



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

## Plano East Senior High

Principal: **George King**

Mission Statement: **Winning with class!**



Approved by DBIC - 2016-2017

## 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, September 20, 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
Bernard Aikens	Faculty Member	1	x	X	X
Diane Manora	Faculty Member	1	x	X	X
Kathy Witcher	Faculty Member	3	x	X	X
Heidi Cardenas	Faculty Member	1	x	X	X
Larell Bissett	Faculty Member	3	x	X	X
Linda Becker	Faculty Member	3	x	X	X
Jamie Zellner	Faculty Member	1	x	X	X
Gail Poling	Faculty Member, Special Education	3	x	X	X
George King	Principal	3	x	X	X
Gloria Martinez	District Professional	1			
Sheela Daniels	Campus Professional, Non-teaching	3	x	X	X
Kevin Welborn	Campus Professional, Non-teaching	3	x	X	X
Debbie Weaver	Support Staff Member	3	x		
Melody Semler	Parent-Selected by PTA	2	x	X	X
Jackie Luecke	Parent-Selected by PTA	1		X	
Dawn Hall	Parent-Selected by Principal	2		X	
Cindy Schrader	Parent-Selected by Principal	2			
Shelly Pierce	Parent	1			
Chris Tien	Parent	1			
Denise Burke	Parent	2		X	
Karen Quillicy	Parent	2		X	
Sally Moore	Parent	2			
Bob Garrey	Community Member	3			
Angela Chatten	Community Member	3	x		
Larry Harper	Business Representative	3		X	
Chris Harper	Business Representative	3			
Allyson King	Student	1			
John Ligon	Student	1			
Ammu George	Student	1			
Mariam Rehman	Student	1			

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. The vast majority of our PPPA assessments indicated this leverage point- *Collaborate in teams focused on curriculum, instruction, and assessment*. We will cultivate the development of effective academic teams that focus on these elements.
2. In order to meet the accountability safeguard of achieving 60% level II performance on the ELA EOC exam, we will target interventions for our Hispanic population (40%), special education population (39%), our ELL population (23%) and our economically disadvantaged population (46%).
3. In order to meet the accountability safeguard of achieving 60% level II performance on the algebra EOC exam, we will target interventions for our Hispanic population (43%) and our economically disadvantaged population (50%).
4. In order to meet the accountability safeguard of 88% four year graduation rate, we will target interventions for our ELL students on their four year graduation rate of 75%. In order to meet the accountability safeguard of 90% five year graduation rate, we will target interventions for our ELL students on their five year graduation rate of 86.4%.
5. We will increase the number of ELL students who graduate on the recommended plan or the foundation/endorsement plan.

### Critical Action 1

**Critical Action:** The vast majority of our PPPA assessments indicated this leverage point- *Collaborate in teams focused on curriculum, instruction, and assessment.* We will cultivate the development of effective academic teams that focus on these elements.

<b>Project Lead:</b> George King	
<b>Staff:</b> All department chairs and team leaders	
<b>Materials and Resources:</b> Team to Teach, a Facilitator’s Guide to Professional Learning Teams	
<b>Targeted Area:</b>	<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:

#### Strategies for Accomplishing Critical Action 1:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>We will engage the leadership team in a book study, Team to Teach, a Facilitator’s Guide to Professional Learning Teams. Evidence generated from book study groups will be synthesized in to an action plan.</p> <p>Administrative team will meet with content teams to implement action plan.</p>	<p>Book study groups will meet monthly September-January</p> <p>Administrative team will meet with content teams monthly February-April to implement action plan.</p>	<p>Synthesized action plan</p> <p>Anecdotal evidence demonstrated by team meeting agendas</p> <p>Anecdotal evidence of shift in team culture/operating system</p>	<p>Formative Notes: Divide leadership team in to three book study groups</p> <p>Summative Notes: Team collaboration has been re-organized around team goals. Standard items in team meetings include student data analysis, student grading strategies, student assessment review, and instructional planning.</p>

### Critical Action 2

**Critical Action:** In order to meet the accountability safeguard of achieving 60% level II performance on the ELA EOC exam, we will target interventions for our Hispanic population (40%), special education population (39%), our ELL population (23%) and our economically disadvantaged population (46%).

<b>Project Lead:</b>	George King, Sheela Daniels, Larell Bissett, Gail Poling, Jamie Zellner							
<b>Staff:</b>	ELA team, sped/ELA teachers, ESL team							
<b>Materials and Resources:</b>	none							
<b>Targeted Area:</b>	<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 checked="" type="checkbox"/> Other: SpEd & ESL

#### Strategies for Accomplishing Critical Action 2:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
On level English classes, SpEd ELA resource classes, and ELL ELA sheltered classes will adapt curriculum and lesson plans to target specific skills necessary for success on the ELA EOC exam. With each daily lesson plan, English teachers will designate the specific strategies used that day to prepare students for the EOC exam.	Daily lessons September-April	December and March-April ELA EOC scores	<b>Formative Notes:</b> Approximately 65% of all on level English students have at least one ELA EOC test still to pass before graduation.  <b>Summative Notes:</b> As best we can tell, we were able to move about 35% of these students to the passing standard for the ELA EOC 1 and 2 exams.
12 <sup>th</sup> grade on level English classes will be sheltered to include only those students who have not passed one or both ELA EOC exams. These sheltered settings will receive intensive exposure to EOC exam preparation. With each daily lesson plan, English teachers will designate the specific strategies used that day to prepare students for the EOC exam.	Daily lessons September-April	December and March-April ELA EOC scores	Summative notes: We were able to move approximately 70% of these seniors to the passing standard for the ELA EOC 1 and 2 exams.

### Critical Action 3

**Critical Action:** In order to meet the accountability safeguard of achieving 60% level II performance on the algebra EOC exam, we will target interventions for our Hispanic population (43%) and our economically disadvantaged population (50%).

<b>Project Lead:</b>		George King, Sheela Daniels, Linda Becker						
<b>Staff:</b>		Selected math teachers						
<b>Materials and Resources:</b>		none						
<b>Targeted Area:</b>	<input 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 3:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Those students who have not passed the EOC algebra 1 exam will be enrolled in a one week math boot camp prior to the December testing window.	November 7-30	December algebra 1 EOC scores.	<p><b>Formative Notes:</b> We have 30 students who still need to pass the algebra 1 EOC exam.</p> <p><b>Summative Notes:</b> We were able to move 70% of these students to the passing standard on the algebra EOC exam.</p>
Students who have not passed the algebra 1 EOC exam will be enrolled in either math models or AQR. These classes will focus on review of algebra 1 concepts.	August	Class enrollment	



### Critical Action 4

**Critical Action:** In order to meet the accountability safeguard of 88% four year graduation rate, we will target interventions for our ELL students on their four year graduation rate of 75%. In order to meet the accountability safeguard of 90% five year graduation rate, we will target interventions for our ELL students on their five year graduation rate of 86.4%.

<b>Project Lead:</b>	George King, Carah Marquez							
<b>Staff:</b>	Counseling team, administrative team							
<b>Materials and Resources:</b>	none							
<b>Targeted Area:</b>	<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 checked="" type="checkbox"/> Other:

#### Strategies for Accomplishing Critical Action 4:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
The administrative and counseling teams will make use of Community In Schools, our Spanish speaking parent liaison, our truancy court clerk, and our drug counselor to form a safety net for students attempting to drop out of school. Administrators, counselors, and other intervention specialists mentioned above will meet regularly with these identified students. A review of these students and their progress will occur weekly in an administrative team meeting.	daily	Improved performance in the percentage of graduates.	<p><b>Formative Notes:</b></p> <p><b>Summative Notes:</b> We will receive our graduation rates in August when the TEA publishes this data.</p>

### Critical Action 5

**Critical Action:** We will increase the number of ELL students who graduate on the recommended plan or the foundation/endorsement plan.

<b>Project Lead:</b>		George King, Carah Marquez							
<b>Staff:</b>		Administrative team, counseling team							
<b>Materials and Resources:</b>		none							
<b>Targeted Area:</b>	<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 checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Other:

#### Strategies for Accomplishing Critical Action 5:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
The counseling and administration teams will review the transcripts of our ELL students and develop strategies for each student to maintain enrollment in the recommended or foundation/endorsement graduation plan. The counselor will meet with each of these students once in the fall and once in the spring semester to implement and review these individual plans.	weekly	Percentage of ELL students in the second semester on the recommended or foundation/endorsement plan	<p><b>Formative Notes:</b></p> <p><b>Summative Notes:</b> We will receive our graduation rates in August when the TEA publishes this data.</p>

## 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	Formative Notes:  Summative Notes:
	Monitor high risk areas. <b>(Required)</b>	Principal Designee	Staff assignments/schedule	
	Follow Campus Rules/Expectations. <b>(Required)</b>	Principal	Code of Conduct, District Handbook Campus Handbook	
<b>Staff</b>	<b>EDUCATION:</b>			
	Participate in annual staff training on bullying/sexual harassment. <b>(Required)</b>	Principal or designee	Handouts/PowerPoint	
	Review referral process. <b>(Required)</b>	Principal or designee	Campus referral plan	
<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	
	Implement campus referral plan. <b>(Required)</b>	Principal or designee	Campus Referral Plan	
	Utilize Discipline Management strategies. <b>(Required)</b>	Principal or designee	Discipline Management Plan	

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

## 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.	Front office staff	August 2016, and as new students enroll throughout the year	Formative Notes:  Summative Notes:
Identify parents without computer/internet access to offer hard copies of school information.	Front office staff	August 2016, and as new students enroll throughout the year	
Upgrade and maintain the campus website for easy access and increased communication with the community.	Front office staff	Update in August and as the need arises	
Communicate information through eNews.	Front office staff	As the need arises	
Utilize social media to keep parents and community informed.	Front office staff; clubs and organizations	As the need arises	
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Principal	Monthly meetings, August – May	
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	Principal	Various programs and date through the year	

## 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	