



Plano Independent School District Campus Improvement Plan

Plano Sr. High School

2200 Independence Pkwy.

Plano, TX 75075

2018-2019

Table of Contents

Vision and Mission Statements for District and Campus3
Campus Information.....4
State Goals and Objectives.....5
Site-Based Improvement Committee Members6
State Compensatory Education Program Information8
Comprehensive Needs Assessment Summary9
Critical Action #110
Critical Action #211
Critical Action #313
Violence Prevention and Bullying.....15
Parent Involvement.....17
Transition18
State Certified Teachers and Highly Qualified Paraprofessionals19

Vision and Mission Statements for District and Campus

Plano ISD Vision Statement

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

Plano ISD Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

District Goals

Plano ISD has two major ongoing district goals:

- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Campus Mission Statement

The mission of Plano Senior High School is to graduate responsible individuals prepared to function with integrity in a rapidly changing world.

Campus Information

Administration Team

Principal, Sarah Watkins

Associate Principal, Coryn Prince

Associate Principal, Andrew Jacob

About Us

Non-Title I Campus

Campus Status

X Non-Title I Campus

Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 10/15/2018 04:30 pm

Meeting 2: Progress monitoring and review of strategic plan - 02/04/2019 04:30 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 06/04/2019 03:00 pm

State Goals and Objectives

The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.

Objective #2 - Students will be encouraged and challenged to meet their full educational potential.

Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.

Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

Goal #1 - **Recruit, support,** and **retain** Teachers and Principals.

Goal #2 - Build a **foundation** of **reading** and **mathematics**.

Goal #3 - Connect high school to **career** and **college**.

Goal #4 - **Improve** 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/

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Debbie O'Reilly	Faculty Member	2018	X	X	
Shanique Leonard	Faculty Member	2015		X	
Randall Curry	Faculty Member	2015	X		
Heidi Schubert	Faculty Member	2018		X	
Candace Neal	Faculty Member	2015			
Lisa Brown	Faculty Member	2016	X	X	X
Scott Shaw	Faculty Member	2015	X	X	
Ellen Yee	Faculty Member, Special Ed	2018	X	X	X
Sarah Watkins	Principal	2010	X	X	X
Katie Flores	District Professional	2018	X		X
Andrew Jacob	Campus Professional, Non-teaching	2018	X	X	X
Coryn Prince	Campus Professional, Non-teaching	2018	X	X	X
Shauna Fry	Support Staff Member	2017	X	X	X
Leah Stradley	Parent-Selected by PTA	2018	X	X	
Lamya Saleh	Parent-Selected by Principal	2018			
Fabiola Santibanez	Parent	2018	X		
Chaf St. John	Parent	2018	X		
Harshal Chhaya	Parent	2018	X	X	
Charlene Nance-Mannon	Parent	2018	X	X	X
Caroline Langton	Parent	2018	X		
Murli Manickam	Parent	2018			

Plano Sr. High School – 2018-2019 Campus Improvement Plan

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Shelley Fyfe	Parent	2018	X	X	
Paul Weaver	Community Member	2017	X	X	X
Mathew Polze	Community Member	2011	X	X	X
Larry Harper	Business Representative	2010	X		X
MK Werner	Business Representative	2016	X	X	X
Cesar Mendoza	Student	2018			
Dillan Walker	Student	2018			
Gina Furman	Student	2018		X	
Howard Yen	Student	2018	X	X	X

State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD’s compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state’s eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

SCE Program Funding

SCE Total	\$71221.02	State Compensatory Ed funds allocated for allowable supplemental resources and 1 staff.
------------------	------------	---

Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Growing diversity	Closing gaps	Increase underserved populations in AP.
Student Achievement	Graduation rate	Declining percentage taking ACT/SAT	Increase underserved populations taking tests.
School Culture and Climate	Traditions	Safety concerns	Ensure all students wear badges.
Staff Quality/ Professional Development	Team planning	Increased structure of PLC's	Develop structured collaborative teaming.
Curriculum, Instruction, Assessment	Common assessments	Closing gaps in advanced courses	Increase underserved populations in AP.
Family and Community Involvement	Use of social media	Closing gaps with diverse families	Increase use of social media.
School Context and Organization	Leadership team	Team leader training	Develop structured collaborative teaming.
Technology	Increased online collaboration	Consistency of use	use of Chromebooks by all departments

Critical Action #1

Problem Statement	Safety is our top priority on campus.
Root Cause and Strategy	Staff mean of 3.31 with SD of 1.2 as compared to admin mean of 4.33 with SD of 82 revealed disparity in perception of safety.
Goal	Administration and safety monitors will increase visibility throughout campus, utilizing weekly walkthroughs and daily designated patrol areas to increase situational awareness and provide direct support to staff.
Project Lead	Assistant Principal
Staff, Title I Staff	Administrative team, safety monitors
Materials and Resources	Time, Radios, ID badges

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
Set up walkthrough schedule.				August 2018	Schedule distributed to administrative team	More consistent walkthroughs in each department	Some Progress		Some Progress Administrators completed between 50 and 100 WT's.
Designate patrol areas.				August 2018	Plan distributed to staff	High-traffic areas more consistently monitored	Some Progress		Significant Progress The addition of safety monitors, in addition to police presence, allowed for almost continuous monitoring of key areas.
Orient safety monitors.				August 2018 and ongoing	Notes from meetings throughout the year	Coordination between safety monitors, Plano PD, and campus administration	Some Progress		Some Progress The principal in charge of safety served as coordinator between campus, PD and monitors in order to make communication efficient.

Critical Action #2

Problem Statement	We are committed to supporting collaboration among teams, frequent opportunities for teacher input school-wide, and increasing teacher efficacy.
Root Cause and Strategy	School leaders expressed a need for collaboration in creating and communicating expectations which affected the enforcement of campus procedures related to safety, student attendance, and restorative practices.
Goal	Establish the HRS model of collaborative teams campus-wide by providing a two-phased training approach including team leader training prior to the beginning of the school year and monthly team leader meetings to assess progress and provide support, as needed.
Project Lead	Principal
Staff, Title I Staff	Administrative team, teachers
Materials and Resources	Time, training resources from District Curriculum department, district-provided sub codes

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
Train all teams and departments using HRS collaborative team structure				July, 2018	Meeting agenda	Thorough understanding of collaborative teams by team leaders	Significant Progress		Some Progress Training of team leaders completed July 2018.
Monthly meetings with team leaders				Monthly, 2018-2019	Meeting agenda	Improved understanding of collaborative teams by team leaders	On Track to Make Progress		Some Progress Meetings held during the 2 lunches 3 times each semester. Discussion centered around improving collaborative teams.
Utilization of district-provided Extended Planning sub-codes				Monthly, 2018-2019	Sub-code tracker, Exit Survey	Teams will focus on meaningful collaborative practices	On Track to Make Progress		Significant Progress Teams across the school and in some cases across buildings in our feeders system utilized extended planning. Additionally, an interdisciplinary team was created to

Plano Sr. High School – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
									provide teacher support for high yield instruction.
Utilization of extended planning focusing on the needs of special education students				November 2018, March 2019	Sub-code tracker, Exit Survey	Staff will identify strategies to support special education students being tested in ELA.			Some Progress Single teachers met with like staff members across the district. team leaders met to make programmatic decisions.

Critical Action #3

Problem Statement	Data from 2018 Accountability: Closing the Gaps indicates three need areas in special education: achievement, graduation rate, and CCMR.
Root Cause and Strategy	planning strategies to determine next steps for students in special education
Goal	We will increase percentage of special education students who graduate and who are CCM ready.
Project Lead	Special Education Department Head
Staff, Title I Staff	Special Education, CTE staff
Materials and Resources	time, staff

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
Identify students not graduating previously.				Fall 2018	Lists of students.	We will identify data that will help us determine why this gap occurred.			Significant Progress Central office provided this list.
Identify students not meeting CCMR previously.				Fall 2018	Lists of students.	We will identify data that will help us determine why this gap occurred.			Significant Progress It was discovered that an incorrect code was used.
Determine current scenarios likely to create same concern.				Fall 2018	List of current students.	We will review IEP's to see how we can meet students' needs.			Significant Progress The correct code has been supplied, 55, so that it does indicate that students meet CCMR.
Implement options to improve outcomes.				Spring 2019	Schedule changes, graduation plans.	Increase in graduation and CCMR.			On Track to Make Progress Increased number of students referred to Texas Workforce Solutions. Increasing size of 3-hour career prep classes for next year. Beginning research with CTE to increase access to those classes.

Violence Prevention and Bullying

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. (Required Action Steps per HB 283)

STAFF PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	Fall 2018		Complete
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Daily		Significant progress.
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Daily		Significant progress

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	Fall Inservice 2018		Complete
Review referral process.	Principal or designee	Campus referral plan	Fall Inservice 2018		Complete

STAFF INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	August 2018		Complete
Implement campus referral plan.	Principal or designee	Campus Referral Plan	August 2018		Complete

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Daily		Some progress

STUDENT PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	September 2018		Complete
Monitor high risk areas.	All staff	Schedule (if necessary)	Daily		Significant progress

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	September 2018		Complete

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	teachers, assistant principals	Daily		Complete
Employ discipline interventions.	Designated staff	assistant principals, teachers	Daily		Some progress
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	RP team	weekly opportunities		some progress
Conference with parents/students.	Teachers or other staff	all staff	daily as needed		complete

Parent 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.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information.	Principal	Principals	July, August 2018		Complete
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access.	Associate Principal	principals, counselors	Fall 2018		Some progress
Upgrade and maintain the campus website for easy access and increased communication with the community.	Principal	web master (teacher)	Fall 2018		Complete
Communicate information through eNews and through hard copies when internet access is not available.	Principal	assistant principal, receptionist, paraprofessional aide	weekly		Complete
Utilize social media to keep parents and community informed.	Principal, office manager	time	daily		Complete
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Principal	Principal	monthly		Complete
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	Principal	Counseling	4 times a year		Some progress

Transition

The campus will assist students in making a successful transition between high school (grades 11 and 12) to college, the workplace or the military.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Academic Conferences - Counselors meet with parents and students to monitor academic progress and work with students to achieve academic goals.	Director of Counseling	counselors	Spring 2019		Complete
The campus guidance program includes the college admission process, college entrance exams, letters of recommendation, college financial planning nights, and other post-secondary plans.	Director of Counseling	counselors	Fall 2018		Complete
The campus will provide website links and offer hard copies for: PISD's University Ready Program; Naviance; and the College Board Website.	Director of Counseling	counselors, registrar	September 2018		Complete
The campus will provide information to Career Path Classes and certification information to students and parents.	Director of Counseling	counselors, college reps, special education staff	Spring 2019		Complete
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)	Director of Counseling	counselors	Fall 2018		Complete

State Certified Teachers and Highly Qualified Paraprofessionals

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. by the Title I Component 4 and 5 Funding source: State and Local	Professional Learning Department, Curriculum Department, and Campus Administrators	PLD, campus staff	monthly		Complete