



Plano Independent School District Campus Improvement Plan

Vines High School

1401 Highedge Road

Plano, TX 75075

2018-2019

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

At Vines High School, we work together to build a learning community of academically, social, emotionally well-rounded individuals through meaningful interactions.

Campus Information

Administration Team

Principal, Julie-Anne Z. Dean

Assistant Principal, Reuben Davis

Assistant Principal, Tonelli Hatley

Assistant Principal,

About Us

Vines High School has a long-standing tradition of excellence in academics, athletics, and performance arts. Over the last decade, approximately 200 Vines students have been named National Merit Semifinalist/Finalist in their junior year at Plano Senior High School. Our strong band, choir, and orchestra programs have garnered Sweepstakes and first place medals in varsity contests each year. In the last two years, the Vines One-Act Play won the district competition. The Vines Whiz Quiz earned the division championship. Two art students earned Gold Seals at the State VASE competition and two were even selected for the Nasher Summer Institute. Nine Vines speech students qualified for the state Texas Forensic Association competition. Four students were finalists for the Princeton University Prize in Race Relations and a former Vines student won the award.

Mascot: Viking.

Motto: Valor. Honor. Scholarship.

School Colors: purple and white.

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 – 09/26/2018 04:30 pm

Meeting 2: Progress monitoring and review of strategic plan - 02/13/2019 04:30 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/15/2019 04:30 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
Reuben Davis, Tonelli Hatley	Faculty Member	2009	X	X	X
Traci Borsattino, Meredith Smith	Faculty Member	2018	X	X	X
Janie Lynn	Faculty Member	2018	X	X	X
Jonathan Cao, Jason Price	Faculty Member	2018	X	X	
Michael Alves	Faculty Member	2018	X	X	X
Glenna Pollett	Faculty Member, Special Ed	2018	X	X	X
Julie-Anne Z. Dean	Principal	2018	X	X	X
Tawn King	District Professional	2018	X	X	X
Jill Robin	Campus Professional, Non-teaching	2018	X	X	X
Stacey Pfohl	Support Staff Member	2018	X	X	X
Junaid Najamuddin	Parent-Selected by PTA	2018		X	
Angie Hickey	Parent-Selected by Principal	2018	X		
Jennifer Denton	Parent	2018	X	X	
Antony Hollingsworth	Parent	2018	X	X	
Michelle Cox	Parent	2018			
Dan Fay	Community Member	2016	X		
Mary Jo Dean	Community Member	2018			
Tasha Mullen (Macaroni Grill)	Business Representative	2018	X	X	
Lizbeth DeLeon- 10th grade	Student	2018	X	X	X
Andrew Yu- 9th grade	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	\$\$71,221.02	State Compensatory Ed funds allocated for allowable supplemental resources and staff.
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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	Vines HS is a very diverse community with approximately 54% of our student body consisting of students from a variety of different races, ethnicity and cultural backgrounds. We have 35 different languages represented here. Vines HS is the Regional Day School for Deaf Education. Vines' students are very accepting of students of diversity and special needs. We have a 10% mobility rate and serve approximately 1023 students.	The fastest growing population at Vines HS is our Economically Disadvantaged population. We have an increasing number of single parent homes and students being raised by their grandparents along with the number of students who do not have stable housing.	Our priority is meeting the basic physical and emotional needs of our students who are in need and to equip parents with the necessary resources and outreach available in PISD and the city of Plano.
Student Achievement	Spring 2018 Biology EOC: 96%	Spring 2018 Algebra I EOC: 86% Spring 2018 English I EOC: 84% Spring 2018 English II EOC: 80%	Our priority needs lie in two areas: Algebra I- Reporting Category 1: Simplify Numeric and Algebraic Expressions Using the Laws Of Exponents Including Integral and

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?
			Rational Exponents with a focus on all student groups. SE: A1.11B, A1. 5C, A1.10E English I- Reporting Category 4: Composition with a focus on our SPED, LEP, ESL and At-Risk sub-populations. English II- Reporting Category 4: Composition with a focus on our SPED, LEP, ESL At-Risk sub-populations.
School Culture and Climate	The school climate at Vines is student centered with an emphasis on Social Emotional Learning. The staff is committed to the use of restorative practices to sustain positive peer to peer interactions. Although maintaining a healthy social and emotional environment for all is critical to the success of our school, student and staff safety is our priority.	We have identified areas of need with 1. substance abuse awareness and education and 2. promotion of extra-curricular student involvement in order to foster a greater sense of school connection.	Our priority is to continue our promotion of SEL campus wide with a focus on youth awareness of mental health along with further student education relating to alcohol and substance abuse and advocating student involvement in extracurriculars. We would like for all students at Vines HS to feel connected to their school community through participation in clubs and organizations.
Staff Quality/ Professional Development	The staff at Vines HS is one that recognizes diversity, professionalism, and commitment to education. We are compassionate in our approach to students and provide support and encouragement to each other.	As a staff, we recognize the need to seek out professional learning opportunities that will help grow us as educators. Putting the very best teachers in every single classroom for our kids is absolutely necessary for the success of of our organization.	As a administrative team, we will identify and respond quickly to campus-wide needs (curricular and non curricular in nature) and provide relevant professional learning opportunities for all staff members. We will also encourage teacher leaders to

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?
	<p>This year, the principal and one assistant principal are new to Vines. We are committed to recruiting quality teachers and working hard to retain these excellent educators on our staff. Every Vines staff member is willing, wanting, and eager to grow and "stretch" as a professional.</p>		<p>pursue professional learning that they can bring back to share with their colleagues.</p>
Curriculum, Instruction, Assessment	<p>A strength of our instructional teams is the value and work we put forth in continued collaboration and the success we have in working side by side as cohesive teams.</p>	<p>Some identified needs in the area of Curriculum & Instruction is our need to find more time to analyze and dig deeper into the data that is accessible through Edugence. Edugence is an outstanding resource, but teachers are challenged with finding the time needed to spend navigating and learning everything Edugence has to offer. We also recognize the importance of considering student cultural differences and experiences when interpreting this data.</p>	<p>As departmental teams, we need to do better work accessing, reviewing, analyzing and discussing data and how we will use it to improve instruction and student achievement.</p>
Family and Community Involvement	<p>At Vines HS, we have take great pride in supporting Plano Senior High School. Our feeder system is very rich in tradition and this is something we promote through our music, fine arts and athletic programs. The Vines HS community is an established community that strongly supports education and our school. Many of our</p>	<p>We would like to advocate for the following: Increased involvement in our PSHS Homecoming Parade and attendance at our PTSA sponsored school dances, promote more followers on our social media Vines Twitter account and take more proactive steps in bringing parent informational nights to our school so to increase parental</p>	<p>Prioritize and sustaining our work in this area so there is on-going communication with our parents such as, informing, educating, "keeping them in the know," and ensuring that all Vines families feel and know they are valued partners in the education of their children.</p>

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	kids have parents who also attended Vines HS. Our community trusts that we are in the business of doing what's best for our students.	awareness on issues our teens are facing in their day to day world.	
School Context and Organization	As a High Reliability Organization, we are proud of the work we are doing in organizing and executing student supervision before, during and after school. We did an excellent job in taking the student and staff feedback from last year regarding block lunch and implemented the necessary changes and revisions this year so block lunch is smooth, organized and well-executed where all students are informed and well aware of our expectations. Every staff member has a role and is held accountable for their contribution(s) to the success of block lunch. We are also maximizing the use of Remind 101 in maintaining on-going communication with students and staff with approximately 65% of our students signed up with Remind (as of September 5, 2018.)	We recognize that critical need for all of us to ensure that every child who is failing two or more subjects is attending mandatory tutorials during block lunch. Another challenge we are faced with this year is meeting the social and emotional needs of our students who previously (at middle school) accessed a Behavior Support Classroom (BSC), but now don't have the access to the same kind of classroom environment. We are in the beginning stages of creating a classroom environment for these children, but with any new program, there are many challenges.	We will focus our work on holding accountable every student who is not finding academic success in the classroom by circulating failure reports to teachers every three weeks, creating mandatory tutorial passes for these students, communicating with parents, and having face to face conversations with these students (Counselors, administrators and Academic Specialist)
Technology	Our Vines is eager to embrace all technology resources that are made available to us. We are very excited that by October 1, 2018 every Vines student will have access to a Chromebook all day every day.	The staff would like to receive more staff training on technology that counts towards their flex hours that is more than a "one-shot" class, but rather a series of classes. In addition, require mandatory training for all teachers is	Our technology focus this year will lie in educating all staff members with technology and providing more professional learning experiences on campus in the form of on-going and "series-like" learning. (Accessing

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?
	Teachers are incorporating more technology in the classrooms as it becomes more readily available, such as, Nearpod, Kahoot, Socrative, Google Classroom, Desmos and Grammarly. Although many teachers are comfortable use these technology related resources i the classroom,. not all teachers feel well versed in doing so.	welcomed so that the the general technology knowledge increases so that we have more than just a few "experts' on the campus. Staff would also like to see digital citizenship as an SEL strand in our SEL curriculum.	district instructional technology experts to come in and facilitate professional learning experiences.)

Critical Action #1

Problem Statement	Overall, our 9th graders are consistently scoring below the district average on SE A1.11B (simplify numeric and algebraic expressions using the laws of exponents, including integral and rational exponents) under Reporting Category 1 (Numbers and Algebraic Methods) on both the Algebra I STAAR/EOC exam and on the second semester district Algebra I exam.
Root Cause and Strategy	(a) We will address the need for effective weekly team planning and collaboration to ensure there is adequate time in the scope and sequence of the curriculum to focus heavily on the laws of exponents (SE A1.11B). (b) We will address the need for effective in-depth data analysis of formative assessments to ensure student understanding and mastery of simplifying algebraic expressions using multiple laws of exponents (SE A1.11B). (c) We will address the need for effective academic supports in addition to the Algebra I class to reinforce classroom instruction and foundational Algebraic skills related to SE A1.11B.
Goal	Increase the percentage of correct answers on questions related to SE A1.11B on both the Algebra I STAAR/EOC exam and the second semester district Algebra I exam.
Project Lead	Campus Principal; Math Department Chair
Staff, Title I Staff	Ninth grade Math Teachers, Special Education Math Teacher, District Curriculum and Instruction Math Specialist
Materials and Resources	District Curriculum, Edugence (STAAR/EOC Item Report, STAAR/EOC Campus Report, STAAR/EOC Student Group Report and District Assessment Item Report for Semester 2 Algebra I), math TEKS, tutorial and block lunch schedule and second semester math exam.

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
Instructional Planning & Team Collaboration: 1. The 9th grade math team will meet weekly for 20 minutes				1. Weekly after-school meetings. 2. Monthly meetings during 5th period.	1. Math TEKS, district curriculum, lesson plans, and meeting notes.	Increase student understanding of using the laws of exponents including integral and rational	On Track to Make Progress 1. Our entire Math Department is collaborating to	Some Progress 1. The Algebra 1 Team had a pull-out Feb. 7, 2019 to analyze the data	On Track to Make Progress Awaiting results from spring Algebra I EOC

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
<p>during school for the purpose of instructional planning and collaboration with the focus on creating daily warm ups that will give students more practice with the following:</p> <p>(a) simplifying numbers raised to powers using multiple laws of exponents (b) math vocabulary (c) fraction activities and (d) function of the week activities.</p> <p>2. The 9th grade math team will meet and plan monthly with district Curriculum & Instructional Specialist (Karen Crow) to discuss how to create on-going practice and learning opportunities for students in the Algebra I class focusing on SE A1.11B and Reporting Category 1.</p> <p>3. The 9th grade math team will meet bi weekly during 5th period to discuss Algebra I curriculum, create student lesson plans and prepare for future student assessments.</p> <p>4. In early January 2019, the math department will spend a full day analyzing semester one Algebra I exam data, identifying priority need areas for second semester, creating action plans for preparing students for the spring 2019 Algebra I EOC exam and designating tutorial groups for students at risk of not meeting standard on the EOC.</p>				<p>3. Weekly meetings during 5th period.</p> <p>4. January 2019</p>	<p>2. Math TEKS, district curriculum, lesson plans, meeting notes, and feedback from C & I Support Specialist.</p> <p>3. Math TEKS, district curriculum, lesson plans, and meeting notes.</p> <p>4. Math TEKS, district curriculum, first semester Algebra I exam results (Edugence), agenda, meeting notes, plan of a action for identified priority need areas, and designated student tutorial group lists.</p>	<p>exponents and improve student mastery of this SE on the Algebra I STAAR/EOC exam.</p>	<p>create and implement learning and review strategies to help students who did not pass the STAAR/EOC spring/summer 2018.</p> <p>2. Beginning after Thanksgiving break, tutorials will be maximized each day during block lunch for 3 weeks to review EOC content for our re-takers. Each tutorial will be designed to cover each content area. The students will sign in on a google doc. each time he/she attends a tutorial so that we can keep track of student attendance. The principal will notify the parents of the students who will be required to participate in EOC tutorials.</p> <p>4. The most recent released STAAR/EOC exam was used along with reviews/quizzes/test s and curriculum-related worksheets to reinforce skills. Our math team will be planning more strategies at the beginning of next semester in</p>	<p>from the fall semester exam. The team examined each item on the exam, along with Learning Objectives and TEKS established by the state of Texas. Our team was able to determine which concepts need more support from our curriculum to ensure better student understanding and greater success with answering these problems correctly.</p> <p>2. Ms. Hsieh, who teaches Honors Algebra 2 is organizing and facilitating an "Algebra Buddy System" to help our Algebra 1 students who are struggling academically and are at risk of not passing their spring Algebra 1 EOC. Students will be mentored weekly during designated tutorial times during block lunch</p>	<p>exam and spring semester exam.</p>

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
							preparation for the 2019 Algebra 1 EOC exam.		
<p>Analysis of Data:</p> <p>1. The 9th grade math team will meet bi weekly to review, discuss, interpret formative student data with an analysis emphasis on SE A1.11B.</p>				1. Weekly meetings during 5th period.	1. Progress as measured in student data on progress reports and report cards (Gradebook).		On Track to Make Progress 1. Our Algebra 1 Team met each week to discuss and plan more strategies to ensure better understanding of the Standards and TEKS that surfaced weaknesses from the analyzed data.	Some Progress 1. Our Algebra 1 Team continues to meet weekly to review and analyze student data from assessments and the semester exam.	Significant Progress 1. Our Algebra 1 Team met each week to review, analyze and discuss student data in order to improve student achievement in Algebra I and to increase the passing rate on the Algebra I spring EOC.
<p>Academic Supports:</p> <p>1. The 9th grade team along with the principal and academic specialist will collaborate in organizing and facilitating additional tutorial sessions during block lunch, before and after school once a week with a concentrated emphasis on SE A1.11B.</p>				1. Tutorial session once a week during block lunch, before and after school.	1. Math TEKS, formative assessments, tutorial schedule and passes, attendance log and teacher feedback. .		On Track to Make Progress The 9th grade math team will meet and plan monthly with district Curriculum & Instructional Specialist (Karen Crow) to discuss how to create on-going practice and learning opportunities for students in the Algebra I class focusing on SE A1.11B and Reporting Category 1.	Some Progress The 9th grade Algebra I team continues to collaborate weekly and often times with C & I math Specialist to address instructional strategies that can be implemented daily that will address SE A1.11B.	On Track to Make Progress Awaiting results from spring Algebra I EOC exam and spring semester exam.

Critical Action #2

Problem Statement	<p>Ninth grade students did not demonstrate sufficient mastery on Reporting Category 4 (Composition) on the spring 2018 English I STAAR/EOC exam in comparison to their performance on the other Reporting Categories.</p> <p>RC 1: 79% RC 2: 77% RC 3: 74% RC 4: 61% RC 5: 75% RC 6: 80%</p> <p>Performance gaps also exist between our Economically Disadvantaged student group compared to our non-Economically Disadvantaged student group in RC 4.</p> <p>ED: 54% Non ED: 65%</p>
Root Cause and Strategy	<p>(a) We will address instructional strategies for writing by reviewing the scope and sequence of the district curriculum and implement writing opportunities in each unit.</p> <p>(b) We will address the need to continuously analyze student performance on current formative assessments, English I STAAR/EOC exam results and PES Growth Rosters from middle school to identify areas of growth for individual students.</p>
Goal	Increase the percentage of all students demonstrating mastery on RC 4 and decrease the performance gap between our Economically Disadvantaged student group and the non Economically Disadvantaged student group in RC 4.
Project Lead	Assistant Principal and English Department Chair
Staff, Title I Staff	Ninth grade English teachers, district curriculum coordinator and specialist.
Materials and Resources	District curriculum, Edugence (STAAR/EOC Roster for and Summary Report for English I and 8th grade MAP Growth Rosters for current 9th graders), and Gradebook.

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
Instructional Planning:				1. Weekly meetings during 2nd period.	District Curriculum, English I STAAR/EOC	Increase student performance	Some Progress	On Track to Make Progress	On Track to Make Progress

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
<p>1. The 9th grade English team will plan together to: (a) create graphic organizers to assist students with creating introductory and conclusion paragraphs and (b) writing prompts for students to engage in "quick writes" during class.</p> <p>2. The 9th grade English team will plan together during 3rd period to incorporate into lesson plans a "Friday Writing Workshop Day" at least three times each nine week grading period.</p> <p>3. The 9th grade English team will meet monthly with the district Curriculum and Instructional Support Team for planning and instructional purposes.</p>				<p>2. Weekly meetings during 2nd period.</p> <p>3. Monthly meetings during 2nd period.</p>	<p>exam results, agenda, meeting notes, and feedback from district C & I specialist</p>	<p>percentages on RC 4 on the English I STAAR/EOC exam and to decrease the performance gap between ED and non ED students on the English I STAAR/EOC exam.</p>	<p>As an intervention strategy, the English department pulled the list of students who did not pass the STAAR test in the Spring of 2018 and set up tutorials so that teachers could work with these students individually on test-taking strategies, writing strategies, etc.</p> <p>The written portion of the exam usually causes the most trouble for students, so we pulled the students' essays so we could review them with the students and make suggestions on how to improve.</p> <p>Finally, the English I test requires the students to write an expository essay. The 10th grade teachers created an expository essay that worked with our current curriculum. This provided another opportunity to look at student writing without singling a student out.</p> <hr/> <hr/> <p>Starting in the Spring 2019 semester, both</p>	<p>The English I team spent a great amount of class time, writing, writing - practicing for the expository essay on the STAAR test, which is where most students fall short.</p> <p>The English II team also spent a great deal of time practicing writing in the persuasive style, up to 10 practice essays leading into the STAAR test.</p> <p>In addition, both teams used language studies with texts being read in class to work with students on the grammar necessary for the editing portion of the exam.</p> <p>Curricular writing assignments (especially CAPS) have revising built into the lesson so that students get practice revising their work to make it flow better, make more sense, etc.</p> <p>The curricular lesson are built to help students become more successful in general, and on the test.</p>	<p>When STAAR scores are in this summer, the English team will look at data to determine steps for next year.</p> <p>In addition, the Academic Literacy classes will be more well-developed and will include more students who are properly identified as needing extra help. This class will help more struggling students to be successful in the English classroom and on the STAAR test.</p>

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
							<p>9th and 10th grades have been preparing students for writing on the STAAR test. 9th grade is working in extra Expository writing practice both in English and Academic Literacy classes. In addition, 9th grade classes are working on language study applications that are relative to the STAAR test. They have also worked in some multiple choice practice in the form of short answers. After spring break, intensive study will begin.</p> <p>The 10th grade classes have been working intensely on persuasive elements, writing no fewer than 5 essays using persuasive techniques in a variety of forms. Teachers have been conferencing with students on their writing, working a little more intensely with kids who might be struggling. In addition, language study that is relative to the STAAR test is built into the curriculum so kids are getting exposure to it. After spring break, there will be</p>		

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
							more intensive study to prep students for this test.		
Data Analysis: 1. Teachers will continuously analyze assessment data during 2nd period collaboration time and use it to improve instruction in the area of writing.				1. Weekly meetings during 2nd period.	District curriculum, English I STAAR/EOC results, formative assessments, essays, and meeting notes		On Track to Make Progress	On Track to Make Progress	On Track to Make Progress

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	Daily	On Track to Make Progress	Significant Progress
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Daily	On Track to Make Progress	Significant Progress
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Daily	On Track to Make Progress	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	September 2018	On Track to Make Progress	Significant Progress
Review referral process.	Principal or designee	Campus referral plan	Once per semester	On Track to Make Progress	Significant Progress

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	As the need arises	On Track to Make Progress	Significant Progress
Implement campus referral plan.	Principal or designee	Campus Referral Plan	Daily	On Track to Make Progress	Significant Progress

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	On Track to Make Progress	Significant 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	Daily	On Track to Make Progress	Significant Progress
Monitor high risk areas.	All staff	Schedule (if necessary)	Daily	On Track to Make Progress	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	As the need arises	On Track to Make Progress	Significant Progress

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	All teachers	Daily	On Track to Make Progress	Significant Progress
Employ discipline interventions.	Designated staff	Designated staff	As the need arises	On Track to Make Progress	Significant Progress
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Administrative staff and Counselors	As the need arises	On Track to Make Progress	Significant Progress
Conference with parents/students.	Teachers or other staff	Teachers or other staff	As the need arises	On Track to Make Progress	Significant Progress

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	Assistant Principals, Counselors, Counseling Registrar	Schedule pick up August 2018	On Track to Make Progress	Significant Progress
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access.	Lead Counselor	Counselors	Schedule pick up August 2018		
Upgrade and maintain the campus website for easy access and increased communication with the community.	Webmaster	Principal	As the need arises	On Track to Make Progress	Significant Progress
Communicate information through eNews and through hard copies when internet access is not available.	Principal	Librarian, all staff, PTSA	Weekly each Wednesday	On Track to Make Progress	Significant Progress
Utilize social media to keep parents and community informed.	Principal	All staff	Weekly; during student extra curricular activities	On Track to Make Progress	Some Progress
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Principal	PTSA Co-presidents	Monthly PTSA meetings	On Track to Make Progress	Significant Progress
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	Principal; PTSA	Principal; PTSA Board	Once per semester		Significant Progress

Transition

The campus will assist students in making a successful transition between high school (grades 9 and 10) to senior high school (grades 11 and 12).

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.	Lead Counselor	Counseling Team	Second Semester	On Track to Make Progress	Significant Progress
The campus guidance program includes the college admission process, college entrance exams, letters of recommendation, college financial planning nights, and other post-secondary plans.	Lead Counselor	Counseling Team; AVID teachers	Second Semester	On Track to Make Progress	Significant Progress
The campus will provide website links and offer hard copies for: PISD's University Ready Program; Naviance; and the College Board Website.	Lead Counselor	Counseling Team	Second Semester	On Track to Make Progress	Significant Progress
The campus will provide information to Career Path Classes and certification information to students and parents.	Lead Counselor	Counseling Team; AVID teachers	Second Semester	On Track to Make Progress	Significant Progress
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)	Lead Counselor	Counseling Team	First and Second Semester	On Track to Make Progress	Significant Progress

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	Human Resources Department	June 2018-August 2018	On Track to Make Progress	Significant Progress