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**Plano Independent School District  
Campus Improvement Plan**

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**Plano West Senior High School**

**5601 West Parker Road**

**Plano, TX 75093**

**2018-2019**

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## **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 West Senior High School is to prepare students to strive for excellence and contribute with compassion and integrity to a diverse society.

## Campus Information

### Administration Team

**Principal**, Janis Williams

**Associate Principal**, Randy Hayes

**Associate Principal**, Carl Hermann

**Assistant Principal**, Michael Cruz

**Assistant Principal**, Lisa Carrigan

**Assistant Principal**, Karin Ball

**Assistant Principal**, Ammon Talbot

### About Us

### 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 – 09/06/2018 12:00 pm

Meeting 2: Progress monitoring and review of strategic plan - 02/07/2019 12:00 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/16/2019 12:00 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/](http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/)

**Site-Based Improvement Committee Members**

<b>Committee Member Name</b>	<b>Role</b>	<b>1st Year on SBIC</b>	<b>Meeting 1 Attendance</b>	<b>Meeting 2 Attendance</b>	<b>Meeting 3 Attendance</b>
Alan Greider	Faculty Member	2009-10	X	X	X
Olivia Tanksley	Faculty Member	2015-16	X	X	X
David Carroll	Faculty Member	2008-09	X	X	X
Melissa Wegleitner	Faculty Member	2018-19	X	X	X
Barbara Nelson	Faculty Member	2010-11	X	X	X
Megan Adams-Smyth	Faculty Member	2018-19	X	X	X
Kelley Wonsmos	Faculty Member	2014-15	X	X	X
Kathy Horn	Faculty Member, Special Ed	2013-14	X	X	X
Janis Williams	Principal	2018-19	X	X	X
Nicole Michener	District Professional	2018-19	X		X
Marybeth Randecker	Campus Professional, Non-teaching	2014-15	X	X	X
Rosolayn Johnson	Campus Professional, Non-teaching	2014-15	X	X	
Sherrie Gardner	Support Staff Member	2015-16	X	X	X
Linda Poole	Parent-Selected by PTA	2018-19	X	X	
Marilee Solomon	Parent-Selected by Principal	2017-18	X	X	
Shela Mobarak	Parent	2018-19	X		
Heather Li, Selected by Principal	Parent	2017-18		X	
Nikki Brar	Parent	2018-19	X	X	X
Joy Duke	Parent	2018-19	X		
Muzahid Shaik	Parent	2018-19	X		
David Bell	Parent	2018-19		X	X

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<b>Committee Member Name</b>	<b>Role</b>	<b>1st Year on SBIC</b>	<b>Meeting 1 Attendance</b>	<b>Meeting 2 Attendance</b>	<b>Meeting 3 Attendance</b>
Karen Richards	Parent	2018-19	X	X	X
Judy Giaudrone	Community Member	2016-17	X	X	X
Andrea Rosenfield	Community Member	2018-19		X	X
Larry Harper	Business Representative	2016-17			X
Debbie Jordan	Business Representative	2016-17		X	X
Brooke Adams	Student	2018-19	X	X	X
Ethan Liebnick	Student	2018-19	X	X	X
Lucia Carbajal	Student	2017-18	X	X	X
Max Shusterman	Student	2017-18	X	X	X
Chris Ostertag	Campus Professional, Non-teaching	2016-17	X	X	X
Ted Kincaid	Faculty Member	2010-11		X	X
Becky Elizondo	Faculty Member	2013-14	X	X	X
Carl Herrmann - Ad Hoc	Principal	2008-09	X	X	X
Randy Hayes - Ad Hoc	Principal	2007-08	X	X	X
Michael Cruz - Ad Hoc	Principal	2015-16	X	X	X
Ammon Talbot - Ad Hoc	Principal	2017-18	X	X	X
Lisa Carrigan - Ad Hoc	Principal	2017-18	X	X	X
Karin Ball - Ad Hoc	Principal	2017-18		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

<b>SCE Total</b>	\$142,442.04	State Compensatory Ed funds allocated for allowable supplemental resources and 2 staff.
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**Comprehensive Needs Assessment Summary**

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>	<p>Our mobility rate and dropout rates are low. Our attendance rate is high. Our college and career ready grads are far above state rate.</p> <p>We have a diverse population of students, a low mobility rate, and high teacher retention rates.</p>	<p>Teacher demographics should reflect our student demographics. Teacher/student ratios are higher than the district/state average.</p> <p>We need to access and interpret data regarding "at risk" students.</p>	<p>Lower student/teacher ratios Increased diversity in teaching staff</p> <p>Training in order to access and interpret student performance data.</p>
<b>Student Achievement</b>	<p>AP scores higher than state and global averages. EOC scores Graduation plans (recommended/minimum) High graduation rate</p> <p>A variety of data to disaggregate AP enrollment has increased 1st time AP test takers scores have increased.</p>	<p>Continuation/completion of upper level courses by different sub groups Diversity- students and staff- in upper levels courses</p> <p>Improved tracking of C2E students Additional support strategies for C2E students Timely access to student performance data Additional teacher training in meeting the needs of all student populations</p>	<p>Increase diversity in higher level courses while providing supports for students and staff.</p> <p>Timely access to student performance data Additional teacher training in meeting the needs of all student populations</p>
<b>School Culture and Climate</b>	<p>Quality of students, reputation, strong staff, diversity, clubs</p>	<p>Continued focus on school safety.</p>	<p>Continued focus on school safety.</p>

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
	The culture within departments, interest ( art, music, sports), awareness of safety/security.	Reduce student stress related to academic competitiveness.  Safety/unity = juniors are like a freshman, Establish and communicate core values	Reduce student stress related to academic competitiveness.  School safety initiatives and communication as related. Establish core values/identity.
<b>Staff Quality/ Professional Development</b>	Diverse recruitment methods Welcoming & supportive environment Reputation of Excellence - District and Campus  Plano West is a supportive, desired, and qualified community	More specific PD options - more focused (secondary schools): Dialogue, Feedback, Small Community of learners groups as a support to the online format Increase retention/staff quality by increasing cross-departmental engagement (getting to know more staff members outside of your department)  We need more professional development on working with highest needs students (ex. ESL, non-ESL teachers teach these ESL students).	More specific PD options focused to the needs of our students in varied forms (face to face, online, etc.) Build capacities within professional learning communities/collaborative teams.  Training to support our highest need students. Time to practice, implement, and refine professional development techniques that are presented to us.
<b>Curriculum, Instruction, Assessment</b>	Curriculum Alignment to standards (TEKS, AP, etc) / Assessment Alignment / Student Engagement (in certain areas/classrooms/teachers)	Clarification of terminology (ie: "Data", "college ready," "21st Century Skills"). Synthesized Data (pull out what is actually relevant to us). 21st Century Skills (training and time to implement).	Time to implement the things we are introduced to at PDH or as new initiatives, analyze data, implement changes into the curriculum. Continued roll out of expected technology and software updates.

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?
	Recognizing the students needs, curriculum TEKS, state of the art resources/equipment	Engagement/Critical Thinking (training/examples).  Improved access to and understanding of student performance data.	Improved access to and understanding of student performance data.
<b>Family and Community Involvement</b>	High Parental & Community Involvement in extracurricular, strong Plano PD involvement, engaged parents with student performance communication  Parental involvement is strong Volunteers, teacher family contact, Use of social media, Staff is strong in communication on 1-1 level Staff involvement in events and extracurriculars	Growth in family engagement with Low SES students. Leverage school events to engage families, ie open house.  Improved communication with families from non-US cultures. SpEd or 504 communication.	Increase low SES family engagement.  Teacher training in supporting special populations and their families.
<b>School Context and Organization</b>	People believe Plano West is a high performing school (teacher, parents, admin)  Assessment Autonomy with in Teams Pride in the Plano West Community High Expectations are understood by teachers, students and community	Increased teacher input in decision making Additional opportunities to encourage school community/connectedness Greater teacher input on District initiatives  Clear crisis communication protocols Individual Teacher Input	Additional time for planning/curriculum. Content specific trainings (professional development). Additional content specific technology applications.  Clear crisis communication protocols Increased teacher input on campus matters

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?
<b>Technology</b>	<p>Technology resources are available. CTAs are AMAZING Helpdesk is helpful! Email/Digital communications</p> <p>Lots of Technology and tech savvy staff. CTAs are great at helping out. Gives opportunities to post lessons for all to see prior to class lessons. Technology used in research (example was English research paper on chromebook). In SPED, it helps kids communicate who would otherwise not be able to.</p>	<p>Timely updates to software Including teachers in future technology decisions</p> <p>Less restricted network. Time for training and implementation of new technologies. Define technology expectations for each subject (math should use it for this, science should use it for this, etc)."</p>	<p>Software updates to go with new hardware</p> <p>Time for training and implementation of new technologies. Define technology expectations for each subject (math should use it for this, science should use it for this, etc).</p>

**Critical Action #1**

<b>Problem Statement</b>	The Collaborative Teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC process. (policies and practices).
<b>Root Cause and Strategy</b>	<ul style="list-style-type: none"> <li>We will provide increased clarity and training defining district culture and collaborative teams.</li> <li>We will provide training in how to access and interpret data</li> </ul>
<b>Goal</b>	Create conditions that promote collaboration and collective efforts based on shared vision and commitments.
<b>Project Lead</b>	Campus Administrators, Department Chairs, Team Leads and PISD teaming specialists
<b>Staff, Title I Staff</b>	All teachers
<b>Materials and Resources</b>	District curriculum, Edugence and Gradebook "Collaborative Teams That Transforms Schools"- Marzano; "High Reliability Schools...The Next Step in School Reform" - Marzano

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
Professional Development regarding structures, expectations and best practices for collaborative teaming.				Intial PD, continual work with adminstrator as needed, quarterly feedback	MLP training, agendas, norms established, regularly schedules meetings on the calendar, documented attendance	Increased Teacher Knowledge of Collaborative practices.	Significant Progress Started year with PD from colleagues who attended a training to present to our staff the structures, expectations and best practices for collaborative teaming.	Some Progress Department Chairs and supervising administrators worked together to provide evidence of frequency of meetings and shared agendas. Expectation was 2 times a week.	On Track to Make Progress Analyzing master schedule to determine better common planning periods to assist with collaboration meeting times for multiple prep classes.
Teams will meet regularly with established norms and a published agenda.				Weekly subject area meeting	Team meeting notes, document discussions, use of data in Edugence and Gradebook	Evidence of team meetings documented and available for access	Significant Progress Collaborative team leaders and teachers met at the beginning of the year to create norms and establish an agenda format and semester calendar.	Significant Progress Teachers utilized Google classroom to share agendas, data, and calendars in an effort to document collaborative meetings and access to all.	On Track to Make Progress Professional development training for use of data in Edugence, gradebook, and zip-grade will be scheduled to enhance data discussions.

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
Provide training to staff to access and interpret the data through Edugence using district reports and Gradebook.				Professional development meeting scheduled 3 times a year, additional support for various teams as need arises.	Progress as measured in student performance data, critical areas such as curriculum, instruction, and teacher development are the focus of meetings and agenda items.	Common assessment data is now the key element of team decision making	No Progress Information for staff to sign up for Edugence training was offered. Professional development did not meet the our 3 meeting goal.	Some Progress All teachers were required to submit a 9 week report of students who did not meet the passing rate and what strategies were used to intervene. Teachers used edugence to identify economically disadvantaged students for the report.	On Track to Make Progress Need to create and provide professional development for Edugence trainings throughout the year.
Teams will review data collaboratively through sharing formative and summative assessment results.				Teachers utilize the current performance data gathered from their teams weekly to meet student learning needs.	Collaboration is taking place on most issues and collective ownership of student achievement is emerging and improving as identified in semester grades.	Increased student achievement and academic growth	Significant Progress Team leader agendas included discussions for summative assessments to determine progress.	Some Progress Lesson design and reflection of assessments aided teacher teams in teacher strategies and areas to reteach.	On Track to Make Progress Outcome of this goal is based on end of year data to determine the progress of our teams.

**Critical Action #2**

<b>Problem Statement</b>	Campus semester failure rate data indicates that the percentage of economically disadvantaged students that do not pass in core subjects is disproportionate in relation to the overall student population. Economically disadvantaged students represent 16% of our student population. Semester failure rate indicates 31% of students that failed 1 or more classes for the semester are economically disadvantaged.
<b>Root Cause and Strategy</b>	<ul style="list-style-type: none"> <li>• We will foster stronger teacher/student relationships.</li> <li>• We will encourage student connectedness to the school.</li> </ul>
<b>Goal</b>	Improve academic performance of our economically disadvantaged students.
<b>Project Lead</b>	Administrators, Department Chairs, Team Leaders
<b>Staff, Title I Staff</b>	All teachers, counselors, academic specialists
<b>Materials and Resources</b>	District curriculum, Edugence, Eduphoria and Gradebook "Collaborative Teams That Transforms Schools"- Marzano; "High Reliability Schools...The Next Step in School Reform" - Marzano

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
Provide additional staff training on SEL strategies.				Intermediate- over course of 2018-2019 school year Staff meetings used to share and discuss SEL strategies Provide resources in response to survey in November	Staff training, faculty training signature pages/google form	Staff understands and begins to incorporate SEL practices in their classrooms.	Some Progress Training at faculty meetings SEL Advisory committee met throughout the year to provide training at several faculty meetings SEL training continuing education courses	Some Progress Many teachers took advantage of the SEL/Restorative Practices training offered at the Bird Center	On Track to Make Progress Continue SEL training throughout summer for PD hours
Implement SEL strategies in the classroom.				Intermediate- over course of 2018-2019 school year	Semester survey results (November and April)	Improved relationships between staff and	Some Progress Provided a list of ice breaker strategies	Some Progress Teachers are using circles in their	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
				November initial survey of strategies being used and strategies of interest Follow up survey in May		students leading to an increase in student achievement.	for teachers to use at the beginning of the year Teacher staff member appointed SEL campus leader	classrooms to build relationships by understanding students' backgrounds and interests Intentional teacher/student restoration of relationship	Analysis of second semester student/survey data not complete
Ensure teachers are skilled in meeting the needs of economically disadvantaged students in high need courses.				Intermediate-February 2019-December of 2019 English department pilot of new program. Placement of students into identified courses/sections. Continued counselor vertical teaming with Jasper and Shepton to ensure proper student placement.	First and second semester course pass rate and teacher feedback; student schedules, documentation of vertical team meetings from counselors	Increased teacher training in working with economically disadvantaged students leads to increased student achievement.	Some Progress Identified failure rates for ED students at the end of 9 weeks per teacher/subject Discussions at collaborative team meetings in how to help the struggling students	Significant Progress Book Study Rich Teaching Poor Students provided identified specific methods for reaching ED students, making connections for student achievement.	Significant Progress Science department is analyzing test data and began piloting group retesting for mastery English department looking at failure data outcome for students in more experienced teacher's sections
Professional development in the area of meeting the academic needs of economically disadvantaged students.				Short term Book Study- Poor Students, Rich Teaching-- initial book study in first semester; share of resources from book study in second semester Professional development to staff from those in the study (possible C2E presentation) Attendance at Heart of the Scholar District training resources	track teacher attendance at book study, district sponsored training, and other professional development activities.	Increased attendance and investment of time in trainings that relate to economically disadvantaged students.	Some Progress District offered professional development courses on effective teaching strategies for all students	Significant Progress Over half of the teaching staff joined the Book Study Rich Teaching Poor Students provided identified specific methods for reaching ED students, making connections for student achievement.	On Track to Make Progress Continued work in the area of effective teaching strategies for all teaching staff. Our goal is to have protocols and practices in place to track progress of teacher growth in using more data proven effective instructional practices.



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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
Regularly monitor the progress of economically disadvantaged students for in time intervention.				Short term (every three weeks/UII check)	three weeks, six weeks, nine weeks grade check; failure lists from teachers	Decreased failure rates for Economically Disadvantaged students over time	Some Progress Identified failure rates for ED students at the end of 9 weeks per teacher/subject Discussions at collaborative team meetings in how to help the struggling students	Significant Progress Teaching teams evaluation of student failure data to develop a plan for the team/individuals to cultivate effective instruction in every classroom.	On Track to Make Progress Analysis of 2018-19 data second semester and graduation data is needed to see change
Engage parents of struggling students and provide strategies for success.				Short term to intermediate Teachers continue to reach out to parents of failing or struggling students after all grading checks;	failure reports including parent notifications	Increased parent/teacher contact.	Significant Progress Parent/school communication efforts utilizing different types of communications to reach out to parents ie. all call, Wolf Howl, E-News	Significant Progress AP first time test takers parent meetings one on one counselor rising senior meetings with parent(s) Teachers including parents on Google Classrooms phone calls progress reports sent home with the students	Some Progress Continued efforts of teachers, administration and counselors reaching out to parents to address student attendance, grades and/or other areas of concern

**Critical Action #3**

<b>Problem Statement</b>	Special Education students did not meet state accountability targets for ELAR passing rates. <ul style="list-style-type: none"> <li>• SPED ELA/Reading(Target 19% - Met 3%)</li> </ul>
<b>Root Cause and Strategy</b>	We will implement interventions following unsuccessful performance by SpEd students on the English 1 and English 2 EOC assessment
<b>Goal</b>	Meet the state target of 19% approaches, meets, or masters level on the English 1 and English 2 EOC assessment.
<b>Project Lead</b>	SpEd Department Chair, SpEd Team Lead, Administrators
<b>Staff, Title I Staff</b>	SpEd teachers, Gen Ed teachers of special education students
<b>Materials and Resources</b>	EOC practice tests

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
SpEd Inclusion teachers perform pullouts of targeted SpEd students prior to EOC administration.				November, 2018, March 2019, month prior to EOC administration.	Student Rosters Pullout schedule	SpEd students prepared for ELA administration in December/March Improvement of scores from prior administration.	Significant Progress Students were identified and received information in November regarding EOC preparation opportunities during lunches prior to EOC administration.	Significant Progress Students were identified and received information in February regarding EOC preparation opportunities during lunches prior to EOC administration.	Significant Progress Targeted students received intervention prior to EOC administration.
Ensure that SpEd students are included in Gen Ed remediation when educationally appropriate.				November, 2018, March 2019, month prior to EOC administration.	SpEd ELA student rosters ELA remediation schedule	SpEd students prepared for ELA administration in December/March Improvement of scores from prior administration.	Significant Progress Students were identified and received information in November regarding EOC preparation opportunities during lunches prior to EOC administration.	Significant Progress Students were identified and received information in February regarding EOC preparation opportunities during lunches prior to EOC administration.	Significant Progress Targeted students received intervention prior to EOC administration.
Increase SpEd instructional support strategies for Gen Ed ELA teachers.				During English team meetings monthly through April 2019, and as needed.	Team calendars Meeting notes Quick data from teachers	Increased teacher efficacy in meeting the needs of SpEd students.	On Track to Make Progress Special Ed ELA teachers attend ELA	Some Progress Special Ed ELA teachers attend ELA	Some Progress Special Ed ELA teachers attend ELA team meetings

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
						Improved SpEd student performance in mainstream ELA classrooms	team meetings periodically.	team meetings periodically.	periodically. Strategies developed and implemented in the classroom.

**Critical Action #4**

<b>Problem Statement</b>	Special Education students did not meet state accountability targets for Graduation Rates. <ul style="list-style-type: none"> <li>• SPED Graduation Rate (Target 90% - Met 79.7%)</li> </ul>
<b>Root Cause and Strategy</b>	<ul style="list-style-type: none"> <li>• We will reduce absentee rates of SpEd students from class</li> <li>• We will assist teachers to implement IEPs with fidelity in the classroom</li> </ul>
<b>Goal</b>	Increase Graduation Rates for SpEd students to meet the target of 90% or higher.
<b>Project Lead</b>	SpEd Department Chair, SpEd Team Lead, Administrators
<b>Staff, Title I Staff</b>	Teachers of SpEd students, SpEd Monitor Teachers
<b>Materials and Resources</b>	SpEd Team Leaders/Staff

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
Increase strategies to assist teachers in keeping kids in class.				Monthly at SpEd staff meetings	Meeting notes Staff communication	Improved attendance rates for all students.	On Track to Make Progress Teachers monitor student attendance patterns.	On Track to Make Progress Classroom based interventions developed for teachers via Professional Learning opportunities.	Some Progress Professional Learning: "Poor Students, Rich Teaching", "You Can;t Make Me"
Identify SpEd students that have excessive absences.				At 3 week intervals	Campus attendance reports	Identification of targeted students Improved tracking and rapid response regarding student attendance	Some Progress Student Services Principals and monitor teachers begin tracking attendance and looking for at risk patterns.	Some Progress Student Services Principals and monitor teachers identify students with excessive absences.	Some Progress Student Services Principals and monitor teachers track identified students with excessive absences.
Contact students and parents to create an attendance accountability plan for the student.				At 3 week intervals	Communication logs Attendance Accountability Plan document	Students and parents will partner with the school to address attendance concerns.	On Track to Make Progress Student Services Principals and monitor teachers track identified	On Track to Make Progress Admin and monitor teachers contact students and parents of students with	On Track to Make Progress Attendance Accountability Plans developed to

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Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
						Improved attendance of identified SpEd students	students with excessive absences.	attendance concerns.	address individual students as needed.
Develop Professional Learning opportunities for teachers of SpEd students in the area of IEP implementation and student support strategies.				December 2018	Staff communication PD resource lists Meeting agendas	Greater teacher efficacy in understanding the IEP. Greater teacher efficacy in meeting the needs of SpEd students in the classroom.	On Track to Make Progress SpEd staff provides information to teachers regarding IEP legal requirements.	On Track to Make Progress SpEd staff ensures that all teachers receive copies of SpEd Accommodations and Modifications for identified students.	On Track to Make Progress SpEd staff is available to assist teachers with IEP Implementation as needed. High priority cases are managed with more intensive support.
Provide support and guidance for teachers that are struggling with IEP implementation.				Review at 9 week marking periods	Meeting notes IEP support documentation Staff communication	Greater teacher efficacy in meeting the needs of SpEd students in the classroom.	On Track to Make Progress SpEd Staff informs teachers to ask questions if any questions exist regarding implementation of IEP requirements.	On Track to Make Progress Teachers seek assistance as needed, and SpEd staff promptly responds to teacher questions/concerns.	Significant Progress SpEd staff is available to assist teachers with IEP Implementation as needed. High priority cases are managed with more intensive support.

**Critical Action #5**

<b>Problem Statement</b>	Special Education students did not meet state accountability targets for College/Career/Military Readiness. <ul style="list-style-type: none"> <li>• SPED CCMR (Target 27% - Met 10%)</li> </ul>
<b>Root Cause and Strategy</b>	<ul style="list-style-type: none"> <li>• We will analyze data to determine the impact of students served through the Adult Transition Program through age 22 on this target</li> <li>• We will ensure attention to CCMR indicators in the guidance/ARD process</li> </ul>
<b>Goal</b>	Meet the state accountability target for SpEd students in College/Career/Military Readiness.
<b>Project Lead</b>	SpEd Department Chair, SpEd Team Lead, Administrators
<b>Staff, Title I Staff</b>	ARD team, Counselors, SpEd staff
<b>Materials and Resources</b>	State CCMR Data Reports

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
Analyze data to identify which SpEd students did not meet the CCMR target.				October, 2018	Student lists of identified SpEd students not meeting CCMR Meeting agenda	Identification of student records to be reviewed.	On Track to Make Progress	Some Progress Request assistance from Central Office in determining which students had not met CCMR.	Significant Progress List of identified students received from Central Office.
Review identified student records to determine cause for not meeting CCMR indicators.				November, 2018	Meeting agenda Documented cause(s) for each identified SpEd student.	Classification of specific causes into similar case groups	On Track to Make Progress List not received until late fall	Some Progress List received late fall	Significant Progress List reviewed by campus and Central Administration with recommendations regarding coding of student records.
Work with counselors and ARD committee to develop four year plans that allow students to meet CCMR indicators.				During spring ARDs and Academic Planning sessions	Four year plans IEP data	Improve opportunities for SpEd students to meet CCMR indicators.	On Track to Make Progress	Some Progress	Some Progress All students have a transition plan in place that includes consideration of CCMR indicators.

**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	August 2018 - May 2019	Utilize staff and student reports to identify areas to monitor.	Continue to evaluate based on referrals.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	August 2018 - May 2019	Inform staff near high risk areas of appropriate actions when a concern surfaces: call front office, identify concerns, etc.	Review need for staff duty assignments.
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	August 2018 - May 2019	Expectations established at the beginning of the year.	Evaluate teacher input on student conduct, attendance, etc.

**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	August 2018	Anti-bullying training beginning school	Continue to explore methods of

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				year and mid-year.	communication and resources.
Review referral process.	Principal or designee	Campus referral plan	August 2018 - May 2019	Review referrals.	Administrative team develop goals using referral data process.

**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 - May 2019	Communicated at back to school inservice	Work independently with teachers needing assistance with classroom management.
Implement campus referral plan.	Principal or designee	Campus Referral Plan	August 2018	Communicated at back to school inservice	Continue to monitor frequency and type of referrals.
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	August 2018 - May 2019	Implement Social Emotional Strategies	Continue to include SEL in the Discipline Management Process.



**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	August 2018	1st week of school dedicated to student expectations, safety, etc.	Continue to explore strategies to communicate expectations, etc.
Monitor high risk areas.	All staff	Schedule (if necessary)	August 2018 - May 2019	Supervise with surrounding staff	Review effectiveness of the monitoring system.

**STUDENT EDUCATION**

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	August 2018	1st week of school dedicated to student expectations, safety, etc.	Continue to explore strategies to communicate expectations, etc.

**STUDENT INTERVENTION**

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Discipline Management Plan	August 2018 - May 2019	1st week of school dedicated to student expectations, safety, etc.	Principal supervisors conference with individual staff regarding intervention practices.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Employ discipline interventions.	Designated staff	Discipline Management Plan Administrators/Teachers	August 2018 - May 2019	1st week of school dedicated to student expectations, safety, etc.	Principal supervisors conference with individual staff regarding intervention practices.
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Crisis Intervention Protocols, Bullying/Harassment Intervention Plan	August 2018 - May 2019	CMIT meetings, conferences, etc are held as needed.	CMIT meetings, conferences, etc are held as needed.
Conference with parents/students.	Teachers or other staff	Discipline data/history, Code of Conduct, Policy/Procedures, Intervention strategies	August 2018 - May 2019	CMIT meetings, conferences, etc are held as needed.	CMIT meetings, conferences, etc are held as needed.

**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.	Administration	Parent Portal Reports	Beginning of school year.	Records reviewed to identify families that are not registered.	Completed
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access.	Administrators	CTA Counselors Flyers for parents School distribution center	Once per semester.	Potential students identified throughout the school year.	Potential students identified throughout the school year.
Upgrade and maintain the campus website for easy access and increased communication with the community.	Webmaster	Website Software	Update Daily	PWSH staff member updates the website daily.	PWSH staff member updates the website daily.
Communicate information through eNews and through hard copies when internet access is not available.	Administration ENews contact	Email/Enews archives	Daily	Enews sent to PWSH community daily.	Enews sent to PWSH community daily.
Utilize social media to keep parents and community informed.	Twitter administrator	Twitter administrator PWSH Twitter feeds	Daily	Twitter updated periodically as needed.	Twitter updated periodically as needed.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Head Principal	Administration PTSA Leadership	Monthly	PTSA representatives meet with Mrs. Williams frequently and	PTSA representatives meet with Mrs. Williams frequently and

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Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				administrators attend the monthly PTSA meetings.	administrators attend the monthly PTSA meetings.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	Administrators	Administrators PTSA Leadership	Monthly	Meeting notes Programming announcements/ advertisements	Successful Multicultural Roundtable event and Substance Abuse program in Spring 2019,

**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.	MaryBeth Randecker	Counselors	Spring Academic Conferences	Class of 2020 conferences took place between 2/1 and 4/15, 2019. We allowed parents to select their own conference times this year.	Conferences will continue as is for the 2019-20 school year.
The campus guidance program includes the college admission process, college entrance exams, letters of recommendation, college financial planning nights, and other post-secondary plans.	MaryBeth Randecker	Counselors	Fall, 2018 - Spring, 2019	Counselors met with Class of 2020 in Junior English classes on 4/23 and 4/24 to review admissions process	Counselors will meet with Class of 2020 in fall 2019 via English 4 classes to review process for letter of recommendation and transcript requests via NAVIANCE. Financial aid night will be scheduled for fall 2019.
The campus will provide website links and offer hard copies for: PISD's University Ready Program; Naviance; and the College Board Website.	MaryBeth Randecker	Counselors	Fall, 2018 - Spring, 2019	Hard copies of NAVIANCE directions & SAT and ACT test	Counseling office will continue to offer paper options and also

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				applications available in counseling office.	assist students with online access to NAVIANCE and ACT and SAT websites
The campus will provide information to Career Path Classes and certification information to students and parents.	MaryBeth Randecker	Counselors	Spring Academic Conferences	Endorsement pathways and classes with certification options included in academic conference. CTE website developed that highlights all courses in that department. <a href="https://planowestcte.wixsite.com/classes">https://planowestcte.wixsite.com/classes</a>	Continue to work with CTE department chair and teachers to refine communication about department course offerings and benefits.
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)	MaryBeth Randecker	Counselors	Fall, 2018 - Spring, 2019	Counselor classroom guidance on suicide prevention for all juniors and seniors each fall. YAM (Youth Aware of Mental Health) program provided to	Schedule YAM parent presentation for 19-20 school year. Another option is Grant Halliburton Foundation. They presented to parents at PWSH in 17-18.

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Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				students in health and principals of health science classes.	

**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 <b>Title I Component 4 and 5</b> <b>Funding source: State and Local</b>	Professional Learning Department, Curriculum Department, and Campus Administrators	Formalized Campus Goals Administrators and Department Chairs PD Planning Staff Technology as applicable	July 2018 to June 2019	Staff were provided multiple options for professional development via district learning days, embedded curriculum department professional development days, campus professional learning in the areas of SEL, GT, meeting the needs of at risk students, and individually developed professional learning activities in support of TPG/SLO goals.	All teachers received 7.5 hours of Personal Professional Learning and 7.5 hours of targeted campus professional learning in addition to district professional learning opportunities.