Plano Independent School District

Plano Senior High School

2019-2020

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies

Board Approval Date: October 1, 2019

Mission Statement

We are in the practice of cultivating exceptional learners, capable of succeeding in rapidly changing world.

Vision

The purpose of the Wildcat learning community is to inspire hope in our students and to develop the skills they need to realize their dreams.

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

diversity

low turnover rate amongst staff

graduation rates

Problem Statements Identifying Demographics Needs

Problem Statement 1: Percent of juniors and seniors progressing a year or more as measured on TELPAS decreased from 2017 to 2018 and then remained the same in 2019. **Root Cause**: Turnover amongst staff working with ESL students has been high since 2016.

Student Academic Achievement

Student Academic Achievement Strengths

Consistently successful AP program as measured by the exam results overall.

64% reached mastery level on STAAR Social Studies US History EOC.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Percent of juniors and seniors progressing a year or more as measured on TELPAS decreased from 2017 to 2018 and then remained the same in 2019. **Root Cause**: Turnover amongst staff working with ESL students has been high since 2016.

School Processes & Programs

School Processes & Programs Strengths

variety of course offerings

opportunities for extracurricular involvement

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Celebrate and maintain the tradition of excellence while creating meaningful opportunities for the future. **Root Cause**: Societal changes require reflection and adaptation.

Perceptions

Perceptions Strengths

Extra curricular programs -- particularly fine and performing arts, speech, and competitive groups -- create powerful learning experiences that develop skills for living beyond the academic curriculum.

Parent involvement in these programs also creates the most positive perception.

Counselor processes and procedures developed to support students socially and emotionally have provides students and families with much-needed resources.

Plano 2025 committee has developed a draft of new directions to investigate. Committee has also articulated mission, purpose, values and beliefs around which future work will continue.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Celebrate and maintain the tradition of excellence while creating meaningful opportunities for the future. **Root Cause**: Societal changes require reflection and adaptation.

Priority Problem Statements

Problem Statement 1: Percent of juniors and seniors progressing a year or more as measured on TELPAS decreased from 2017 to 2018 and then remained the same in 2019.

Root Cause 1: Turnover amongst staff working with ESL students has been high since 2016.

Problem Statement 1 Areas: Demographics - Student Academic Achievement

Problem Statement 2: Celebrate and maintain the tradition of excellence while creating meaningful opportunities for the future.

Root Cause 2: Societal changes require reflection and adaptation.

Problem Statement 2 Areas: School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

Support Systems and Other Data

- Other additional data

Goals

Revised/Approved: September 23, 2019

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 1: Increase student learning and mastery in on-level classes.

> **Evaluation Data Source(s) 1:** Shared information folder
> Interdisciplinary Team Meeting agendas
> Extended planning sessions
> collegial coaching sessions
> Attendance data
> Passing/Failure rates
> collaborative teams data meetings
>
> **Summative Evaluation 1:** Some progress made toward meeting Performance Objective
>
> **Next Year's Recommendation 1:** Due to move to remote learning and radical change in grading practices, we will continue work on this goal for next year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
TEA Priorities Recruit, support, retain teachers and principals 1) Establish Interdisciplinary team	Campus principal	increased collective teacher efficacy	5%	25%	50%
Problem Statements: Demographics 1 - Student Academic Achievement 1					
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Focus lesson planning in ESL and sheltered classes to develop and measure student growth.	Associate principal, ESL team leader	Increased growth as measured on TELPAS.	5%	50%	100%
Problem Statements: Demographics 1 - Student Academic Achievement 1					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
3) Continue PLC growth by training teachers to analyze data on class assignments routinely through collaborative data meetings throughout the year to inform lesson planning.	Department heads, team leaders	lower failure rates on specific objectives and semester exams, increased success on AP, increase growth on TELPAS	25%	35%	70%
	Problem Statements: Demographics 1 - Student Academic Achievement 1				
100% = Accomplished 0% = No Progress ✗ = Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Percent of juniors and seniors progressing a year or more as measured on TELPAS decreased from 2017 to 2018 and then remained the same in 2019. **Root Cause 1**: Turnover amongst staff working with ESL students has been high since 2016.

Student Academic Achievement
Problem Statement 1: Percent of juniors and seniors progressing a year or more as measured on TELPAS decreased from 2017 to 2018 and then remained the same in 2019. **Root Cause 1**: Turnover amongst staff working with ESL students has been high since 2016.

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 2: The campus will investigate innovative learning approaches in programming, scheduling, and instructional approaches in accordance with our strategic plan Plano 2025.

Evaluation Data Source(s) 2: meeting notes

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Due to Covid 19, planning was interrupted. Because of the long range nature of this work, it will continue next year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
TEA Priorities Improve low-performing schools 1) Through collaborative committees, staff will study and evaluate programming and scheduling options.	Associate Principals, Principals	Make recommendations regarding programming and scheduling.	10%	50%	65%
	Problem Statements: School Processes & Programs 1 - Perceptions 1				

100% = Accomplished   0% = No Progress   ❌ = Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Celebrate and maintain the tradition of excellence while creating meaningful opportunities for the future. **Root Cause 1**: Societal changes require reflection and adaptation.

Perceptions
Problem Statement 1: Celebrate and maintain the tradition of excellence while creating meaningful opportunities for the future. **Root Cause 1**: Societal changes require reflection and adaptation.

Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

Goal 3: Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.

Goal 4: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Goal 5: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

SBIC Committee

Committee Role	Name	Position
Administrator	Sarah Watkins	principal
Administrator	Andrew Jacob	campus professional, non teacher
Administrator	Coryn Prince	campus professional, non teacher
Classroom Teacher	Erin Walker	teacher
Classroom Teacher	Natalie Scheller	teacher
Classroom Teacher	Randall Curry	teacher
Classroom Teacher	Victoria Wright	teacher
Classroom Teacher	Allison Garrison	teacher
Classroom Teacher	Stephanie Rausch	teacher
Classroom Teacher	Ellen Yee	teacher
District-level Professional	Marie Heath	ESL coordinator
Paraprofessional	Shauna Fry	office manager
Parent	Edilia Bern	PTSA President
Parent	Donna Bateman	parent
Parent	Klare Glendinning	parent
Classroom Teacher	Heidi Schubert	teacher
Parent	April Manganilla	parent
Parent	M.E. Clary	parent
Parent	Kim Dawson	parent
Parent	Rajeshri Patel	parent
Parent	LaQuisha Rojas	parent
Parent	Sarah Masek	parent

Committee Role	Name	Position
Community Representative	Mathew Polze	community
Community Representative	Paul Weaver	community rep
Business Representative	Larry Harper	business rep
Business Representative	MK Werner	business rep
Student	Noor Amour	junior
Student	Noreen Ezzat	junior
Student	Nosso Karamoko	senior
Student	Riley Bautista	senior

Addendums

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. **Bullying** **Staff Prevention** • Identify high risk areas • Monitor high risk areas • Follow campus rules/expectations **Staff Education** • Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking • Review referral process **Staff Intervention** • Establish recommended intervention strategies for classroom/campus • Implement campus referral plan • Utilize Discipline Management strategies **Student Prevention** • Clearly state student expectations/campus rules/citizenship • Monitor high risk areas **Student Education** • Explain referral process/contacts • Anonymous Tip Line **Student Intervention** • Apply classroom interventions • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students	TEC 11.252(a)(3)(E)	Principal	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
2. Coordinated Health Program **Coordinated School Health** - K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. - K-8 Include at least one Parent on Campus Wellness Team. - K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. - K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. - K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. **Fitness** 3-8 Pre and Post Assess all eligible students using fitness test components. 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. **Physical Activity Requirements** - K-8 Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. - K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. - K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.	TEC 11.253(d) Board Policy FFA(Local)	Principal	The school will follow Board Policies: FFA and EHAA.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
• K-5 Ensure students are receiving daily unstructured play during recess. • K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. **Attendance** • K-8 Monitor attendance of students and follow up on prominent and chronic absences.			
3. **Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** • 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. • Funding source: State and Local	ESSA	Principal	
4. **Parent Involvement** • Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local • Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local • Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local • Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local • Utilize social media to keep parents and community informed. Funding source: State and Local • PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local • Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). Funding source: State and Local • Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		Principal	