



Plano ISD

Campus Improvement Plan: 2016-2017
School Based Improvement Committee

McMillen High School

Principal: Brian Lyons

Mission Statement:
Cultivating our potential yields a thoughtful revolution!

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): **Thursday, September 22, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Thursday, January 26, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Thursday, May 25, 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			
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 State Certified 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 State Certified Teachers	10 (Coord)	Coordination and Integration
Program Funding			
Staffing	i.e. Teacher		
Parental Engagement	i.e. Parent programs, RAMP up for Kindergarten Program		
Student and Campus Capacity Building	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
Trang Nguyen	Faculty Member	2016	P		
Michael Lloyd	Faculty Member	2013	P		
Craig Mims	Faculty Member	2014	P		
Lorraine Seawright	Faculty Member	2012	P		
Dr. Mary Long	Faculty Member	2011	P		
Zoe Deaton	Faculty Member, Special Education	2016			
Brian Lyons	Principal	2014	P		
Gerald Brence	District Professional	2014			
Marilyn Davis	Campus Professional, Non-teaching	2014			
Dana Rotramel	Support Staff Member	2014			
Heather Seanger	Parent-Selected by PTA	2016	P		
Liz Lansing	Parent-Selected by Principal	2016	P		
Angela McCurdy	Parent	2014			
Sreelatha Damodaron	Parent	2014	P		
Tiffany Bush	Parent	2016			
Carol Atkins	Parent	2013			
Mona Davis	Parent	2016			
Jill Engelking	Community Member	2014			
Arthur Cotton	Community Member	2016			
Catherine Iden	Business Representative	2013			
Daniel Ramirez	Business Representative	2016			
Thomas Dang	Student	2016			
David Sarabia	Student	2016	P		
Maddie Pupo	Student	2016			
Justin Lee	Student	2016			

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
<p>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.</p>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<p>Violence Prevention and Bullying</p>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<p>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.</p>	<p>1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)</p>	<p>All</p>
<p>Highly Qualified Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.</p>	<p>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)</p>	<p>All</p>
<p>Transition of Pre-KN Students: The transition from early childhood to elementary school is supported by the campus and district. (Title I Campuses only)</p>	<p>1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)</p>	<p>Title I only</p>

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 (P³A 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 innovative scheduling to achieve academic goals.

2. Study and use the district's written curriculum. PPPA SW 1

3. Use instructional coaches to strengthen teachers' instructional skills. PPPA SW 8

4. Model and promote substantive collaboration to foster a learning community. PPPA SW 9

5. Supplement classroom interventions with targeted support for students who perform below grade level. PPPA SW 17

Critical Action 1

Critical Action: Use innovative scheduling to achieve academic goals.

Project Lead: Brian Lyons and Craig Mims	
Staff: Craig Mims	
Materials and Resources: Master schedule, TEKS, PISD Curriculum Data planner	
Targeted Area:	<input 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 checked="" 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
Create horizontal teaming time along with planning time during the day to strengthen the curriculum and support other subjects. <ul style="list-style-type: none"> The social studies department chair along with team members created a master schedule that would allow teams to share a common planning period to analyze student work and mastery. 	Weekly team meetings	Meeting agenda and meeting notes	<p>Formative Notes: The social studies department chair along with team members created a master schedule that would allow teams to share a common planning period to analyze student work and mastery</p> <p>Summative Notes: Implementation of a structure school-wide content area PLC will begin the fall of 2017</p>
Embed intervention opportunities into every unit to ensure student success. Allow student to make up work and achieve understanding during class time. <ul style="list-style-type: none"> During the campus lunch period, campus leadership team members developed a mandatory tutorial program that would target students unable to demonstrate mastery during three week progress report checks. A creation of a school-wide lunch program allowed students 72-minutes to eat, attend tutorials, review assessments, redo assessments, and study reduced the number students failing multiple classes every three-weeks by 50-55 percent. 	Mandatory tutorials once/week	Student attendance	<p>During the campus lunch period, campus leadership team members developed a mandatory tutorial program that would target students unable to demonstrate mastery during three week progress report checks. A creation of a school-wide lunch program allowed students 72-minutes to eat, attend tutorials, review assessments, redo assessments, and study reduced the number students failing multiple classes every three-weeks by 20-25 percent.</p> <p>Summative Notes: The team and administrators believe the need to develop an attendance tracking method as well as incentives to get more of the needy learners to attend.</p>

Critical Action 2

Critical Action: Study and use the district's written curriculum. PPPA SW 1

Project Lead:	Brian Lyons Michael Lloyd, Robin Woodard							
Staff:	All ELA Team Teachers							
Materials and Resources:	TEKS, PISD Curriculum Data planner							
Targeted Area:	<input 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 2:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Be certain that all school leaders can access the stated learning outcomes in the districts written curriculum for any grade or subject <ul style="list-style-type: none"> Utilize Google Classroom and face-to-face meetings to ensure curriculum is being followed with fidelity and identify learning and curriculum gaps that may exist. 	Weekly team meetings	Meeting notes	Formative Notes: Team meetings attended by administrators revealed the need for a more structured and intentional method to discuss student learning. Summative Notes: Implementation of a structure school-wide content area PLC will begin the fall of 2017
Meet as a content leadership team to discuss how each leader will use his/her knowledge of the written curriculum to positively impact teaching and learning in your school <ul style="list-style-type: none"> Utilize our campus 72 minute lunch, also known as Lion's Lunch to meet as a team to discuss curriculum and student learning objectives. 	Use district content as a specialists to assist in curriculum implementation	Email requests Meeting notes	Utilized Google Classroom and face-to-face meetings ensure curriculum is being followed with fidelity and identify learning and curriculum gaps that may exist. Utilized our campus 72 minute lunch, also known as lion's lunch to meet as a team to discuss curriculum and student learning objectives.

Critical Action 3

Critical Action: Use instructional coaches to strengthen teachers' instructional skills. PPA SW 8

Project Lead:	Brian Lyons, Lorraine Seawright, Rhonda Kurtz							
Staff:	All Science team teachers							
Materials and Resources:	TEKS, PISD science curriculum, SAS, STAAR, Biology on-line text (http://my.hrw.com)							
Targeted Area:	<input type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input checked="" 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
Use district instructional coach to work collaboratively with teachers (new to teaching or the district). The focus being all teachers are learners and that learning from colleagues is highly valued.	Once per semester	Meeting notes Email to coach	<p>Formative Notes: The district coordinators conducted walk through with JD and with Departments chairs from October through March. After each walk through, we debriefed as a team to address strengths and areas of growth</p> <p>Summative Notes: Develop a tool that will focus on the feedback that can be measured. We will utilize the feedback and create a Google form for teachers to access after walk-throughs</p>
Focus all work of the instructional coach (with in the dept. also) on the specific curriculum, instruction, and assessment activities that will lead to increased student achievement.	Collaborate during lion's lunch	Meeting notes Quarterly PLC meetings	<p>Team meetings attended by administrators revealed the need for a more structured and intentional method to discuss student learning.</p> <p>Summative Notes: Implementation of a structure school-wide content area PLC will begin the fall of 2017</p>

Critical Action 4

Critical Action: Model and promote substantive collaboration to foster a learning community. PPPA SW 9

Project Lead:		Brian Lyons, Trang Nguyen						
Staff:		All Math Team Teachers						
Materials and Resources:		TEKS, PISD Curriculum Data planner						
Targeted Area:	<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 4:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Build teachers capacity for collaboration</p> <p>1. Ensure that the time has been allocated for teachers to meet collaboratively.</p>	Common conference period to meet weekly for planning	Meeting notes	<p>Formative Notes: Math team will modify their tutorial schedule that will allow more students to access teachers during Lions Lunch.</p> <p>Summative Notes: Implementation of a structure school-wide content area PLC will begin the fall of 2017</p>
2. Analyze student formative assessments	Weekly team meeting/PLC meetings	Meeting notes	<p>Formative: Team meetings attended by administrators revealed the need for a more structured and intentional method to discuss student learning.</p> <p>Summative: Implementation of a structure school-wide content area PLC will begin the fall of 2017</p>
3. Allow teachers to observe a peer on campus or different campus conducting a lesson with a student-centered focus.	At least once/semester	Peer observation reflection form	<p>Formative Notes: Finding time to observe peers is stressful because of the amount of anxiety of covering the material.</p> <p>Summative: Video recording lessons of peers and allowing peers to view them during a PLC meeting or team meeting would reduce the need to find coverage and missing instructional time.</p>

Critical Action 5

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

Project Lead:	Brian Lyons								
Staff:	Tracie Langford, Eric Lockett, Michael Lloyd, Trang Nguyen, Lorraine Seawright, Craig Mims								
Materials and Resources:	TEKS, PISD science curriculum, SAS, STAAR, Biology on-line text (http://my.hrw.com)								
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"/> Reading	<input 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
1. Department will discuss specific interventions for students needing extra support biology and chemistry.	Weekly team/PLC meetings	Meeting notes	<p>Formative Notes: Students will sign up with “expert” teachers successful teaching a specific standard</p> <p>Summative Notes: Chemistry students gave positive feedback. They were pleased they were able to attend tutorials offered by teachers other than their own. There were less failures in chemistry then previous years.</p>
2. Create a two sections of an Academic Literacy course for our modified students receiving special education services	Master schedule course request/addition	Master schedule	<p>Formative Notes: Reading for our students has generated a lot of interest with Coach Goslin teaching. She has put in a request to order additional reading books at the request of her students</p> <p>Summative Notes: Coach Goslin will start a book club for students that traditionally do not like to read based on the feedback she was given by her students.</p>
3. Each Department will create a mandatory schedule to specifically target our special education and ESL students during the school day from 12:30-1:00.	Weekly tutorials	Student attendance log	<p>Formative Notes: Mandatory tutorials begin at 12:29 and end at 12:55. Developing a reliable and uniform attendance tracking is needed</p> <p>Summative: Creating of a Google attendance tracker put into place allowed for the entire campus to track</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			student attendance proved to be helpful.
4. Science teachers will review technology to implement more virtual lab experiments.	Consult with content specialist	Email request Feedback from PLC meeting	Formative: the science department as of today, January 2017 have not found any virtual labs that can be utilized in the classroom for students that are absent to re-create. Summative: Research alternatives for virtual labs.

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)
Staff	PREVENTION:			
	Identify high risk areas. (Required)	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Our teacher principal advisory committee to discuss issues once per 6 weeks
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	We changed our duty assignments to target unwanted behaviors.
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	Followed district policy
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	Participated in district mandated training.
	Review referral process. (Required)	Principal or designee	Campus referral plan	Reviewed campus procedure for reporting
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	Established standard operation procedure for administrators when questioning and investigating student disruption.
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	Followed our current plan
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	Established a progressive discipline rubric

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)
All Students	PREVENTION:			
	Clearly state student expectations/campus rules/citizenship. (Required)	Principal or designee	Code of Conduct/ Student-Parent Handbook	We changed our duty assignments to target unwanted behaviors. Implementation of campus PBIS.
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	We changed our duty assignments to target unwanted behaviors.
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	Code of Conduct/ Student-Parent Handbook	Established a progressive discipline rubric
	Employ discipline interventions: (Required)	Designated staff	Code of Conduct/ Student-Parent Handbook	Established standard operation procedure for teachers when managing/addressing student disruption in the classroom
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Discipline Management Plan	Established a progressive discipline rubric
	Conference with parents/students. (Required)	Teachers or other staff	Principal or designee and teachers	Established a progressive discipline rubric

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.	August 2016, as the need arises	August 2016 Schedule/Registration, as the need arises	Formative Notes: Summative Notes:
Identify parents without computer/internet access to offer hard copies of school information.	Daily, as the need arises	August Schedule/Registration 2016, as the need arises	
Upgrade and maintain the campus website for easy access and increased communication with the community.	Monthly (September through May)	Initial update in August, as the need arises	
Communicate information through eNews.	Weekly, as the need arises	Weekly eNews, as the need arises	
Utilize social media to keep parents and community informed.	August 2016, as the need arises	As the need arises	
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Monthly (September-June)	Monthly meetings, starting September through May	
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	August 2016, as the need arises	Various dates and programs 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.

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

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	