

Plano Independent School District

Vines High School

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 20, 2020

Mission Statement

At Vines High School, we work together to build a learning community of academically, socially, and emotionally well-rounded individuals through meaningful interactions.

Vision

COMMITTED TO EXCELLENCE | DEDICATED TO CARING | POWERED BY LEARNING | PLANO ISD PROUD



Table of Contents

Comprehensive Needs Assessment	4
Student Learning	4
Priority Problem Statements	4
Comprehensive Needs Assessment Data Documentation	5
Goals	7
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.	8
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.	9
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.	10
20-21 SBIC Committee	11
Addendums	12

Comprehensive Needs Assessment

Student Learning

Student Learning Summary

Vines 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): Vines High School students taking honors courses are under-performing on semester and state assessments in comparison to other district 9/10 schools. **Root Cause:** 1. Lack of rigor in honors curriculum and district unit assessments. 2. Missed opportunities by teachers to incorporate critical thinking in daily lessons. 3. High student apathy towards academic achievement. 4. Students not appropriately placed to meet the instructional demands in some honors courses.

Problem Statement 2 (Prioritized): Hispanic, African -American, ELL, and SPED student populations at Vines HS are under-performing in comparison to other district 9/10 schools and these populations are experiencing high losses in all levels of mathematics for both Academic Achievement and Growth Targets for Domain 3: Closing the Gap. **Root Cause:** 1. Missed opportunities to provide teachers with necessary professional learning on differentiation in the classroom. 2. Teachers lack knowledge of instructional strategies to meet the academic needs of are fast-growing populations. 3. ELL and Ec. Dis. student populations have increased significantly in the last two years. UPDATE:4: There is not enough focus on the power standards in the math curriculum. 5. STAAR test is not equitable for all tested student groups; Algebra I STAAR test is written at a very rigorous reading level; current assessments don't reflect the same level as STAAR. 6. Curriculum is designed for guiding instruction rather than discovering connections. 7. Lack of preparation for Algebra course requirements (homework); student snot studying/doing homework (skill practice) ; lack of student motivation to make school a priority. Edit Associated Areas

Problem Statement 3: Vines High School showed decreases in performance for ALL students and Economically Disadvantaged Students from the English I to English II EOC exams. The percentage of ALL students at Approaches decreased by 4% from English I to English II and the percentage of ALL students at Masters decreased by 5%. The percentage of Economically Disadvantaged students at Approaches decreased by 8% from English I to English II. The percentage of Economically Disadvantage students at Meets decreased by 4%. The percentage of Economically Disadvantaged students at Masters decreased by 2% . **Root Cause:** 1. Previous Leadership Team was lacking vision, purpose and instructional leadership. 2. Lack of preparation for targeted weaknesses on state EOCs. 3. Lack of vertical alignment between 9th and 10th grades; 10th grade planning was not efficient; lack of whole department planning, lack of backwards design planning. 4. Teachers not differentiating enough to meet the needs of all students (Did I do enough to challenge my students). 5. Missed opportunities to address student motivation. 6. ELL students haven't taken this type of test before and don't have the stamina to take such a long test. 7. Not using the vocabulary that students will see on the test; lack of teacher knowledge of what is on the test; lack of STAAR practice and exam stems (vocabulary and formatting). 8. The structure of our Academic Literacy course is lacking.

Priority Problem Statements

Problem Statement 1: Vines High School students taking honors courses are under-performing on semester and state assessments in comparison to other district 9/10 schools.

Root Cause 1: 1. Lack of rigor in honors curriculum and district unit assessments. 2. Missed opportunities by teachers to incorporate critical thinking in daily lessons. 3. High student apathy towards academic achievement. 4. Students not appropriately placed to meet the instructional demands in some honors courses.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Vines High School showed decreases in performance for ALL students and Economically Disadvantaged Students from the English I to English II EOC exams. The percentage of ALL students at Approaches decreased by 4% from English I to English II and the percentage of ALL students at Masters decreased by 5%. The percentage of Economically Disadvantaged students at Approaches decreased by 8% from English I to English II. The percentage of Economically Disadvantage students at Meets decreased by 4%. The percentage of Economically Disadvantaged students at Masters decreased by 2% .

Root Cause 2: Previous Leadership Team was lacking vision, purpose and instructional leadership. 2. Lack of preparation for targeted weaknesses on state EOCs. 3. Lack of vertical alignment between 9th and 10th grades; 10th grade planning was not efficient; lack of whole department planning, lack of backwards design planning. 4. Teachers not differentiating enough to meet the needs of all students (Did I do enough to challenge my students). 5. Missed opportunities to address student motivation. 6. ELL students haven't taken this type of test before and don't have the stamina to take such a long test. 7. Not using the vocabulary that students will see on the test; lack of teacher knowledge of what is on the test; lack of STAAR practice and exam stems (vocabulary and formatting). 8. The structure of our Academic Literacy course is lacking. Edit Associated Areas

Problem Statement 2 Areas: Demographics

Problem Statement 3: Hispanic, African -American, ELL, and SPED student populations at Vines HS are under-performing in comparison to other district 9/10 schools and these populations are experiencing high losses in all levels of mathematics for both Academic Achievement and Growth Targets for Domain 3: Closing the Gap.

Root Cause 3: 1. Missed opportunities to provide teachers with necessary professional learning on differentiation in the classroom. 2. Teachers lack knowledge of instructional strategies to meet the academic needs of are fast-growing populations. 3. ELL and Ec. Dis. student populations have increased significantly in the last two years. UPDATE:4: There is not enough focus on the power standards in the math curriculum. 5. STAAR test is not equitable for all tested student groups; Algebra I STAAR test is written at a very rigorous reading level; current assessments don't reflect the same level as STAAR. 6. Curriculum is designed for guiding instruction rather than discovering connections. 7. Lack of preparation for Algebra course requirements (homework); student snot studying/doing homework (skill practice) ; lack of student motivation to make school a priority. Edit Associated Areas

Problem Statement 3 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results
- Other additional data

Goals







Revised/Approved: September 30, 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 Vines students that score Meets grade level or above on STAAR EOC English I and II will increase from 69% in 2019 to 72% by June 2021. The SPED student group performance will increase from 22% in 2019 to 24% in 2021. The English Learners student group performance will increase from 30% in 2019 to 34% in 2021.

Evaluation Data Sources: 2021 STAAR/EOC Assessment

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will address the lack of preparation for targeted weaknesses on state EOCs by analyzing student performance on TEKS on prior English EOCs and current district assessments during collaborative teaming time. Teachers will have additional opportunities of enrichment for targeted students in needed areas of growth.</p> <p>Strategy's Expected Result/Impact: Student growth in the areas of Approaches, Met and Masters from the English I to English II EOC exam</p> <p>Staff Responsible for Monitoring: Principal, assistant principals, English Department Chair/English II team leader, English I Team Leader, District English Support Specialist</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will focus on grade level specific vocabulary, sentence stems, the use of verbal and nonverbal responses to increase comprehension of our English Learners. Teachers will continuously analyze data of assessments to target areas of needed growth.</p> <p>Strategy's Expected Result/Impact: Student growth in the areas of Approaches, Met and Masters from the English I to English II EOC exam</p> <p>Staff Responsible for Monitoring: Principal, assistant principals, English Department Chair/English II team leader, English I Team Leader, District English Support Specialist</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will re-teach / re-learn areas of growth for our low performing students. Recurring opportunities for enrichment are embedded in the English I and English II curriculum. Teachers will target areas of growth based on assessment data.</p> <p>Strategy's Expected Result/Impact: Student growth in the areas of Approaches, Met and Masters from the English I to</p>	Formative		
	Nov	Feb	June

English II EOC exam

Staff Responsible for Monitoring: Principal, assistant principals, English Department Chair/English II Team Leader, English I Team Leader, District English Support Specialist



No Progress



Accomplished



Continue/Modify
















Discontinue

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 Vines students that score Meets grade level or above on STAAR/EOC Algebra I will increase from 45% in 2019 to 48% by June 2021. The SPED student group performance will increase from 14% in 2019 to 16% in 2021. The African American student group performance will increase from 29% in 2019 to 37% 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: Teachers will utilize data from Curriculum Based Assessments (CBA) to monitor student progress. They will determine mastery of concepts and areas of low TEK performance to adjust instruction, re-teach as needed, and to identify students in need of targeted remediation.</p> <p>Strategy's Expected Result/Impact: Improved student results on semester exams and spring 2021 Algebra 1 EOC exam.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers of Special Education and African American students.</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: For each instructional unit, teachers will implement targeted tutorial sessions geared to the learning needs of low-performing students and based on CBA data.</p> <p>Strategy's Expected Result/Impact: Improved student results on semester exams and spring 2021 Algebra 1 EOC exam.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers of ELL students, ESOL teachers, and ELL District Support Team.</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilization of strategies focused on vocabulary acquisition, use of manipulatives (including digital) to increase comprehension of content, use of non-verbal responses, and choral responses serving as a model for correct pronunciation and syntax (ELL).</p> <p>Strategy's Expected Result/Impact: Improved student results on semester exams and spring 2021 Algebra 1 EOC exam.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers of ELL students, ESOL teachers, and ELL District Support Team.</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 Vines students that score Meets grade level or above on STAAR/EOC Biology will increase from 72% in 2019 to 74% by June 2021. The SPED student group performance will increase from 25% in 2019 to 27% in 2021. The English Learners student group performance will increase from 41% in 2019 to 43% 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: Teachers will administer, review and analyze student results on district- created Biology CBAs to improve teacher instruction and student achievement in targeted TEKS.</p> <p>Strategy's Expected Result/Impact: Improved student results spring 2021 EOC Biology exam.</p> <p>Staff Responsible for Monitoring: Principal, science department chair, Biology teachers, and district science instructional support specialist.</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

20-21 SBIC Committee

Committee Role	Name	Position
Administrator	Julie Anne Dean	Principal
Administrator	Reuben Davis	Assistant Principal
Administrator	Tonelli Hatley	Assistant Principal
Administrator	Amy Robison	Assistant Principal
Classroom Teacher	Broc Boyd	teacher
Classroom Teacher	Lane Pippin	teacher
Classroom Teacher	Cheryl Schrodel	teacher
Classroom Teacher	Susan Waldron	teacher
Classroom Teacher	Tiffany Wilson	teacher
Classroom Teacher	Elizabeth Israel	teachers
Paraprofessional	Jared Reed	paraprofessional
Community Representative	Stacey Pfohl	Community Representative
District-level Professional	Sharon Bradley	District-level Professional
Librarian	Kenya Henderson	Librarian
Parent	Jolee Kempf	Parent
Parent	Christie Patterson	Parent
Parent	Kaci Lahpor	Parent
Student	Brady Lahpor	Student
Student	Sarah Patterson	Student
Business Representative	Vanessa Ferrar	Business Representative
Business Representative	William Beckman	Business Representative

Addendums

Vines - STAAR EOC Biology (Grade 9)

The percent of Biology students that score Meets grade level or above on STAAR EOC Biology will increase from 72% in 2019 to 74% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
73% 2019 Baseline: 72%	74%	75%	76%	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	All
2019 Baseline	64	56	81	*	80	*	71	25	55	82	41	74	62	72
2020	65	57	81	*	80	*	71	26	56	83	42	74	63	73
2021	68	60	81	*	80	*	72	27	59	84	43	74	64	74
2022	71	62	82	*	81	*	73	29	62	86	44	75	66	75
2023	75	66	82	*	81	*	75	32	66	88	46	75	68	76
2024	80	71	83	*	82	*	77	35	71	91	49	76	71	77
2019-2021	4	4	0	*	0	*	1	2	4	2	2	0	2	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

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

Vines 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 45% in 2019 to 48% 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	29	30	58	*	69	*	40	14	37	60	38	46	41	45
2021	37	37	59	*	71	*	41	16	45	69	42	47	50	48
2019-2021	8	7	1	*	2	*	1	2	8	9	4	1	9	3

Vines 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 69% in 2019 to 72% 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	54	54	79	*	82	*	78	22	50	77	30	72	57	69
2021	62	61	80	*	84	*	79	24	58	86	34	73	66	72
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		
--	--	--	--