

Plano Independent School District

Williams High School

2020-2021



Board Approval Date: October 20, 2020

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

Student Learning

Student Learning Summary

Williams High School Goals Including HB3 CCMR Goals: (see tables in addendum) HB 3 District and Board goals requires each district to set 5-year goals for college, career, and military readiness including targets for each school year. Plano ISD have set these goals for CCMR. Campus goals are aligned with these CCMR goals. As CCMR goals for college readiness is strongly aligned with the Meets Standard on STAAR EOCs, the district target for 2021 is based on these CCMR increases required from 2019 to 2021. The campus target for EOCs now align with the district required target for 9-10 grade levels for Algebra I, English I and English II, Biology, and US History for the All Student and Specific student groups. 2019 Baseline Data from 2018-19 TAPR

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 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 2 (Prioritized): There is a gap between the All student group Meet performance level on English I and II (61%) and the Special Education (21%) and English Learner (23%) student groups.

Problem Statement 3 (Prioritized): There is a gap between the All student group Meets performance level on Algebra I EOC (49%) and the Special Education (23%) and English Learner (37%) student groups.

Problem Statement 4 (Prioritized): There is a gap between the All student group Meets performance level on Biology I EOC (62%) and the Special Education (22%) and English Learner (30%) student groups.

Priority Problem Statements

Problem Statement 1: 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 1:

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a gap between the All student group Meet performance level on English I and II (61%) and the Special Education (21%) and English Learner (23%) student groups.

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a gap between the All student group Meets performance level on Algebra I EOC (49%) and the Special Education (23%) and English Learner (37%) student groups.

Root Cause 3:

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a gap between the All student group Meets performance level on Biology I EOC (62%) and the Special Education (22%) and English Learner (30%) student groups.

Root Cause 4:

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Student Groups

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Goals

Revised/Approved: October 5, 2020







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

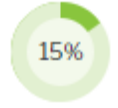
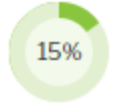







Performance Objective 1: The percent of Williams students that score Meets grade level or above on STAAR EOC English I and II will increase from 61% in 2019 to 64% by June 2021. The Special Education student group performance will increase from 21% in 2019 to 23% in 2021. The English Learner student group performance will increase from 23% in 2019 to 27% in 2021.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR/EOC English I and English II

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement a digital version of Williams' Professional Learning Cohort (WPLC) team leader training to increase collaborative team's autonomy with a focus on: daily lesson plans, essential standards and authentic assessments.</p> <p>Strategy's Expected Result/Impact: Enhance professional development for leaders/teachers as evidenced by an increase in collaborative team's autonomy.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize content-specific learning targets, in conjunction, with the English Language Proficiency Standards (ELPS), daily, in each classroom, face-to-face and virtual.</p> <p>Strategy's Expected Result/Impact: Increase in English Language Learners (ELLs) passing rate and student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, SIT</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement content-specific 3-Reads Strategy: For English I and II</p> <ol style="list-style-type: none"> 1. Identify the key term or skill in the question 2. Identify and refer back to the text for reference 3. Evaluate the depth of thinking for the question <p>Strategy's Expected Result/Impact: Increase student learning as evidenced on formative and summative assessments.</p> <p>Staff Responsible for Monitoring: Assistant Principal over English and English leadership team</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Re-design advisory/homeroom to focus on the growth of all students.</p> <p>Strategy's Expected Result/Impact: Increase in attendance, engagement, tutorials, and campus passing rate.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, and SIT</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: There is a gap between the All student group Meet performance level on English I and II (61%) and the Special Education (21%) and English Learner (23%) student groups.</p>









Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.







Performance Objective 1: The percent of Williams students that score Meets grade level or above on STAAR/EOC Algebra I will increase from 49% in 2019 to 52% by June 2021. The Special Education student group performance will increase from 23% in 2019 to 25% in 2021. The English Learner student group performance will increase from 37% in 2019 to 41% in 2021.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR/EOC Algebra I

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement content-specific 3-Reads Strategy: For Algebra I: 1st Read: Understand-What is the problem about? 2nd Read: Plan-What is the question? What am I trying to find out? 3rd Read: Solve and Check-How will I use the information? Strategy's Expected Result/Impact: Increase student learning as evidenced by formative and summative assessments. Staff Responsible for Monitoring: Assistant Principal over Math and Algebra I leadership Team TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy Problem Statements: Student Learning 1, 3</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement a digital version of Williams' Professional Learning Cohort (WPLC) team leader training to increase collaborative team's autonomy with a focus on: daily lesson plans, essential standards and authentic assessments. Strategy's Expected Result/Impact: Enhance professional development for leaders/teachers as evidenced by an increase in collaborative team's autonomy. Staff Responsible for Monitoring: Principal and Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals - Targeted Support Strategy Problem Statements: Student Learning 1, 3</p>	Formative		
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	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize content-specific learning targets, in conjunction, with the English Language Proficiency Standards (ELPS), daily, in each classroom, face-to-face and virtual.</p> <p>Strategy's Expected Result/Impact: Increase in English Language Learners (ELLs) passing rate and student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, SIT</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 495 of Williams' students did not meet the growth measure from 8th grade math to Algebra I EOC in the spring of 2019.</p> <p>Problem Statement 3: There is a gap between the All student group Meets performance level on Algebra I EOC (49%) and the Special Education (23%) and English Learner (37%) student groups.</p>

Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.







Performance Objective 1: The percent of Williams students that score Meets grade level or above on STAAR/EOC Biology will increase from 62% in 2019 to 64% by June 2021. The Special Education student group performance will increase from 22% in 2019 to 24% in 2021. The English Learner student group performance will increase from 30% in 2019 to 32% in 2021.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR/EOC Biology I

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement content-specific 3-Reads Strategy: For Biology: 1st Read: Understand-What is the problem about? 2nd Read: Plan-What is the question? What am I trying to find out? 3rd Read: Solve and Check-How will I use the information? Strategy's Expected Result/Impact: Increase student learning as evidenced by formative and summative assessments. Staff Responsible for Monitoring: Assistant Principal over Biology and Biology leadership team TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement a digital version of Williams' Professional Learning Cohort (WPLC) team leader training to increase collaborative team's autonomy with a focus on: daily lesson plans, essential standards and authentic assessments. Strategy's Expected Result/Impact: Enhance professional development for leaders/teachers as evidenced by an increase in collaborative team's autonomy. Staff Responsible for Monitoring: Principal and Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals - Targeted Support Strategy Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Re-design advisory/homeroom to focus on the growth of all students. Strategy's Expected Result/Impact: Increase in attendance, engagement, tutorials, and campus passing rate. Staff Responsible for Monitoring: Principal, Assistant Principals, and SIT TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize content-specific learning targets, in conjunction, with the English Language Proficiency Standards (ELPS), daily, in each classroom, face-to-face and virtual.</p> <p>Strategy's Expected Result/Impact: Increase in English Language Learners (ELLs) passing rate and student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, SIT</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 4</p>	Formative		
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<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 4: There is a gap between the All student group Meets performance level on Biology I EOC (62%) and the Special Education (22%) and English Learner (30%) student groups.</p>

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Matthew Endsley	Principal
Administrator	Mona Abdelfattah	Assistant Principal
Administrator	Kristen Kinnard	Assistant Principal
Administrator	Lisa Delacruz	Assistant Principal
Administrator	Inge Dismuke Stovall	Assistant Principal
Classroom Teacher	Alexandria Jackson	Teacher
Classroom Teacher	Shawn Brantley	Teacher/Coach
Classroom Teacher	Will Smith	Teacher
Non-classroom Professional	Jason Hamilton	Transitions Specialist
Non-classroom Professional	John Lowrance	SEL Specialist
District-level Professional	Becky Jackson	School Improvement Specialist
Parent	Kelli Sutton	Parent
Parent	Pat Leahy	Parent
Parent	Jeri Duncan	Parent
Parent	Kim Strickland	Parent
Paraprofessional	Tiffany Nguyen	Paraprofessional
Community Representative	Jimmy Dismuke	Community Rep
Business Representative	Charles Smith	Business Rep
Business Representative	Chris Aparicio	Business Rep
Classroom Teacher	Tracy Henry-Smith	Teacher
Classroom Teacher	Joel Salas	Teacher
Classroom Teacher	Chris Wierman	Teacher
Parent	Parvin Ansari	Parent
Parent	Joselyn Gonzalez	Parent
Student	Arshi Parikh	Student
Student	Jillian Conaway	Student
Student	Ruqhia Syed	Student

Addendums

Williams - STAAR EOC Biology (Grade 9)

The percent of Biology students that score Meets grade level or above on STAAR EOC Biology will increase from 62% in 2019 to 64% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
63% 2019 Baseline: 62%	64%	65%	66%	67%

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 Baseline	56	45	81	*	87	*	81	22	47	69	30	66	50
2020	57	46	81	*	87	*	81	23	48	70	31	66	51
2021	60	49	81	*	87	*	82	24	51	71	32	66	52
2022	63	51	82	*	88	*	83	26	54	73	33	67	54
2023	67	55	82	*	88	*	85	29	58	75	35	67	56
2024	72	60	83	*	89	*	87	32	63	78	38	68	59
2019-2021	4	4	0	*	0	*	1	2	4	2	2	0	2

Williams High School 2020-21 Algebra I and English I and II Performance Objectives

Williams Algebra 1 Goal														
The percent of students taking the Algebra I EOC (first time testers and re-testers) that perform at the Meets grade level standard or above will increase from 49% in 2019 to 52% by June 2021.														
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	46	43	42	*	89	*	42	23	42	40	37	50	48	49
2021	54	50	43	*	91	*	43	25	50	49	41	51	57	52
2019-2021	8	7	1	*	2	*	1	2	8	9	4	1	9	3

Williams English I and II Goal														
The percent of students taking the English I & II EOC (first time testers and re-testers) that perform at the Meets grade level standard or above will increase from 61% in 2019 to 64% by June 2021.														
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	53	41	78	*	92	*	88	21	44	39	23	64	49	61
2021	61	48	79	*	94	*	89	23	52	48	27	65	58	64
2019-2021	8	7	1	*	2	*	1	2	8	9	4	1	9	3

Methodology:

HB 3 District and Board goals requires each district to set 5-year goals for college, career, and military readiness including targets for each school year. Plano ISD have set these goals for CCMR. Campus goals are aligned with these CCMR goals. As CCMR goals for college readiness is strongly aligned with the Meets Standard on STAAR EOCs, the district target for 2021 is based on these CCMR increases required from 2019 to 2021.

The campus target for EOCs now align with the district required target for 9-10 grade levels for Algebra I and English I and English II for the All Student and Specific student groups.

2019 Baseline Data from 2018-19 TAPR > Performance > STAAR Performance.

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</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 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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