



Plano ISD

Campus Improvement Plan: 2017-2018

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.

Planning Timelines and Meeting Dates

- Needs analysis (STAAR GAP Analysis), goal setting, analysis of Critical Actions and strategic planning: **July - September 2017**
- Campus teacher data analysis day: **August - September 2017**
- SBIC Plan due for DBIC review: **October 6, 2017**
- Meeting 1: SBIC approves the improvement plan (by October 4, 2017): **Monday, October 16, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Monday, January 22, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Monday, June 04, 2018**

2017-2018 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 Teachers	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

TEA Strategic Priorities

Every child, prepared for success in college, a career or the military.			
Goal 1	<u>Recruit, support, and retain</u> Teachers and Principals	Goal 3	Connect high school to <u>career</u> and <u>college</u>
Goal 2	Build a <u>foundation</u> of <u>reading</u> and <u>mathematics</u>	Goal 4	<u>Improve</u> low-performing schools

Information regarding the TEA Strategic Plan may be accessed here: http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

SBIC Committee

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Mandy Arnold	Faculty Member	2015			
Shanique Leonard	Faculty Member	2015			
Randall Curry	Faculty Member	2015			
Tricia Cannon	Faculty Member	2015			
Candace Neal	Faculty Member	2015			
Lisa Brown	Faculty Member	2016			
Scott Shaw	Faculty Member	2015			
Laura Caffrey	Faculty Member, Special Ed	2017			
Sarah Watkins	Principal	2010			
Marie Heath	District Professional	2017			
Glenn Davis	Campus Professional, Non-teaching	2010			
Pamela Clark	Campus Professional, Non-teaching	2013			
Shauna Fry	Support Staff Member	2017			
Sravanthi Borra	Parent-Selected by PTA	2017			
Deborah Burton-Rhodes	Parent-Selected by Principal	2017			
Rizwana Farooqi	Parent	2017			
April Hooks	Parent	2017			

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Angela King	Parent	2017			
Kyung Yool Min	Parent	2017			
Andrea Moody	Parent	2017			
Eladia Olmedo	Parent	2017			
Steven Scott	Parent	2017			
Paul Weaver	Community Member	2017			
Mathew Polze	Community Member	2011			
MK Werner	Business Representative	2016			
Larry Harper	Business Representative	2010			
Josie Pizzo	Student	2017			
Parker Stiles	Student	2017			
Ethan Moore	Student	2017			
Annie Lu	Student	2017			
Selina Tse	Ad Hoc Member ^{Optional}	2017			

Information regarding the SBIC Committee, membership, terms, etc. (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 Approaches Grade Level Standard 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
Transition: The campus will assist students in making a successful transition between: early childhood to elementary; elementary to middle school; middle school to high school; and high school/sr. high school to college, the workplace or the military.	1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)	All
State Certified Teachers and Highly Qualified Paraprofessional Staff: 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

Summary of 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 diagnostic);
- STAAR/EOC GAP Analyses;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

School Wide and/or Targeted Core-Subject Critical Actions
1. Use high-yield instructional strategies as tools to support rigorous learning. PPPA CL #6
2. Discuss student performance results early and often with principal, parents, and students. PPPA CL #11
3. Supplement classroom interventions with targeted support for students who are performing below grade level. PPPA SW #17
4.
<p>Critical Actions to Address Missed State Safeguards:</p> <ul style="list-style-type: none"> • Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P³A Best Practice #17) • Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P³A Best Practice #13) • Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P³A Best Practice #14)

Critical Action 1

Critical Action: Use high-yield instructional strategies as tools to support rigorous learning.

Project Lead:	Associate Principal for Curriculum							
Staff, Title I Staff:	Teaching staff							
Materials and Resources:	Various books, expenses for external trainings							
Targeted Area:	<input checked="" 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: ELL's

Strategies for Accomplishing Critical Action 1:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
TEA Goal #2 –			Formative Notes:
1. Provide professional learning on purposeful grouping including Kagan training.	Fall 2017	Teacher attendance records	Summative Notes: Completed through staff professional development
2. Provide professional learning on reflective thinking strategies.	August, October 2017	Teacher attendance records	Completed through staff professional development
3. Provide professional learning on strategies for English language learners.	Fall 2017	Teacher attendance records	Completed through staff professional development throughout the year
4. Provide professional learning on critical reading of nonfiction texts.	August, October, November 2017	Teacher attendance records	Completed through staff professional development throughout the year
5. Utilize district instructional specialists to support implementation of above strategies.	October 2017 through May 2018	Walkthroughs, teacher reflections, goal setting meetings	100% of goal meetings were completed. Admin participated in some walkthroughs and also regularly met with instructional teams throughout the year. District professional learning specialists presented on AVID questions strategies and acad. Vocab.

Critical Action 2

Critical Action: Discuss student performance results early and often with principal, parents, and students.

Project Lead:	Administration							
Staff, Title I Staff:	Teaching and counseling staff							
Materials and Resources:	Time							
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 checked="" type="checkbox"/> Other: C2E, at risk, ELL

Strategies for Accomplishing Critical Action 2:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
TEA Goal #3 – 1. Provide parents school information through ELL Parent Night.	September 2017	Agenda, attendance log	Formative Notes: Summative Notes: ELL Team hosted a parent night in the fall and one in the spring.
2. Provide C2E students with AP Boot Camp	August 2017	Agenda, attendance log	Approximately 60 students attended this workshop before the start of school to receive instruction on organization, time management, and study skills.
3. Educate parents regarding college choices, college application process, and FAFSA/financial aid.	September, October 2017	Agenda, attendance log	Counselors hosted meetings throughout the year to provide the community with college information. PTSA also had information nights. School hosted College Fair in September.
4. Review student concerns weekly through counseling, CMIT, and admin meetings.	Fall and spring semesters	Agendas	All weekly meetings began with focus on students of concern to determine best next course of action.
5. Review student needs in special education through weekly meetings.	Every Monday and Thursday through 17-18 year	attendance logs, agendas	Meetings were held on Monday afternoons and Thursday mornings to review students and provide professional development. Meeting for paraprofessionals were held on Wednesday mornings.

Critical Action 3

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

Project Lead:	Administrators							
Staff, Title I Staff:	Teaching Staff							
Materials and Resources:	Various books, professional development, professional learning discussions							
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 checked="" type="checkbox"/> Other: ELL's

Strategies for Accomplishing Critical Action 3:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
TEA Goal #4 – 1. Increase language scaffolding and language enrichment in general classes to improve language acquisition for ELL's.	November through May 2018.	Lesson plans, team discussions	Formative Notes: Summative Notes: Waiting on TELPAS results.
2. Increase the number of students in Honors English IV taking the AP Lang comp test.	May 2018	Data from College Board	No data available at this time.
3. Utilize data from benchmark testing to identify students below grade level in US History and provide ongoing tutoring on Fridays and full-day remediation in March.	September 2017 through April 2018	Grade data, teacher notes	98% passing rate with 65% achieving the masters level on the EOC US History exam.
4. Incorporate upper level questioning and text analysis in social studies to increase the number of high performing students on the US History STAAR.	September 2017 through April 2018	Lesson plans, team discussions	The increase in the percentage of students achieving at the highest level on the exam may be a result of this initiative. US History also completed a book study on <u>Teach Like a Pirate</u> .
5. Implement EOC-focused classes in English, including ESL.	September 2017 January 2018	Class rosters, results on English I and II EOC's	Scheduling conflicts and changes in personnel made this initiative difficult to carry out this year.

Critical Action Addressing Missed State Safeguards

Critical Actions to Address Missed State Safeguards:

- Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P³A Best Practice #17)
- Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P³A Best Practice #13)
- Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P³A Best Practice #14)

Project Lead:		Administrators						
Staff, Title I Staff:		Teaching Staff						
Materials and Resources:		Professional development						
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 checked="" type="checkbox"/> Other: ELL

Strategies for Accomplishing Critical Actions to Address Missed State Safeguards:

Action Step • TEA Strategic Priorities Goal #4 per Action Step (If Applicable)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
1. Implement EOC-focused classes in English, including ESL.	September 2017 January 2018	Class rosters, results on English I and II EOC's	Scheduling conflicts and changes in personnel made this initiative difficult to carry out this year.
2. Provide professional learning on purposeful grouping including Kagan training.	Fall 2017	Teacher attendance records	Provided through professional development throughout the year.
3. Increase language scaffolding and language enrichment in general classes to improve language acquisition for ELL's.	November through May 2018.	Lesson plans, team discussions	Waiting on TELPAS results.

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.	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Formative Notes: Reviewed incident data Summative Notes: Focused on bathroom areas to identify students who were not where they were supposed to be.
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	Staff walks the halls. Principals monitor high needs areas, including bathrooms.
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook, Campus Handbook	Implemented campuswide uniform passes for bathrooms and halls.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	Completed online.
	Review referral process.	Principal or designee	Campus referral plan	Created online referral form.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Presented information on restorative practices. Provided training in restorative practices for a new group of teachers.
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	See online referral form.
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Focused on restorative practices.

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.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Administrative presentations at the beginning of the year.
	Monitor high risk areas.	All staff	Schedule (if necessary)	Use of tip line.
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	Teachers utilized the online referral form to provide information regarding student concerns.
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions.	All teachers	Referral forms	Teachers received training on restorative practices and began utilizing them in a limited way.
	Employ discipline interventions.	Designated staff	Restorative circles led by staff.	Decrease in number of students placed at SPC.
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Admin team and key teachers	Restorative circles are being held for students in conflict and for students returning to PSHS from the alternative school.
	Conference with parents/students.	Teachers or other staff	Teachers, admin, counseling	Ongoing throughout the year.

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 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 other electronic information.	Admin team	August 2017	Formative Notes: Summative Notes: about 95% have portal access.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access.	Counseling, admin	Fall 2017	Made available as requested.
Upgrade and maintain the campus website for easy access and increased communication with the community.	Webmaster	October 2017	October 2, 2017, new website was implemented
Communicate information through eNews and through hard copies when internet access is not available.	Front office staff	4 days a week	eNews was sent out at least 4 days a week.
Utilize social media to keep parents and community informed.	Admin	August 2017	Active Twitter connects community to news and daily announcements.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Principal	Monthly throughout the year	Monthly meetings were held.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	Principal	Fall 2017 for planning, spring for implementation	PTSA held programs regarding the college process.

Transition

Critical Action Step: The campus will assist students in making a successful transition between high school to college, the workplace or the military.

Strategies for Accomplishing Transition Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Academic Conferences - Counselors meet with parents and students to monitor academic progress and work with students to achieve academic goals.	Counselors	Spring 2018 – February-March	Formative Notes: Summative Notes: Counselors held over 1300 individual conferences, February – April.
The campus guidance program includes the college admission process, college entrance exams, letters of recommendation, college financial planning nights, and other post-secondary plans.	Counselors	College Night, September 2017, September/October 2017, December-February 2018	Over 100 colleges were present to offer students from across the district information about their schools.
The campus will provide website links and offer hard copies for: PISD's University Ready Program; Naviance; and the College Board Website.	Counselors	Fall 2017 – September-October	See website.
The campus will provide information to Career Path Classes and certification information to students and parents.	Counselors	Spring 2018 – February-March	College Counselor became available to students 2 days a week starting in October.
The campus guidance program will include both parent and student programs that address the pressure and stress students face at school and at home. (i.e. suicide prevention)	Counselors	September, October 2017	Counselors established routines to meet needs of students and provide parent support for those who have a student in crisis.

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. Title I Component 5 Funding source: State and Local	August 2017 to May 2018	Formative Notes: Summative Notes: Pam Clark recruited at the Regional Job Fair in October 2017.
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. Title I Component 5 Funding source: State and Local	Monthly Bilingual Stipends, July 2017 to June 2018	
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. Title I Component 5 Funding source: State and Local	August 2017 to May 2018	
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. Title I Component 4 and 5 Funding source: State and Local	July 2017 to June 2018	
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. Title I Component 5 Funding source: State and Local	July 2017 to June 2018	