Plano Independent School District

Plano Senior High School

2021-2022

Board Approval Date: November 3, 2021

Mission Statement

We are in the practice of cultivating exceptional learners, capable of succeeding in rapidly changing world.

Vision

The purpose of the Wildcat learning community is to inspire hope in our students and to develop the skills they need to realize their dreams.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

demographics
43% -- W, 18% -- A, 13% -- AA, 22% -- H, 4% -- T+
22% -- GT (52% -- W, 29% -- A, 4% -- AA, 10% -- H, 5% -- T+)
ED
-- 31% (18% -- w, 13% -- A, 26% -- AA, 39% -- H, 3% -- T+)
ELL
-- 13, 31, 5, 50, 1
Sped
-- 35, 8, 26, 26, 4

Taking CTE Courses:
0 = 20%
1 = 29%
2 = 51%

Attendance annual rates 2017-2019:
95.16%
94.79%
94.78%

CCMR

77%

Graduation rates

Class of 2018 4-yr rate: 94.3% (all students)
Class of 2017 5 yr rate: 97.4%
Class of 2016 6-yr rate: 98%
Annual dropout rate for 17-18: 1%; ELL's 5%

staff data Total staff: 237
117 bachelors
87 Masters
5 doctorates
8.5% turnover 2018-2019

7.6% -- AA
4.6% -- A
2% -- H
86.8% -- W

Demographics Strengths

diversity
low turnover rate amongst staff
graduation rates

Problem Statements Identifying Demographics Needs

Problem Statement 1: Overrepresentation of Hispanic, African American and Economically disadvantaged students in our attendance and dropout rate **Root Cause:** Attendance Rates: State 95.4 District 96.2 Campus 94.8 African American 93.4 Hispanic 93.8 White 94.8 American Indian 95.7 Asian 96.8 2 or More 94 SPED 92 Econ Dis 93.4 EL 93.4 Drop-Out Rates: State 5.9 District 1.8 Campus 1.7 African American 5.1 Hispanic 1.9 White 1 American Indian 0 Asian 0.8 2 or More 2.3 SPED 4.7 Econ Dis 3.7 EL 7.1

Student Learning

Student Learning Summary

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

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

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

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

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

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

AP overall passing rate
81%

STAAR Social Studies overall passing rate
96%

Student Learning Strengths

Consistently successful AP program as measured by the exam results overall.
64% reached mastery level on STAAR Social Studies US History EOC.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Staff reported a lack of formalized staff voice. **Root Cause:** 2019 HRS Survey Results show a mean score of 4.05 on Indicator 1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

variety of course offerings
opportunities for extracurricular involvement

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: PSHS CCMR rating is lower than district rating. **Root Cause:** District 84.9 Campus 82.6

Perceptions

Perceptions Summary

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

Perceptions Strengths

Extra curricular programs -- particularly fine and performing arts, speech, and competitive groups -- create powerful learning experiences that develop skills for living beyond the academic curriculum.
Parent involvement in these programs also creates the most positive perception.
Counselor processes and procedures developed to support students socially and emotionally have provides students and families with much-needed resources.
Plano 2025 committee has developed a draft of new directions to investigate. Committee has also articulated mission, purpose, values and beliefs around which future work will continue

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is an achievement gap on the US History EOC **Root Cause:** Campus 87 African American 68 Hispanic 76 White 94 American Indian 100 Asian 96 2 or More 93 SPED 36 Econ Dis 74 EL 61

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data

Support Systems and Other Data

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

Goals

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 2022.

Performance Objective 1: The percent of Plano Senior HIgh School students that score Meets grade level or above on STAAR/EOC U.S. History will increase from 87% in 2019 to 91% by June 2022. The SPED student group performance will increase from 36% in 2019 to 40% in 2022. The English Learners student group will increase from 61% in 2019 to 67% in 2022.
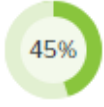
    Evaluation Data Sources: 2022 STAAR/EOC Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement tutorial protocols as outlined by house bill 4545	**Formative**		
Strategy's Expected Result/Impact: Increased growth as measured on EOC.	Nov	Feb	June
Staff Responsible for Monitoring: Associate Principal, Data Coordinator **Funding Sources:** Pay for tutors and teaching materials - 282 ESSER III - $15,400	65%	80%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue PLC growth through quarterly training of teachers to analyze data on class assignments routinely through collaborative team meetings throughout the year to inform lesson planning.	**Formative**		
	Nov	Feb	June
Strategy's Expected Result/Impact: Improved performance on EOC's. **Staff Responsible for Monitoring:** Department heads, team leaders	30%	70%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 1: The percentage of Plano Senior High School graduates that meet the criteria for CCMR will increase from 77% in the 2019 Accountability to 81% by the 2022 Accountability (based on graduating class of 2020). The English Learners student group performance will increase from 45% in 2019 to 51% in 2022. The African American student group performance will increase from 58% in 2019 to 71% in 2022.

HB3 Goal

Strategy 1 Details	Formative Reviews		
Strategy 1: Analyze data for 2018 and 2019 to determine most and least effective ways students have earned CCMR in past.	**Formative**		
Strategy's Expected Result/Impact: Provide baseline for improvement.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Associate principal for curriculum	45%	50%	85%

Strategy 2 Details	Formative Reviews		
Strategy 2: Meet with each senior student during the fall semester to plan how students will obtain their CCMR point (college prep course, SAT, TSIA, etc.)	**Formative**		
Strategy's Expected Result/Impact: Enroll students in course work that would satisfy the CCMR requirement	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Associate Principal for Curriculum, Counselor	65%	90%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: Overall attendance rate will increase from 94.8% to 96.2%.

Performance Objective 1: The attendance rate for the following subpopulations will increase:

Hispanic students will increase from 93.8% to 96.2%
African American students will increase from 93.4% to 96.2%
Economically disadvantaged students will increase from 93.4% to 96.2%

Strategy 1 Details	Formative Reviews		
Strategy 1: Build schoolwide connection through increase SEL strategies including The First Three Days of School and Administrator Expectation Talks	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improve attendance **Staff Responsible for Monitoring:** Student Center Assistant Principals	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Coordinate with central office to reach out to students who have dropped out and re-enroll them with a targeted plan for graduation.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Reduction of the drop list **Staff Responsible for Monitoring:** Campus administrators	75%	85%	85%

	0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 4: HRS Survey results will show improved scores in Leading Indicator #1.

Performance Objective 1: Increase Indicator 1.5 (Teachers and staff have formal ways to provide input regarding the optimal functioning of the school) from 4.05 to 4.20.

    Evaluation Data Sources: HRS Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Reinstate our focus on developing collaborative teams through team leader training and team member training during inservice and quarterly team leader trainings throughout the school year.	Formative		
Strategy's Expected Result/Impact: Improved perception of staff voice **Staff Responsible for Monitoring:** Principal, Associate principal	Nov	Feb	June
	50%	75%	100%
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Cultivate campus culture through the establishment of three staff committees. developing collective commitments, and reinstating Wellness Wednesdays.	Formative		
Strategy's Expected Result/Impact: Improved staff connection to campus **Staff Responsible for Monitoring:** Campus administrators	Nov	Feb	June
	30%	65%	80%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

21-22 SBIC Committee

Committee Role	Name	Position
Administrator	Andrew Jacob	
Administrator	Coryn Prince	
Classroom Teacher	Randall Curry	
Classroom Teacher	Heidi Schubert	
Classroom Teacher	Allison Garrison	
Classroom Teacher	Stephanie Rausch	
Non-classroom Professional	Amy Fortney	
District-level Professional	Christy Hamilton	
Parent	Wendy Belt	
Parent	Theresa St. Gil	
Parent	Christina Scott	
Parent	Janani Iyer	
Parent	Renee Daugherty	
Parent	Sherri Hudson	
Community Representative	Greg Sipes	
Business Representative	Chris Harper	
Business Representative	Joe Klobas	
Student	Jailyne Walker	
Student	Anya Koehne	
Student	Michelle Kallas	
Student	Austin Gonzalez	
Administrator	Jeffrey Banner	
Parent	Jeremy Thomason	

Campus Funding Summary

<table>
<tr><td colspan="6" align="center">199 State Comp Ed</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>$0.00</td></tr>
<tr><td colspan="5" align="right">Sub-Total</td><td>$0.00</td></tr>
<tr><td colspan="5" align="right">Budgeted Fund Source Amount</td><td>$6,360.00</td></tr>
<tr><td colspan="5" align="right">+/- Difference</td><td>$6,360.00</td></tr>
<tr><td colspan="6" align="center">199 Bilingual/ESL/ELL</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>$0.00</td></tr>
<tr><td colspan="5" align="right">Sub-Total</td><td>$0.00</td></tr>
<tr><td colspan="5" align="right">Budgeted Fund Source Amount</td><td>$1,032.00</td></tr>
<tr><td colspan="5" align="right">+/- Difference</td><td>$1,032.00</td></tr>
<tr><td colspan="6" align="center">282 ESSER III</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>1</td><td>1</td><td>1</td><td>Pay for tutors and teaching materials</td><td></td><td>$15,400.00</td></tr>
<tr><td colspan="5" align="right">Sub-Total</td><td>$15,400.00</td></tr>
<tr><td colspan="5" align="right">Budgeted Fund Source Amount</td><td>$15,400.00</td></tr>
<tr><td colspan="5" align="right">+/- Difference</td><td>$0.00</td></tr>
<tr><td colspan="5" align="right">Grand Total Budgeted</td><td>$22,792.00</td></tr>
<tr><td colspan="5" align="right">Grand Total Spent</td><td>$15,400.00</td></tr>
<tr><td colspan="5" align="right">+/- Difference</td><td>$7,392.00</td></tr>
</table>

Addendums

CCMR Goal - Plano Senior Senior High

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

PSHS - STAAR EOC US History (Grade 11)

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

	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	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	**Bullying** **Staff Prevention** ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations **Staff Education** ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process **Staff Intervention** ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies **Student Prevention** ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas **Student Education** ● Explain referral process/contacts ● Anonymous Tip Line **Student Intervention** ● 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.

	● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students		
Principal	**Coordinated Health Program** **Coordinated School Health** ● 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. **Fitness** ● 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. **Physical Activity Requirements** ● 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.

	using pedometers and heart rate monitors. ● 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. **Attendance** ● K-8 Monitor attendance of students and follow up on prominent and chronic absences.		
Principal	**Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** ● 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	**Parent Involvement** ● 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		

	community informed. Funding source: State and Local ● 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		