

Plano Independent School District

Plano Senior High School

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 20, 2020

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 Summary

demographics

43% -- W, 18% -- A, 13% -- AA, 22% -- H, 4% -- T+
22% -- GT (52% -- W, 29% -- A, 4% -- AA, 10% -- H, 5% -- T+)

ED

-- 31% (18% -- w, 13% -- A, 26% -- AA, 39% -- H, 3% -- T+)

ELL

-- 13, 31, 5, 50, 1

Sped

-- 35, 8, 26, 26, 4

Taking CTE Courses:

0 = 20%

1 = 29%

2 = 51%

Attendance annual rates 2017-2019:

95.16%

94.79%

94.78%

CCMR

77%

Graduation rates

Class of 2018 4-yr rate: 94.3% (all students)

Class of 2017 5 yr rate: 97.4%

Class of 2016 6-yr rate: 98%

Annual dropout rate for 17-18: 1%; ELL's 5%

staff data Total staff: 237

117 bachelors

87 Masters

5 doctorates
8.5% turnover 2018-2019
7.6% -- AA
4.6% -- A
2% -- H
86.8% -- W

Demographics Strengths

diversity
low turnover rate amongst staff
graduation rates

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 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 Learning

Student Learning Summary

Plano ISD goal graduation goal analysis: From 2019 Accountability (Class of 2018) to 2022 Accountability (Class of 2021) Calculation

If between 90 <- RATE < 94: 0.1% increase/year.

- AA from 93.0 $(.1 + .1) = 93.2$
- o Hispanic from 93.7 $(.1 + .1) = 93.9$

If below 90%, then 10% reduction in gap between Current and 94%.

- EL: from 87.3% $(94.0 - 87.3)/10 = 0.67\%$. $87.3\% + 0.7 = 88.0\%$
- Special Ed: from 77.5% $(94.0 - 77.5)/10 = 1.65\%$. $77.5 + 1.7 = 79.2$

TELPAS

68% of juniors progressing in 2017, 12% of juniors progressing in 2018 and 22%, in 2019
48% of seniors progressing in 2017, 25% of seniors progressing in 2018 and 21%, in 2019

AP overall passing rate

81%

STAAR Social Studies overall passing rate

96%

Student Learning 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 Learning 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 Summary

School Processes & Programs Summary

types of courses: comprehensive high school including 27 AP courses, CTE, work programs, fine and performing arts, athletics
Interdisciplinary team, real time professional development, mentoring to support teachers
Administrative, leadership (department heads), and team leader meetings to promote effective communication
Strategic planning involving staff to discuss and address needs going forward

School Processes & Programs Strengths

variety of course offerings
opportunities for extracurricular involvement

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Summary

Plano 2025 Strategic plan and related surveys: current students, former students
Plano 2025 Strategic Planning Committee
SEL focus group

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: The number of students taking college entrance exams has gone down. **Root Cause:** The needs and interests of our student population and community are changing.

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

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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) and TELPAS Alternate results
- SAT and/or ACT assessment data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals









Revised/Approved: October 19, 2020

Goal 1: DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies and STAAR/EOC U.S. History from 2019 to 2021.

Performance Objective 1: The percent of Plano Senior High School students that score Meets grade level or above on STAAR/EOC U.S. History will increase from 87% in 2019 to 89% by June 2021. The SPED student group performance will increase from 36% in 2019 to 38% in 2021. The English Learners student group will increase from 61% in 2019 to 64% in 2021.

Evaluation Data Sources: 2021 STAAR/EOC Assessment

Summative Evaluation: Some progress made toward meeting Objective









Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Focus lesson planning in ESL and sheltered classes to develop and measure student growth.</p> <p>Strategy's Expected Result/Impact: Increased growth as measured on TELPAS and EOC.</p> <p>Staff Responsible for Monitoring: Associate Principal, ESL staff</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue PLC growth by training teachers to analyze data on class assignments routinely through collaborative data meetings throughout the year to inform lesson planning.</p> <p>Strategy's Expected Result/Impact: Improved performance on EOC's.</p> <p>Staff Responsible for Monitoring: Department heads, team leaders</p>	Formative		
	Nov	Feb	June
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: DIP - The percentage of Plano ISD graduates that meet the criteria for CCMR will increase from 79% in the 2019 Accountability to 83% by the 2022 Accountability (based on graduating class of 2021). The English Learners student group performance will increase from 40% in 2019 to 46% in 2022 Accountability. The Economically Disadvantaged student group performance will increase from 58% in 2019 to 70% in 2022 Accountability.

Performance Objective 1: The percentage of Plano Senior High School graduates that meet the criteria for CCMR will increase from 77% in the 2019 Accountability to 80% by the 2021 Accountability (based on graduating class of 2020). The English Learners student group performance will increase from 45% in 2019 to 49% in 2021. The African American student group performance will increase from 58% in 2019 to 67% in 2021.

HB3 Goal

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Analyze data for 2018 and 2019 to determine most and least effective ways students have earned CCMR in past. Strategy's Expected Result/Impact: Provide baseline for improvement. Staff Responsible for Monitoring: Associate principal for curriculum	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Through collaborative committees, staff and district admin will study and evaluate programming and scheduling options. Strategy's Expected Result/Impact: Identify new opportunities to achieve CCMR Staff Responsible for Monitoring: principal, associate principal for curriculum	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

20-21 SBIC Committee

Committee Role	Name	Position
Administrator	Sarah Watkins	
Administrator	Andrew Jacob	
Administrator	Coryn Prince	
Classroom Teacher	Erin Walker	English
Classroom Teacher	Lindsay Scott	Social Studies
Classroom Teacher	Randall Curry	Math
Classroom Teacher	Hisham Hassen	Science
Classroom Teacher	Heidi Schubert	CTE
Classroom Teacher	Allison Garrison	Fine Arts
Classroom Teacher	Stephanie Rausch	ESL
Classroom Teacher	Amy Fortney	Special Education
District-level Professional	Christy Hamilton	health services
Paraprofessional	Andrea Cangelose	counseling
Parent	Edilia Bern	PTSA President
Parent	Kim Winkler	PTSA appointee
Parent	Kevin Badgett	11th parent
Parent	John Scott	12th Parent
Parent	Michelle Yona	12th Parent
Parent	Sherrie Hudson	11th Parent
Parent	Bharatia Hetel	11th Parent
Parent	Kathryn Beasley	12th Parent
Parent	Tim Willhoite	12th Parent
Parent	Grace Chaves	11th Parent
Community Representative	Jeremy Thomason	Community member
Community Representative	Claire McNeil	Community member
Business Representative	Chris Harper	Business
Business Representative	MK Werner	Business
Student	Jailyne Walker	junior

Committee Role	Name	Position
Student	Maya Pragji	junior
Student	Noor Amous	Senior
Student	Noreen Ezzat	Senior

Addendums

CCMR Goal - Plano Senior Senior High

The percentage of graduates that meet the criteria for CCMR will increase from 77% in 2019 to 83% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
78%	80%	81%	82%	83%
2019 Baseline: 77%				

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 (2018 Grads)	58	68	81	67	94	*	79	76	60	*	45	*	*
2020 (2019 Grads)	63	71	81	71	95	*	80	77	64	*	47	*	*
2021 (2020 Grads)	67	74	82	75	95	*	80	79	68	*	49	*	*
2022 (2021 Grads)	71	78	82	80	96	*	81	80	72	*	51	*	*
2023 (2022 Grads)	75	81	83	84	97	*	82	81	76	*	53	*	*
2024 (2023 Grads)	79	84	83	88	97	*	82	83	80	*	55	*	*
2019-2022 (2021 Grads)	12	10	2	*	2	*	2	4	12	*	6	*	*
2019-2024 (2023 Grade)	21	17	3	*	3	*	3	7	20	*	10	*	*

PSHS - STAAR EOC US History (Grade 11)

The percent of 11th grade students that score Meets grade level or above on STAAR EOC US History will increase from 87% in 2019 to 89% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
88% 2019 Baseline: 87%	89%	91%	93%	95%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	68	76	94	100	96	*	93	36	74	90	61	89	79	87
2020	69	78	94	100	96	*	94	37	76	91	62	89	80	88
2021	72	80	95	100	97	*	95	38	79	93	64	90	82	89
2022	75	84	95	100	97	*	97	40	83	95	67	90	84	91
2023	79	88	96	100	98	*	100	43	88	98	70	91	87	93
2024	84	94	98	100	100	*	104	46	94	102	75	93	90	95
2019-2021	4	4	1	0	1	*	2	2	5	3	3	1	3	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

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.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p>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 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>Coordinated Health Program 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 Campuses Only: 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 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● 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. ● 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. 		
Principal	<p>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>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 		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none">● 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		
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