

Plano Independent School District

Mcmillen High School

2019-2020



Board Approval Date: October 1, 2019

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Comprehensive Needs Assessment

Priority Problem Statements

Problem Statement 1: With an increasing ESL (English as Second Language Learners) enrollment, we may find more students unable to exit the program.

Root Cause 1: Currently if a student passes their English STAAR to correspond with their grade level without linguistic accommodations (dictionaries are an accessibility feature, not an accommodation) and scores advanced high on listening and speaking on TELPAS, the student exits the program. Beginning 2019-2020, our LEP students will have to score advanced high on all four domains (listening, speaking, reading, and writing) on TELPAS AND pass their English STAAR that corresponds with their grade level.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our Hispanic and students with an IEP are performing at lower passing rate on STAAR compared to peers in other sub categories.

Root Cause 2: Students with an IEP take modified assessments during the school year, do not take a modified STAAR.

Problem Statement 2 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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

Student Data: Behavior and Other Indicators

- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: August 30, 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.







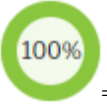
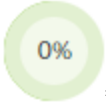

Performance Objective 1: To increase student learning of our Hispanic, Special Education , and Economic Disadvantage subgroup population in Reading, Math, and Science as evidence by an increase of students performing at the level of "Approaches" and "Meets" and by 3%.

Evaluation Data Source(s) 1: STAAR Results

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: 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
<p>1) Utilize the district Instructional Model process during PLC to target student areas of growth and lesson planning</p> <p>Analyze student data (historical and current) to determine areas of growth.</p> <p>Utilize intervention strategies from professional development sessions that focus on students of color and at-risk students.</p>	Campus Administration Department Chair	Increase performance on formative assessments.			
<p>2) 2. Analyze student data (historical and current) to determine areas of growth.</p>	Campus Administrator and Department Chair				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
3) 3. Develop intervention plans to meet the academic, behavioral, emotional, and social needs of students.	Department Chair Guidance Counselors Administration S.E.L. Facilitator				
4) Utilize intervention strategies from professional development sessions that focus on students of color and at-risk students.					
 = Accomplished  = No Progress  = Discontinue					

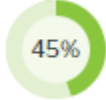

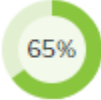






Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 2: Exit three-percent of ESL students served in our ESL Program.

Evaluation Data Source(s) 2: TELPAS
English STAAR

Summative Evaluation 2: Some progress made toward meeting Performance Objective

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) Provide ESL professional development to math, science, and English teachers serving ESL learners. Include ESL department chair/teachers and district ESL Instructional Support in collaborative meetings.	ESL Department Chair	Teachers will utilize differentiated instructional strategies for ESL learners.			
2) 4. Utilize intervention strategies from professional development sessions that focus on students of color and at-risk students.	Administration Department Chair and Team Leads				
 = Accomplished  = No Progress  = Discontinue					

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 Advisory Committee

Committee Role	Name	Position
Administrator	Brian Lyons	Principal
Parent	Angela Hughes	PTSA President
Parent	Heidi Wenaas	Treasurer
Parent	Paula Heston	Parent
Parent	Sarah Sammons	Parent
Parent	Stephanie Ownby	Parent
Administrator	Brittany Drake	Assistant Principal
Administrator	Eric Lockett	Assistant Principal
Parent	Susan Rice	Parent
Classroom Teacher	Debra Sanders	Teacher
Classroom Teacher	Lorraine Seawright	Teacher
Classroom Teacher	Ingrid Goslin	Teacher
Classroom Teacher	Veronica Godfrey	Teacher
District-level Professional	JD Dearing	Human Resources
Community Representative	Suzi Ferenczhalmy	Parent/Community Member

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	