

Plano Independent School District
Plano East Senior High School
2021-2022 Improvement Plan



Board Approval Date: November 3, 2021

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Plano East has the following demographic composition:

African American - 13%

Asian - 31%

Hispanic - 27%

Mixed - 3%

White - 28%

SpEd - 8.6%

504 - 6%

IB academy - 20%

Health Sciences Academy - 4%

Demographics Strengths

Plano East is a rich tapestry of ethnicities and cultures that blend together to create an inclusive community where students broadly accept people different from themselves. Additionally we have a staff that champions our diverse student population and believes this to be our greatest asset.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our Hispanic student population continues to struggle with attendance and classroom achievement by comparison with other ethnic groups at East. **Root Cause:** There is a strong correlation between our Hispanic students and our free/reduced student population.

School Processes & Programs

School Processes & Programs Summary

Plano East has large extra/co-curricular programs in band, choir, orchestra, dance, theatre, cheer, athletics, and debate. Additionally, we have a variety of curricular (49) and non-curricular clubs (30).

School Processes & Programs Strengths

Plano East offers large, inclusive extra/co-curricular programs that provide opportunities for students to grow their talents and enjoy a sense of belongingness.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our lowest rate of participation in our extra/co-curricular programs comes from our Hispanic population. **Root Cause:** There is a strong correlation between our Hispanic population and students identified as f/r.

Perceptions

Perceptions Summary

Plano East takes great pride in it's diversity believing this to be our greatest asset.

Plano East believes that relationships with students, staff and community are at the core of our success.

Plano East believes in differentiating our intervention with students and programs in order to best meet needs and generate success.

Perceptions Strengths

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Problem Statements Identifying Perceptions Needs

Problem Statement 1: With the loss of on-campus experiences for the vast majority of our students over the past 1.5 years, neither the junior or senior class are aware of our customs and traditions. In the past, the senior class leads the junior class in passing along these traditions. **Root Cause:** The pandemic has removed both our 11th & 12th grade students from the traditional on-campus experience.

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 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.

- Section 504 data
- Response to Intervention (RtI) student achievement data
- 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
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data
- T-PCESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Plano East will increase the number of students who demonstrate College, Career, and Military Readiness from the previous school year.







Performance Objective 1: We will increase the number of IB students who score a 4 or higher on their standard level and higher level exams from the previous school year. We believe that the return to in-person learning will spur much of this improvement.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Comparison of last year's IB exam performance information with this year's exam performance data.

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will increase the amount of time allocated in class for exam preparation.</p> <p>Strategy's Expected Result/Impact: Increase in number of IB students scoring 4 or higher on IB exams.</p> <p>Staff Responsible for Monitoring: George King, Sheela Daniels, Karen Stanton; IB teachers of 11th & 12th grade IB students whose course is tied to SL or HL exams</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Plano East will increase the number of students who demonstrate College, Career, and Military Readiness from the previous school year.









Performance Objective 2: We will increase the number of AP exams scores of 3 or higher from the previous school year. We believe that the return to in-person learning will inspire much of this improvement. We will also strongly encourage more participation in AP testing with our AP students this year. Finally, we will be increasing the time allocated for exam preparation as the exam dates draw nigh.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Last year's AP exam performance data compared to this school year's exam performance.

Summative Evaluation: Met Objective











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will increase the amount of class time allocated to exam preparation. Strategy's Expected Result/Impact: increase in scores 3-5 on AP exams Staff Responsible for Monitoring: George King, Sheela Daniels, teachers of AP coursework</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will encourage parents to re-consider the benefits of their child's participation on AP exams through our several college night programs. Strategy's Expected Result/Impact: By increasing participation in AP exams, we will net additionaly scores of 3 or higher. Staff Responsible for Monitoring: George King, Sheela Daniels, Jennifer Spring</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Plano East will increase the number of students who demonstrate College, Career, and Military Readiness from the previous school year.

Performance Objective 3: We will increase the number of industry based certification tests passed from the previous school year.

Evaluation Data Sources: Comparison of last year's industry based certification attempts and passing rate compared to this year's attempts and passing rate.

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: CTE teachers will promote and establish expectations around participation in these exams. Strategy's Expected Result/Impact: We will increase the percent of participation in these exams in each CTE class that offers these exams. Staff Responsible for Monitoring: George King, Sheela Daniels, Rob Eppler, CTE teachers</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The counseling staff will tour through senior English classes to discuss preparing for life after high school. The counselors will include industry based certification promotion as a potential career path. Strategy's Expected Result/Impact: We will increase the percent of participation in these exams in each CTE class that offers these exams. Staff Responsible for Monitoring: George King, Sheela Daniels, Jennifer Spring</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: CTE teachers whose coursework includes an industry based certification will allocate more class time towards preparation for these exams. Strategy's Expected Result/Impact: Increase in the percent of students who pass these exams. Staff Responsible for Monitoring: George King, Sheela Daniels, CTE teachers</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Plano East will increase the number of students who demonstrate College, Career, and Military Readiness from the previous school year.









Performance Objective 4: We will increase the number of students who meet the TSI reading criteria through TSIA, SAT, ACT, or passing the ELA college prep course. Some of this increase will be gained through the return to in-person learning and the addition of the college prep course.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: TSIA, SAT, ACT and the ELA college prep course

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Recruit seniors to take the TSIA exam and offer the exam on multiple test dates. Strategy's Expected Result/Impact: Increase in number of TSIA test takers Staff Responsible for Monitoring: George King, Stacey Flake Funding Sources: teacher proctors - 199 State Comp Ed</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Before administering the SAT exam to all juniors in March we will prep students about what to expect on the exam in their English and math classes. Strategy's Expected Result/Impact: Greater awareness of the test's design, composition, and purpose will diminish student confusion and enhance student preparation. Staff Responsible for Monitoring: Math and English teachers</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Plano East will increase the number of students who demonstrate College, Career, and Military Readiness from the previous school year.

Performance Objective 5: We will increase the number of students who meet the TSI math criteria through TSIA, ACT, SAT or passing the math college prep course. Some of this increase will be gained through the return to in-person learning and the addition of the college prep course.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Comparison of last year's results on TSIA, SAT, and ACT from this year's performance.

Summative Evaluation: Met Objective

Goal 1: Plano East will increase the number of students who demonstrate College, Career, and Military Readiness from the previous school year.







Performance Objective 6: We will increase the number of students who successfully complete three hours of math or English dual credit coursework or nine hours of dual credit course completion for any subject.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Dual credit semester grades from the previous school year compared with this year's semester grade results.

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will continue to forge relationships with our Collin College professors and on-site counselor with the message that we can partner with them to meet the needs of struggling students. Due to strict adherence to FERPA, Collin College professors do not share student information regarding grades. This strategy allows us to receive mid semester grades of struggling students thereby allowing us to intervene and involve parents.</p> <p>Strategy's Expected Result/Impact: Student grade recovery in the 2nd half of each semester</p> <p>Staff Responsible for Monitoring: George King, Sheela Daniels, sub school principals, counselors</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Plano East will increase the number of students who demonstrate College, Career, and Military Readiness from the previous school year.







Performance Objective 7: We will increase the number of students who sit for the ASVAB exam and the number who enlist in the armed services. With the return to in-person learning, we should return to our pre-pandemic participation numbers which totaled around 120 students.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Comparison of last year's ASVAB and military enlistment results with this year's results.

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: We will develop relationships with our armed services recruiters and partnering with them to enhance military enlistment. Strategy's Expected Result/Impact: Increase in the number of enlisted students and military appointment students Staff Responsible for Monitoring: administration and counseling teams	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 2: We will raise the number of students who meet the performance standard or approached the performance standard on the STAAR EOC US history test.

Performance Objective 1: Increase in the percentage of students who approach, meet or exceed the passing standard.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: US history team planning calendar

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will increase the amount of time allocated to EOC exam preparation during class compared to our traditional allocation of preparation time.</p> <p>Strategy's Expected Result/Impact: Improved student performance on US history EOC</p> <p>Staff Responsible for Monitoring: John Lubow, Giselle Devillier, Clarissa Moreno</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
		 35%	
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will require tutoring for students who have not passed the US history EOC exam.</p> <p>Strategy's Expected Result/Impact: Increase the number of passers amongst our re-testing students.</p> <p>Staff Responsible for Monitoring: Giselle Devillier, John Lubow, Clarissa Moreno</p> <p>Funding Sources: tutoring pay for teachers - 282 ESSER III</p>	Formative		
	Nov	Feb	June
		 75%	
 No Progress  Accomplished  Continue/Modify  Discontinue			







Goal 2: We will raise the number of students who meet the performance standard or approached the performance standard on the STAAR EOC US history test.

Performance Objective 2: We will raise the percentage of EL learners who meet approaches standard or meets standard to 75%

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Spring 2021 exam results; December 2021 re-testing results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will implement EOC exam preparation tutoring time at the rate of one hour each week for students who did not meet the standard from last year's exam.</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will collaborate with the PISD multi-lingual department to improve teaching and learning strategies with EL learners. Strategy's Expected Result/Impact: Improved performance on the EOC US history exam. Staff Responsible for Monitoring: John Lubow, Giselle Devillier, Clarissa Moreno</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			







Goal 3: We will raise the number of students who meet the performance standard or approached the performance standard on the STAAR EOC English 1 and 2 re-test.

Performance Objective 1: Through retesting, we will raise all students who did not meet the passing standard to either approach, meet or exceed the passing standard.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: 2021 EOC English 1 & 2 exam results; English department's CNA

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will implement EOC exam preparation tutoring time at the rate of one hour each week for students who did not meet the standard from last year's exam.</p> <p>Funding Sources: teacher tutors - 282 ESSER III</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will administer a practice EOC exam during class time and use the results to plan intervention lessons and provide individual support.</p> <p>Strategy's Expected Result/Impact: Improvement in student performance from the practice test to the actual exam.</p> <p>Staff Responsible for Monitoring: Clarissa Moreno, US history teachers</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






Goal 3: We will raise the number of students who meet the performance standard or approached the performance standard on the STAAR EOC English 1 and 2 re-test.

Performance Objective 2: We will collaborate with our PISD multi-lingual department to improve our teaching and learning strategies with EL learners.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: ELA PSAT results; ELLevation information, English department's CNA; Spring English 1 & 2 2021 EOC results

Strategy 1 Details	Formative Reviews		
Strategy 1: Professional development for teachers centered around teaching and learning strategies with EL learners Strategy's Expected Result/Impact: Increase in the number of EL learners who approach, meet or exceed the passing standard Staff Responsible for Monitoring: George King, Sheela Daniels, ESL teachers, multi-lingual department	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	teacher proctors		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,670.00
+/- Difference					\$6,670.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,524.00
+/- Difference					\$1,524.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	tutoring pay for teachers		\$0.00
3	1	1	teacher tutors		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$20,300.00
+/- Difference					\$20,300.00
Grand Total Budgeted					\$28,494.00
Grand Total Spent					\$0.00
+/- Difference					\$28,494.00

Addendums

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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