

Plano Independent School District

Plano East Senior High School

2020-2021



Board Approval Date: October 20, 2020

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Comprehensive Needs Assessment

Student Learning

Student Learning Summary

Plano East 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

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% $(94.0 - 77.5)/10 = 1.65\%$. $77.5 + 1.7 = 79.2$

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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









Goals

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 East Senior High students that score Meets grade level or above on STAAR/EOC U.S. History will increase from 82% in 2019 to 84% by June 2021. The English Learner student group performance will increase from 41% in 2019 to 44% in 2021. The Special Education student group will increase from 35% in 2019 to 37% in 2021.

Evaluation Data Sources: 2021 STAAR/EOC US History

Summative Evaluation: Some progress made toward meeting Objective









Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will establish a committee whose purpose will be to develop strategies to meet this goal. The committee will focus on:</p> <ol style="list-style-type: none"> 1. Reviewing last year's EOC US history exam results to determine which reporting categories demonstrated critical areas for improvement in student performance. 2. Based on this assessment, lesson planning and calendar adjustments will be made to optimize this improvement. <p>Strategy's Expected Result/Impact: This goal should shift the calendar and time spent on these reporting categories that demonstrate the greatest need for improvement. Additionally, specific lessons will be re-worked to ensure improved student engagement. Additionally, this should help to raise performance for all students.</p> <p>Staff Responsible for Monitoring: George King, Sheela Daniels, Clarissa Moreno, Giselle Devillier, US history teaching team</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Administer a mock US history exam for the purpose of data collection to design targeted intervention support for students requiring remediation and reinforcement. A low student-teacher ratio boot camp will be designed to pull these students out of class for this remediation and reinforcement.</p> <p>Strategy's Expected Result/Impact: The data collected will indicate which students will require targeted intervention. The students identified will be assigned a two week pullout boot camp to address deficiencies. This strategy should raise the performance of our students most in need of improvement.</p> <p>Staff Responsible for Monitoring: George King, Sheela Daniels, Clarissa Moreno, Giselle Devillier, US history team</p> <p>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: DIP - Plano ISD will reach and maintain the graduation rate for all students and each student group at 94% or higher.

Performance Objective 1: DIP - Plano ISD will reach and maintain the graduation rate for all students and each student group at 94% or higher.

Evaluation Data Sources: 2019 accountability report

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The 1st six weeks benchmark for number of students currently failing one or more courses was 40%- a record level since this data has been collected dating back to 2013. Additionally, approximately 36% of seniors are currently failing a course required for graduation. Given the current trajectory, the 2021 graduation rate is at risk. The administration and counseling teams will launch a comprehensive and year long effort to contact the parents of seniors at risk of not graduating and establish plans to change this current trajectory. Additionally, we will set up Zoom meetings with these seniors at-risk of not graduating and collaborate a detailed plan for meeting their individual graduation plan.</p> <p>Strategy's Expected Result/Impact: We will meet or exceed our four year graduation rate of 94% for each student group.</p> <p>Staff Responsible for Monitoring: administrative team, counseling team, Communities In School</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will identify seniors who have not passed at least three end-of-course exams. We will establish low student-teacher ratio boot camps to prepare students for the December EOC re-testing window and again for the April-May re-testing window.</p> <p>Strategy's Expected Result/Impact: Of our seniors who have not passed at least three EOC exams by the start of their senior year, 100% of these students will have at least three passed EOC exams on their graduation record by the end of the 2020-21 school year.</p> <p>Staff Responsible for Monitoring: administrative team, counseling team</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

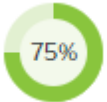
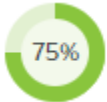
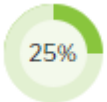

Goal 3: DIP - The percentage of Plano ISD graduates that meet the criteria for CCMR will increase from 79% in the 2019 Accountability to 83% by the 2022 Accountability (based on graduating class of 2021). The English Learners student group performance will increase from 40% in 2019 to 46% in 2022 Accountability. The Economically Disadvantaged student group performance will increase from 58% in 2019 to 70% in 2022 Accountability.









Performance Objective 1: The percentage of Plano East Senior High graduates that meet the criteria for CCMR will increase from 75% in the 2019 Accountability to 79% by the 2022 Accountability (based on graduating class of 2021). The English Learner student group performance will increase from 30% in 2019 to 36% in 2022. The Economically Disadvantaged student group performance will increase from 55% in 2019 to 68% in 2022.

HB3 Goal

Evaluation Data Sources: 2021 Graduating Seniors CCMR

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: One of the ways to raise our CCMR rating is through AP and IB students earning a base score or higher on their national/international year-ending exams. In this current alignment where students receive instruction in two different learning environments, student performance can be compromised by the loss of direct-teach synchronous instruction as they prepare for these exams. Teachers in these programs have struggled to find creative ways to compensate for the loss of synchronous instruction. We will form a committee whose purpose will be to create innovative ways to compensate for this loss of synchronous learning time thereby improving student performance on these exams.</p> <p>Strategy's Expected Result/Impact: Student participation and performance on these exams will improve compared to our 2019 performance on these same exams.</p> <p>Staff Responsible for Monitoring: George King, Sheela Daniels, Larell Bissett, Linda Becker, Dusty Vincer, Giselle Devillier, Margaret Pappion</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: A significant majority of students in dual credit courses receive instruction only through the online platform. In order to raise our CCMR performance, dual credit students must successfully complete (pass) their dual credit courses. Collin College employs FERPA thereby preventing campus counselors, administrators and parents from official notification of student progress in these courses. We will form a committee whose purpose is to create support systems for students in dual credit courses to ensure high passing rates.</p> <p>Strategy's Expected Result/Impact: We will raise the percentage of students passing dual credit courses from 95% in 2019 to 99% in 2020 & 21.</p> <p>Staff Responsible for Monitoring: George King, Sheela Daniels, Carah Marquez, Jamie Cox, Lauren Thompson</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Our CCMR rating can be raised through student participation in SAT, TSIA and ASVAB testing. Given the current split learning environment in which 61% of Plano East students receive their instruction through @home learning, participation rates in these exams can be compromised. We will form a committee whose goal will be to design safe testing environments and ensure rigid compliance with safety protocols. This design will be shared with our families to allay concerns about testing environment conditions and encourage maximum participation in these testing events.</p> <p>Strategy's Expected Result/Impact: We will meet or exceed participation rates in these exams from spring semester 2020. In the case of TSIA, we will achieve a participation rate of 95% of all senior students identified as students who should sit for the TSIA because they have not participated in other activities that garner CCMR points.</p> <p>Staff Responsible for Monitoring: George King, Sheela Daniels, Carah Marquez, counseling team</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Our CCMR rating can be raised through our CTE coursework. Some CTE courses include the potential to take and pass industry based certification exams at the completion of these courses. Additionally, CCMR can be earned through students choosing a coherent lineage of CTE elective courses throughout their four year high school experience. We will form a committee to research and develop effective ways to advertise and encourage participation in the exams. Additionally the committee will evaluate junior student transcripts to determine which students could complete the three coherent course sequence in their senior year and advise these students accordingly.</p> <p>Strategy's Expected Result/Impact: We will increase our passing rate of industry-based certification exams from our 2019 data. We will increase the number of students completing the coherent CTE course sequence from our 2019 data.</p> <p>Staff Responsible for Monitoring: George King, Sheela Daniels, Rob Eppler, Carah Marquez, counseling team</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

2020-21 SBIC

Committee Role	Name	Position
Administrator	Brandon Johnson	assistant principal
Administrator	Clarissa Moreno	assistant principal
Administrator	Stacey Flake	assistant principal
Administrator	Sheela Daniels	associate principal for curriculum
Administrator	Robert Eppler	associate principal for student activities
Administrator	Rolando Rios	assistant principal
Non-classroom Professional	Carah Marquez	director of guidance
Non-classroom Professional	Karen Stanton	IB coordinator
Classroom Teacher	Jamie Zellner	ESL department chair
Non-classroom Professional	Paula Figuly	special education department chair
Classroom Teacher	Iarell Bissett	English department chair
Classroom Teacher	Linda Becker	math department chair
Classroom Teacher	Dusty Vincer	science department chair
Classroom Teacher	Giselle Devillier	social studies department chair
Classroom Teacher	Abby Cole	CTE department chair
Classroom Teacher	Daniel Knight	fine arts department chair
Classroom Teacher	Margaret Pappion	LOTE department chair
Non-classroom Professional	Joey McCullough	athletic director
District-level Professional	Kim Chandler	CTE coordinator
Student	Jada Li	senior class president
Student	Tanaz Muhamed	student
Parent	Julie Richard	parent
Parent	Jill Lambouses	parent
Student	Lydia Williams	senate president
Student	Rachel Harvey	senate VP

Addendums

CCMR Goal - Plano East Senior High

The percentage of graduates that meet the criteria for CCMR will increase from 75% in 2019 to 81% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
76%	78%	79%	80%	81%
2019 Baseline: 75%				

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)	59	60	81	*	93	*	89	85	55	*	30	*	*
2020 (2019 Grads)	63	63	81	*	93	*	89	87	59	*	32	*	*
2021 (2020 Grads)	67	66	82	*	94	*	90	88	63	*	34	*	*
2022 (2021 Grads)	71	70	82	*	94	*	91	89	68	*	36	*	*
2023 (2022 Grads)	75	73	83	*	95	*	91	91	72	*	38	*	*
2024 (2023 Grads)	79	76	83	*	95	*	92	92	76	*	40	*	*
2019-2022 (2021 Grads)	12	10	2	*	2	*	2	4	12	*	6	*	*
2019-2024 (2023 Grade)	21	17	3	*	3	*	3	7	20	*	10	*	*

PESH - 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 82% in 2019 to 84% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
83% <small>2019 Baseline: 82%</small>	84%	86%	88%	90%

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	78	66	90	*	94	*	100	35	66	85	41	85	70	82
2020	79	68	90	*	94	*	101	36	68	86	42	85	71	83
2021	82	70	91	*	95	*	102	37	71	88	44	86	73	84
2022	85	74	91	*	95	*	104	39	75	90	47	86	75	86
2023	89	78	92	*	96	*	107	42	80	93	50	87	78	88
2024	94	84	94	*	98	*	111	45	86	97	55	89	81	90
2019-2021	4	4	1	*	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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