

Plano Independent School District

McMillen High School

2020-2021



Board Approval Date: October 20, 2020

Vision

We keep all students at the heart of every decision.

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Comprehensive Needs Assessment

Student Learning

Student Learning Summary

McMillen 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): English 1 & 2: There is a gap between the All student group Meets performance level on English I & II EOC (71%) and the Special Education (23%) and English Learner (28%) student groups. Algebra 1: There is a gap between the All student group Meets performance level on Algebra I EOC (61%) and the Special Education (35%) and English Learner (46%) student groups. Biology: There is a gap between the All student group Meets performance level on Biology I EOC (72%) and the Special Education (31%) and English Learner (35%) student groups. **Root Cause:** Based on the 2019 STAAR results, various sub-groups have a wider learning gap compared to White students.

Priority Problem Statements

Problem Statement 1: English 1 & 2: There is a gap between the All student group Meets performance level on English I & II EOC (71%) and the Special Education (23%) and English Learner (28%) student groups. Algebra 1: There is a gap between the All student group Meets performance level on Algebra I EOC (61%) and the Special Education (35%) and English Learner (46%) student groups. Biology: There is a gap between the All student group Meets performance level on Biology I EOC (72%) and the Special Education (31%) and English Learner (35%) student groups.

Root Cause 1: Based on the 2019 STAAR results, various sub-groups have a wider learning gap compared to White students.

Problem Statement 1 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

- Texas Academic Performance Report (TAPR) 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results

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
- Homeless data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

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
- Equity data
- TTESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- 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
- Capacity and resources data
- Study of best practices
- Action research results
- Other additional data

Goals



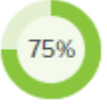




Revised/Approved: October 9, 2020

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 Mcmillen students that score Meets grade level or above on STAAR EOC English I and II will increase from 71% in 2019 to 74% by June 2021. The Economically Disadvantaged student group performance will increase from 49% in 2019 to 57% in 2021. The African American student group performance will increase from 65% in 2019 to 73% in 2021.

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

Summative Evaluation: Some progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop intervention plans to meet the academic needs based on common formative assessments, behavioral, emotional, and social needs of students.</p> <p>Strategy's Expected Result/Impact: collaborative teams increase the amount of common formative assessments and data analysis</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 Mcmillen students that score Meets grade level or above on STAAR/EOC Algebra I will increase from 61% in 2019 to 64% by June 2021. The Special Education student group performance will increase from 35% in 2019 to 37% in 2021. The English Learner student group performance will increase from 46% in 2019 to 50% in 2021.

Evaluation Data Sources: 2021 STAAR/EOC Algebra 1

Summative Evaluation: Some progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop intervention plans to meet the academic needs based on common formative assessments, behavioral, emotional, and social needs of students.</p> <p>Strategy's Expected Result/Impact: collaborative teams increase the amount of common formative assessments and data analysis</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 Mcmillen students that score Meets grade level or above on STAAR/EOC Biology will increase from 72% in 2019 to 74% by June 2021. The Special Education student group performance will increase from 31% in 2019 to 33% in 2021. The English Learner student group performance will increase from 35% in 2019 to 37% in 2021.

Evaluation Data Sources: 2021 STAAR/EOC Biology I

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop intervention plans to meet the academic needs based on common formative assessments, behavioral, emotional, and social needs of students.</p> <p>Strategy's Expected Result/Impact: collaborative teams increase the amount of common formative assessments and data analysis</p> <p>Staff Responsible for Monitoring: Assistant Principal/Principal</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

2020-21 SBIC

Committee Role	Name	Position
Administrator	Brian Lyons	Principal
Administrator	Eric Lockett	Assistant Principal
Administrator	Tracie Langford	Assistant Principals
Administrator	Kamden Kneisel	Assistant Principal
Classroom Teacher	Stephanie Jackson	Social Studies Teacher
Classroom Teacher	Amy Johnson	English Teacher
Classroom Teacher	Kay Fernandes	Math Teacher
Classroom Teacher	Peri Lobue	Science Teacher
Classroom Teacher	Blythe Barajas	ESL Teacher
Non-classroom Professional	Meredith Smith	Librarian
District-level Professional	JD Dearing	Human Resources
Paraprofessional	Jacqueline Schlumpf	Librarian
Student	Kyan Lockett	Student
Business Representative	Julie Gross	Sales Rep
Student	Ziada Araya	Student
Parent	Angela Hughes	Parent
Parent	Mitzi Benhke	Parent
Parent	Susan Rice	Parent
Parent	Corey Maddux	Parent
Parent	Sreetha Pilai	Parent
Parent	Stephanie Ownby	Parent
Business Representative	Liz Hofstetter	Business Representative
Classroom Teacher	Justin Belt	English Teacher
Community Representative	Patricia Campus	Community Representative
Community Representative	DeMarcus Mathes	Community Representative

Addendums

McMillen - 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	54	51	83	*	89	*	90	31	49	58	35	76	59	72
2020	55	52	83	*	89	*	90	32	50	59	36	76	60	73
2021	58	55	83	*	89	*	91	33	53	60	37	76	61	74
2022	61	57	84	*	90	*	92	35	56	62	38	77	63	75
2023	65	61	84	*	90	*	94	38	60	64	40	77	65	76
2024	70	66	85	*	91	*	96	41	65	67	43	78	68	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

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

McMillen 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 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	46	76	*	82	*	68	35	51	67	46	64	54	61
2021	61	53	77	*	84	*	69	37	59	76	50	65	63	64
2019-2021	8	7	1	*	2	*	1	2	8	9	4	1	9	3

McMillen 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 71% in 2019 to 74% 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	65	50	82	*	86	*	77	23	49	59	28	73	61	71
2021	73	57	83	*	88	*	78	25	57	68	32	74	70	74
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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