

Plano Independent School District

Williams High School

2019-2020

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Social Studies

Top 25 Percent: Comparative Closing the Gaps



Board Approval Date: October 1, 2019

Mission Statement

In order to prepare students to live in and contribute to a changing world; as well as, engage in active, lifelong learning, Williams High School provides a balanced, varied school curriculum designed to meet the academic, cultural, and social needs of individuals from the diverse backgrounds of our community.

Vision

Williams HS students will be inspired and equipped to achieve personal success as lifelong learners and responsible productive citizens.

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Comprehensive Needs Assessment

Revised/Approved: May 16, 2019

Demographics

Demographics Strengths

- Dedicated staff for our ELLs and SpEd students
- A strong presence of Communities in Schools that supports our ED students.
- Support for our students needing remediation in tested areas-TAD, Saturday STAAR camps, Friday After Hours, and tutorial times
- Provisions for students in need

Problem Statements Identifying Demographics Needs

Problem Statement 1: The Hispanic, African American, and Asian groups labeled as 'At-Risk' are also labeled as 'economically disadvantaged.'

Problem Statement 2: There is not enough support staff and teachers for the growing ELL population at our campus. **Root Cause:** The limited amount of teacher allocations for our campus.

Student Academic Achievement

Student Academic Achievement Strengths

- Large percentage of English II students experienced expected progress
- 21% of all Algebra I students accelerated growth
- ELL and SpEd growth in English II

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: For ELLs and SpEd sub-groups, there is a 21% gap in the passing rate of the Algebra I EOC. **Root Cause:** Many of our students representing a variety of our sub-populations are below grade level in their reading skills.

Problem Statement 2: Overall, disparity exists in relation to student performance on the EOC test among many of our sub-populations. **Root Cause:** Many of our students representing a variety of our sub-populations are below grade level in their reading and writing skills.

Problem Statement 3: Reading (informational text) and writing (formal) skills are weak in all content areas. **Root Cause:** Reading is a low priority for students.

Problem Statement 4: 495 of Williams' students did not meet the growth measure from 8th grade math to Algebra I EOC in the spring of 2019.

Problem Statement 5: There is a 21% gap in the approaches rate for ELs as compared to all students for Algebra I EOC in the spring of 2019.

School Processes & Programs

School Processes & Programs Strengths

More collaboration this year than in previous years (for example: 2018= 3.77 in 2019= 4.1 or higher in other collaborative questions) More open communication and expectations than previous years. Based on HRS survey from last year to this year staff is feeling safer. Our clubs are a reflection of our diversity and encourage our students to attend and engage on campus. Most of our forms, communication, and manuals are located on our school Google site which allows us to find it easily. Administration is readily accessible for the needs of the staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teacher Advisory period (TAD) is not being fully utilized for its intended purpose of tutorials, remediation, and acceleration. **Root Cause:** It was an extension of the 4th period class and not strategically structured with an intended purpose.

Problem Statement 2: Teachers are not adequately trained by the technology department to integrate the Chromebooks and educational software in their daily lessons. **Root Cause:** The appearance of technology makes a district look like it's a part of 21st Century learning for students; however, the lack of the training of teachers for specific software to integrate into their content areas isn't

Problem Statement 3: There is a lack of a district-wide tardy policy.

Problem Statement 4: Collaborative Teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC process (policies and practices). **Root Cause:** Administrators and campus leaders having various levels of experience and knowledge of what is and what's not a PLC and how to lead a PLC.

Perceptions

Perceptions Strengths

1. Collaborative planning.
2. Communicating and partnerships with parents and community members.
3. Supporting the whole child, their emotional well being.
4. We have a strong relationship capacity with our students and with our teachers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The campus security/camera system is outdated. **Root Cause:** Lack of district funding.

Problem Statement 2: Campus wide policies and procedures are not adhered to by all staff. **Root Cause:** Staff is made up of various individuals that believe some issues are not of their concern, and the issues will remedy themselves.

Priority Problem Statements

Problem Statement 1: There is a not enough support staff and teachers for the growing ELL population at our campus.

Root Cause 1: The limited amount of teacher allocations for our campus.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 495 of Williams' students did not meet the growth measure from 8th grade math to Algebra I EOC in the spring of 2019.

Root Cause 2:

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: There is a 21% gap in the approaches rate for ELs as compared to all students for Algebra I EOC in the spring of 2019.

Root Cause 3:

Problem Statement 3 Areas: Student Academic Achievement

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
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

Student Data: Behavior and Other Indicators

- Mobility rate, including longitudinal data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Revised/Approved: September 05, 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.



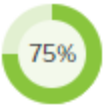
Performance Objective 1: Williams HS will increase student learning in Algebra I as evidenced by an increase in student performance on 2020 STAAR/EOC for ALL students by 3% at Approaches, 2% at Meets, and 1% at Masters further evidenced by a 20% increase of students meeting or exceeding their progress measures.



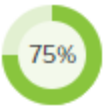

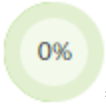

Evaluation Data Source(s) 1: Formative assessments, summative assessments, district fall semester exam, 2020 Algebra I EOC test scores

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: Due to the COVID19 school closure and remote learning implementation beginning in March, we will reevaluate the appropriateness of this Performance Objective after reviewing all applicable data during our CNA process using BOY and MOY data in 2020-21 school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<p>Targeted Support Strategy</p> <p>1) Each collaborative team will implement the 3 Reads strategy and how this will look according to its content area.</p>	Principal, Assistant Principals, Department Chairs, and Team Leaders	Increase the performance of ALL students on the Algebra I EOC.			
Problem Statements: Demographics 2					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
Targeted Support Strategy 2) Collaborative teams will utilize tools and processes to help focus on student learning as the plan for instruction to meet the needs of all students with targeted instruction provided in small groups to address learning gaps.		Each collaborative team meets weekly to discuss and create weekly lessons using the backward design while incorporating formative, summative assessments to addresses diverse learners. The District curriculum team is also working on re-creating assessments which will influence more aligned assessments to the EOC. In addition, the ELLs increased in their progress measure on the Algebra I EOC.			
 = Accomplished  = No Progress  = Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a not enough support staff and teachers for the growing ELL population at our campus. Root Cause 2: The limited amount of teacher allocations for our campus.

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: Collaborative Teams will increase their levels of autonomy as compared to the Collaborative Teams that transform PLC process.

Evaluation Data Source(s) 2: PLC autonomy scale

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 2: This Performance Objective will be reevaluated and a determination will be made whether to continue this CPO in the 2020-21 CIP process.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Train all teaching staff on the PLC process, including the six characteristics, three big ideas, four pillars, and four essential learning questions.	Principal and Assistant Principals	To create awareness and understanding in regard to the role of teachers in the PLC process. This will increase teacher buy-in and accountability. The Leadership Team has completed the WPLC Institute and implementing steps in Stages 1 & 2 to increase PLC Autonomy Score. Since the BOY, collectively, the collaborative teams' scores have increased by 18%.			
2) Train all team leaders and department chairs on PLC leadership. The training will take place over three half-days as a part of the WPLC Institute.	Principal and Assistant Principals	To create awareness and understanding in regard to the role of the collaborative team leaders in the PLC process. This will help increase the autonomy of teams in the PLC process. The Leadership Team has completed the WPLC Institute.			
3) Admin team will work with team leaders in quarterly PLC coaching meetings.	Principal and Assistant Principals	To create awareness and understanding in regard to the role of the collaborative team leaders in the PLC process. This will help increase the autonomy of teams in the PLC process. Principal and Assistant Principals meet with their collab teams and completed a data-dive of semester exam scores and 9-weeks' scores vs. the District and assessed pertinent information to address for the 2nd semester.			
= Accomplished = No Progress = Discontinue					

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 3: Williams HS will increase its campus score on HRS-Level 2 indicators by 10%.

Evaluation Data Source(s) 3: HRS survey

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 3: This Performance Objective will be embedded in Performance Objectives in next year's CIP.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Train all teachers on HRS, PISD Instructional Model, and Williams' Instructional Snapshot.	Principal, Assistant Principals, Department Chairs, and Team Leaders	Create awareness and understanding in regard to HRS, the PISD Instructional Model, and the Williams' Instructional Snapshot. This will increase teacher buy-in and accountability			
2) Create Williams' Instructional Snapshot.	Principal, Assistant Principals, Department Chairs, and Team Leaders	Collaboratively develop the Williams' Instructional Snapshot with teacher buy-in, ownership, and accountability. This will also be the foundation that we will use to create common language about what high-yield instruction is at WHS. It will also help us build our campus walkthrough/feedback system and campus PD plan.			
3) Create campus walkthrough form to align with the WHS Instructional Snapshot.	Principal, Assistant Principals, Department Chairs, and Team Leaders	Align campus walkthrough form and data collection with targeted feedback and coaching based on our WHS Instructional Snapshot. This will give us the data needed to plan for 2020-2021 campus PD.			
Problem Statements: Demographics 2					
4) Build the 2020-2021 campus PD plan around Williams' Instructional Snapshot.	Principal, Assistant Principals, Department Chairs, and Team Leaders	Align campus PD with our Williams' Instructional Snapshot based on campus walkthrough data analysis from the 2019-2020 school year to increase high-yield instructional practices at Williams. Principal, Assistant Principals and Leaders on campus are in the process of collecting data via Walkthroughs.			
			= Accomplished	= No Progress	= Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: There is a not enough support staff and teachers for the growing ELL population at our campus. Root Cause 2: The limited amount of teacher allocations for our campus.

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.

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Matthew Endsley	Principal
Administrator	Mona Abdelfattah	Assistant Principal
Administrator	Lisa Delacruz	Assistant Principal
Administrator	Kristen Kinnard	Assistant Principal
Administrator	Inge Dismuke Stovall	Assistant Principal
Classroom Teacher	Alexandria Jackson	Teacher
Classroom Teacher	Cindy Yang	Teacher
Classroom Teacher	Brian Durham	Teacher
Classroom Teacher	Bonnie Davis	Teacher
Non-classroom Professional	LaShawn Moore	Special Ed Department Chair
Non-classroom Professional	John Lowrance	SEL Specialist
District-level Professional	Becky Jackson	Accountability Specialist
Parent	Kim Rule	Parent
Parent	Parul Dumka	Parent
Parent	Keyla Kirton	Parent
Parent	Jennifer Donaghy	Parent
Parent	Teresa Clemens	Parent
Paraprofessional	Alicia Kamien	Para
Community Representative	Jimmy Dismuke	CR
Business Representative	Charles Smith	BR
Business Representative	Chris Aparicio	BR

Addendums

CAMPUS APPENDIX
STATE MANDATES IMPLEMENTATION REFERENCE

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)
<p>1. Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> • Identify high risk areas • Monitor high risk areas • Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> • Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking • Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> • Establish recommended intervention strategies for classroom/campus • Implement campus referral plan • Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> • Clearly state student expectations/campus rules/citizenship • Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> • Explain referral process/contacts • Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> • Apply classroom interventions • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students 	<p>TEC 11.252(a)(3)(E)</p>	<p>Principal</p>	<p>The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>2. Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> • 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. <p>Fitness</p> <ul style="list-style-type: none"> • 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. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> • 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. 	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>Principal</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> • 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. <p>Attendance</p> <ul style="list-style-type: none"> • K-8 Monitor attendance of students and follow up on prominent and chronic absences. 			
<p>3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • 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	
<p>4. Parent Involvement</p> <ul style="list-style-type: none"> • 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	