	
<b>Targeted Area:</b>	<input type="checkbox"/> School-wide <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input type="checkbox"/> ELA <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input checked="" type="checkbox"/> Other: ELs, ED

#### Strategies for Accomplishing Critical Action 3:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Meet with staff from other schools regarding their programs and keys to success.	September-October 2016	Meeting notes, lesson plans	<b>Met with staff from PESH in early October to brainstorm strategies.</b>  <b>Summative Notes:</b> See previous goals for results. Minimal success indicates ineffectiveness of EOC-focused classes.
Be trained in Edugence and collect individual student data from Edugence.	Inservice, August 2016	Notes, grouping strategies in lesson plans	Spread sheets of data helped identify students who were then placed in EOC focused English III and IV classes. Based on results fall classes were more effective than spring.
Complete SI training in all core areas to better meet needs of ESL students.	Available online beginning November 2016	Notes, lesson plan adjustments	Begin training in November 2016. Staff is being given a 9-week window to complete training. <b>ESL:</b> Only 1 student passed Eng I and Eng II in spring. In fall 2 passed Eng I and 4 passed Eng II.
Implement EOC-focused classes in English, including ESL.	Weekly lesson plans, PLC meetings	Lesson plans, team meeting notes	Approximately 43 students were served in sections of Eng III and IV where the teacher focused on EOC skills.



## 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 Violence Prevention and Bullying Critical Action:

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

**Strategies for Accomplishing Violence Prevention and Bullying Critical Action:**

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
<b>All Students</b>	<b>PREVENTION:</b>			
	Clearly state student expectations/campus rules/citizenship. <b>(Required)</b>	Principal or designee	Code of Conduct/ Student-Parent Handbook	Admin retreat revised and corrected student handbook. Admin visited all 2 <sup>nd</sup> period classes to go over expectations
	Monitor high risk areas. <b>(Required)</b>	All staff	Schedule (if necessary)	Updated bullying reporting online system
<b>All Students</b>	<b>EDUCATION:</b>			
	Explain referral process/contacts. <b>(Required)</b>	All teachers	Referral Plan	Reviewed with teachers during in-service. Admin and Teachers reviewed with students.
<b>All Students</b>	<b>INTERVENTION:</b>			
	Apply classroom interventions: <b>(Required)</b>	All teachers	Teacher training	Admin reviewed and shared with staff interventions, tips, and discipline procedures.
	Employ discipline interventions: <b>(Required)</b>	Designated staff	Discipline mgt guide	Admin reviewed and shared with staff interventions, tips, and discipline procedures.
	Use other intervention strategies as necessary/appropriate. <b>(Required)</b>	Administrative staff or counselors	Alternative programs, CMIT and campus management	Admin reviewed and shared with staff interventions, tips, and discipline procedures.
	Conference with parents/students. <b>(Required)</b>	Teachers or other staff	Teachers, counselors, admin	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.

### Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline and Evidence 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.	Admin staff	Summer 2016, as the need arises	Completed in August
Identify parents without computer/internet access to offer hard copies of school information.	Admin, counselors, Academic support	As new students enroll, as the need arises	One student was loaned a laptop all year but could not take it home because she did not have regular access to power.
Upgrade and maintain the campus website for easy access and increased communication with the community.	staff	As the need arises	Staff member is focused on web site. We will migrate to new system next year.
Communicate information through eNews.	staff	4 times a week	ENews sent out 4 times a week.
Utilize social media to keep parents and community informed.	staff	As the need arises	All call utilized for other important messages. Twitter used to share activities.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Principal	Monthly meetings	10 monthly meetings were held.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	PTA board, staff, counseling	Various programs are set by PTA throughout the year	Four programs were held focusing on college applications, suicide prevention, and PSHS culture.

## State Certified Teachers and Highly Qualified Paraprofessionals

### Critical Action:

The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

<b>Project Lead:</b>	Plano ISD HR Employee Recruitment & Retention Department
<b>Staff, Title I Staff:</b>	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
<b>Materials and Resources:</b>	Operating Fund, HR Budget, Campus/Curriculum Budget

### Strategies for Accomplishing State Certified Teachers and Highly Qualified Paraprofessionals Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD.	August 2016 to May 2017	Formative Notes: Summative Notes:
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend.	Monthly Bilingual Stipends, July 2016 to June 2017	
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses.	August 2016 to May 2017	
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators.	July 2016 to June 2017	
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards.	July 2016 to June 2017	