Plano Independent School District

Mcmillen High School

2021-2022

Board Approval Date: November 3, 2021

Vision

We keep all students at the heart of every decision.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Enrollment

1,202 enrolled. Please click on the graph to apply filters.

Students

Gender
- Female: 51%
- Male: 49%
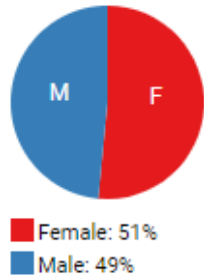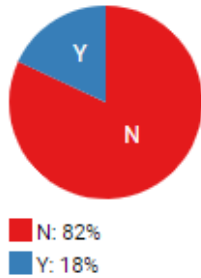
GT
- N: 82%
- Y: 18%

ELL
- Denial: 0%
- Eng Sec Lan.: 17%
- N: 83%

ED
- Free: 23%
- N: 75%
- Reduced: 2%

Grade
- 09: 638
- 10: 564

At Risk
- N: 100%

Special Ed
- N: 91%
- Y: 9%

504
- N: 91%
- Y: 9%

CTE
- Enrl 1 more: 40%
- Participant: 0%
- Not CTE: 60%

Ethnicity   Dyslexia   Virtual/In-person

Ethnicity

Dyslexia

Virtual/In-person

- ■ Asian: 22%
- ■ Afr. Am.: 12%
- ■ Am. In.: 0%
- ■ Hispanic: 31%
- ■ Pac. Is.: 0%
- ■ 2 More: 4%
- ■ White: 31%

- ■ N: 95%
- ■ Y: 5%
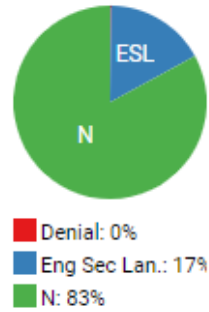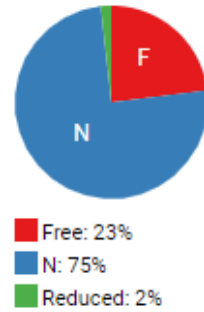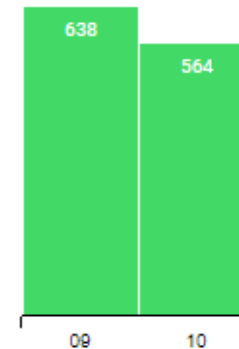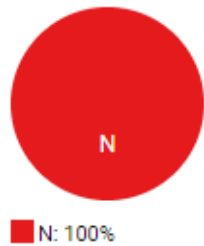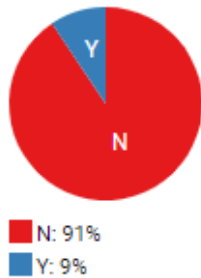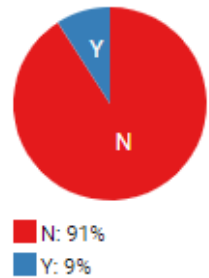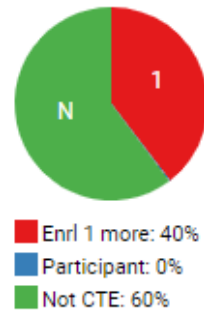
- ■ In-Person: 100%
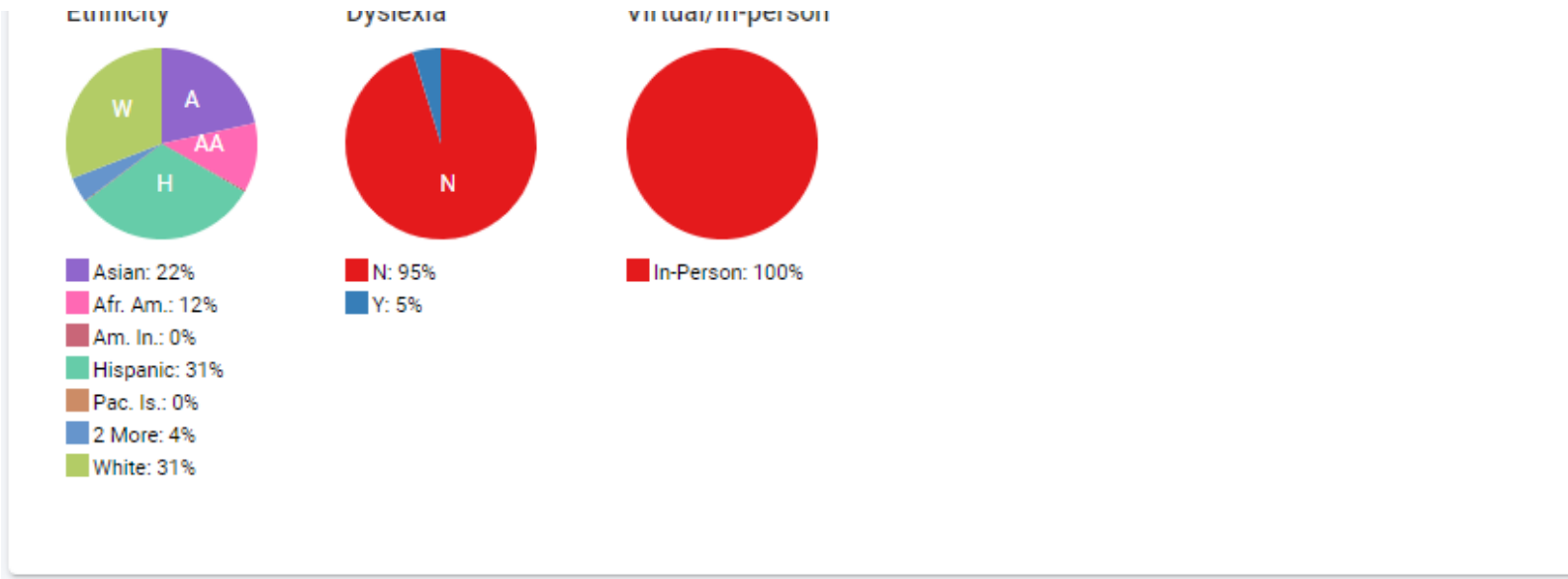
Demographics Strengths

Over the past 5 years McMillen High School has seen a slight decrease in white students, 8.4% decrease, an increase in Asian students, 6.8%, and stability in the African American and Hispanic student populations.

Ethnicity Trends 2016 to 2019

● AA ● Hispanic ● White ● Asian
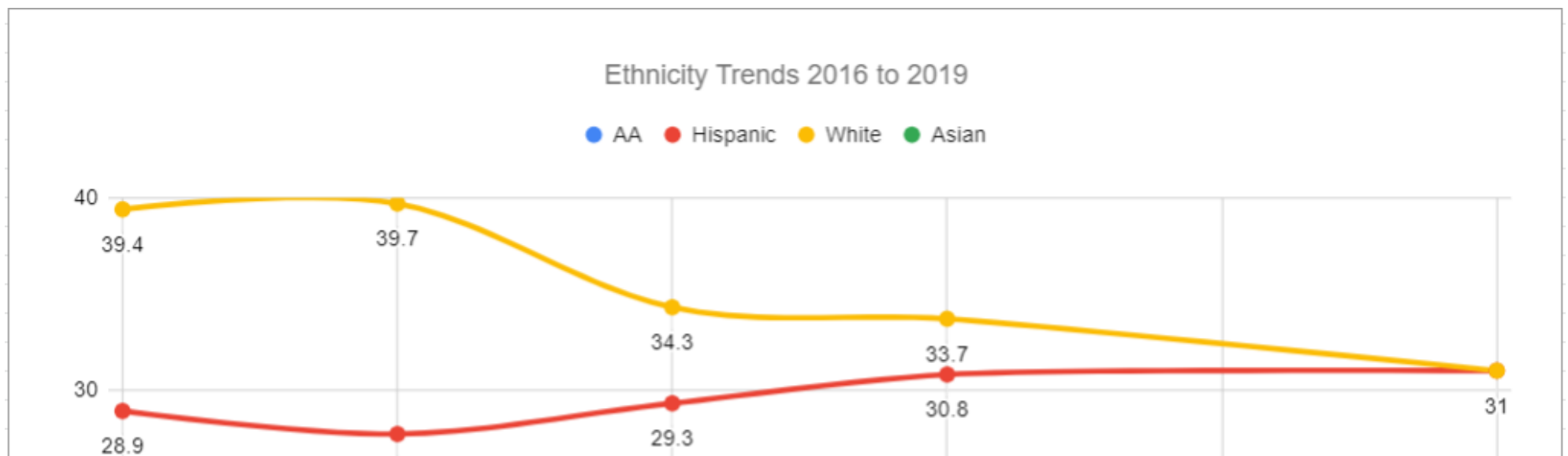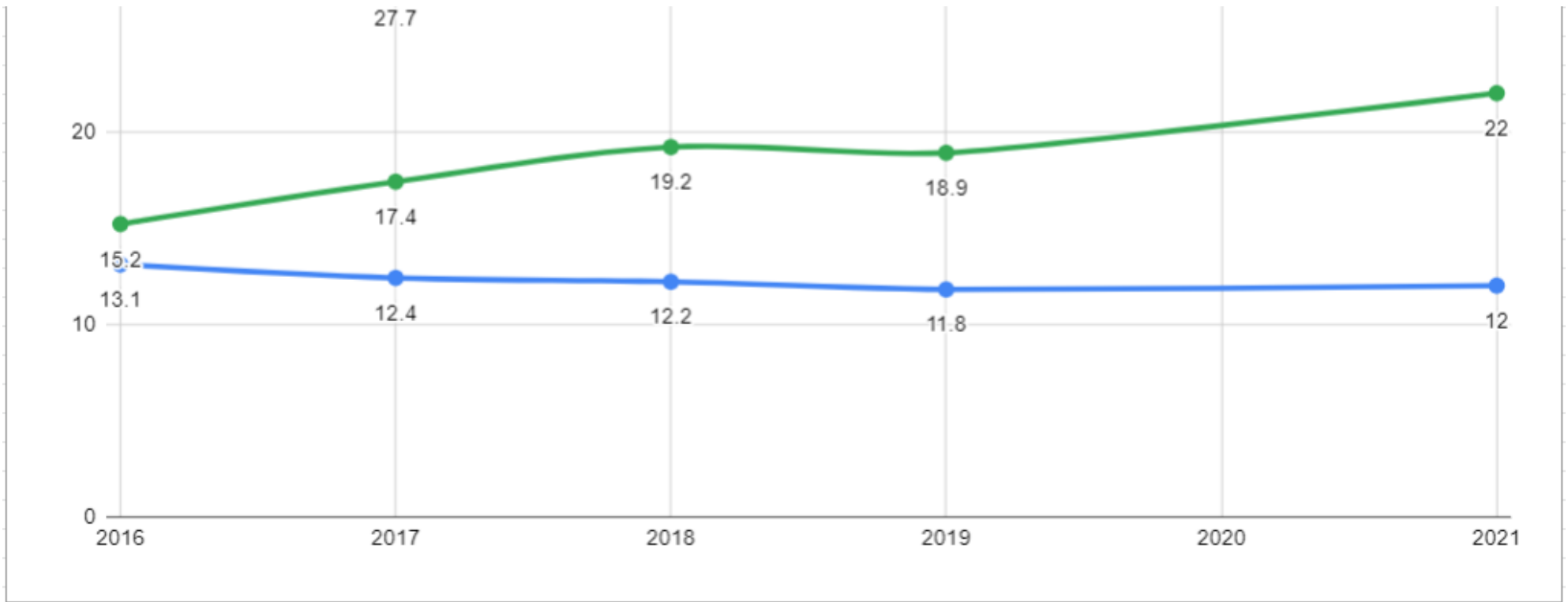
Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a significant gap in performance with ELL, Special Education, Economically Disadvantaged, and At Risk students versus the campus average on EOC tested areas. **Root Cause:** It has been discussed that teachers have not changed their instructional practices to address the different learning needs of students in these categories.

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)
- Planning and decision making committee(s) meeting data

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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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
- TTESS data
- T-PESS 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

Goals

Goal 1: Plano ISD and McMillen High School will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Algebra 1 from 2021-2022

Performance Objective 1: The percent of McMillen students that score meets grade level or above on STAAR/EOC Algebra 1 will increase from 66% in 2021 to 80% in 2022. The Special Education Student group performance will increase from 34% in 2021 to 47% in 2022. The English Learner student group performance will increase from 40% in 2021 to 65% in 2022.

Evaluation Data Sources: 2022 STAAR/EOC Algebra 1

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop intervention plans to meet the academic needs based on common formative assessments, behavioral, emotional, and social needs of students.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Collaborative teams increase the amount of common formative assessments and data analysis. **Staff Responsible for Monitoring:** Math Department **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**		5%	100%
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Plano ISD and McMillen High School 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 2021 to 2022.

Performance Objective 1: 94% or more students will achieve "approaches" or higher on the Biology EOC
75% or more students will achieve "meets" or higher on the Biology EOC.
Specific demographic groups which had larger drops in scores will recover their losses and score near the same percentage as pre-Covid.

Evaluation Data Sources: STARR/EOC Biology

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Hands on labs, mastery checks, advisory time for targeted interventions.	**Formative**		
Identify and target Tier 2 and Tier 3 students as soon as possible for more intensive interventions.	**Nov**	**Feb**	**June**
Common formative assessments that target specific Readiness Standards on the STAAR.			
Analysis of both formative and summative assessment data during PLC time to determine areas of need for targeted intervention.		30%	70%
Strategy's Expected Result/Impact: Collaborative teams increase the amount of common formative assessments and data analysis			
Staff Responsible for Monitoring: Science Department			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 3: Plano ISD and McMillen High School will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC English 1 from 2021 to 2023.

Performance Objective 1: The percentage of McMillen English 1 students that score meets grade level on STAAR EOC English I will increase from 66% in 2021 to 70% by June 2023.
-Special Education Student performance will increase from 24% in 2021 to 26% by June 2023.
-Economically Disadvantaged student performance will increase from 59% in 2021 to 62% by June 2023.
-English Learner student performance will increase from 25% in 2021 to 28% by June 2023.

   Evaluation Data Sources: 2022, 2023 STAAR/ EOC English I

   Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Targeted Interventions providing students access to strategies for evaluating Multiple Choice Questions via district assessments, online textbook, and team approved resources.
   Strategy's Expected Result/Impact: Track student performance on district assessments and adjust instruction and intervention accordingly.
   Staff Responsible for Monitoring: English 1 Team
	Formative		

	Nov	Feb	June
		5%	95%

Strategy 2 Details	Formative Reviews		

Strategy 2: Utilize collaborative groups involving EL, SPED, District Instructional Support, Campus Administrators and others, to aid classroom teachers in identifying and refining interventions while providing support for accommodations, modifications, and student growth.
   Strategy's Expected Result/Impact: Students in these groups will increase their understanding of the content and will perform at a higher level on the STAAR/EOC English 1 exam than previous students.
   Staff Responsible for Monitoring: English 1 Team
	Formative		

	Nov	Feb	June
		20%	65%

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

Goal 3: Plano ISD and McMillen High School will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC English 1 from 2021 to 2023.

**Performance Objective 2:** The percentage of McMillen English 1 students that score at least "APPROACHES GRADE LEVEL " on STAAR EOC English I will increase from 78% in 2021 to 80% by June 2023.
-Special Education student performance will increase from 16% in 2021 to 23% by June 2023.
-Economically Disadvantaged student performance will increase from 39% in 2021 to 41% by June 2023.
-English Learner student performance will increase from 25% in 2021 to 28% by June 2023.

    Evaluation Data Sources: 2022, 2023 STAAR/ EOC English I

    Summative Evaluation: Some progress made toward meeting Objective

Goal 4: The English 1 Team will provide consistent feedback during the writing process in a variety of ways to increase the percentage of students who achieve "MET STANDARD" on the STAAR English 1 EOC.

Performance Objective 1: The percentage of McMillen English 1 students that score meets grade level on STAAR EOC English I will increase from 66% in 2021 to 70% by June 2023.
-Special Education Student performance will increase from 24% in 2021 to 26% by June 2023.
-Economically Disadvantaged student performance will increase from 59% in 2021 to 62% by June 2023.
-English Learner student performance will increase from 25% in 2021 to 28% by June 2023.

    Evaluation Data Sources: Students will gain a greater understanding of the writing process as teachers provide feedback in a more effective manner.

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Beginning the writing process with positive conversations to get students thinking about writing in the right direction.	**Formative**		
Strategy's Expected Result/Impact: Students will have a more positive perspective of the writing which should translate into better quality writing. **Staff Responsible for Monitoring:** English 1 Team	**Nov**	**Feb**	**June**
		25%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: During the first and final drafts, utilizing a streamlined comment system that provides clear, actionable steps to support and challenge student growth.	**Formative**		
Strategy's Expected Result/Impact: Students will gain a greater understanding of how to improve their writing. **Staff Responsible for Monitoring:** English 1 Team	**Nov**	**Feb**	**June**
		25%	90%

Strategy 3 Details	Formative Reviews		
Strategy 3: Save writing samples in Google Docs in order to monitor progress throughout the year. This will add in remediation and reteaching where needed, as well as evidence of achievement for celebration.	**Formative**		
Strategy's Expected Result/Impact: Students will be able to observe their growth throughout the year by viewing their various writings in one place. **Staff Responsible for Monitoring:** English 1 Team	**Nov**	**Feb**	**June**
		10%	60%

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

Goal 5: McMillen English II will increase student learning as evidenced by the increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC English II from 2021 to 2023.

Performance Objective 1: The percent of McMillen English II students that score Meets grade level or above of STAAR EOC English II will increase from 73% in 2021 to 76% in 2023. The
Special Education student group performance will increase from 18% in 2021 to 21% 2023. The English Learner student group performance will increase from 14% in 2021 to 17% in 2023. The Economically Disadvantaged student group performance will increase from 48% in 2021 to 51% in 2023.

Evaluation Data Sources: 2022, 2023 STAAR/EOC English II

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Analyze 2021 STAAR/EOC English I scores to formulate a baseline and determine areas/skills of greatest instructional need and identify individual students in need of intervention. Implement and monitor student progress on curriculum materials such as: released STAAR practices, modeled writing prompts, and grammar practices. Track student performance on district assessments, 2021 STAAR/EOC scores, and essays/writing samples. Adjust materials and differentiate instruction/pace accordingly for student needs. **Strategy's Expected Result/Impact:** Teachers will be able to better understand where to intervene or enrich content to assist students. **Staff Responsible for Monitoring:** English II Teachers	Formative		
	Nov	Feb	June
		10%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Create collaborative groups consisting of support personnel from ESL, SPED, district IS, and campus administrators to aid classroom teachers in identifying interventions and providing classroom teachers with the necessary tools, strategies, accommodations, and modifications to support student learning/growth. **Strategy's Expected Result/Impact:** Teacher will collaborate to utilize best practices and strategies to support students in these categories. **Staff Responsible for Monitoring:** English 2 Team	Formative		
	Nov	Feb	June
		10%	75%

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

Site-Based Advisory Committee

Committee Role	Name	Position
Administrator	Matthew Williams	Principal
Administrator	Eric Lockett	Assistant Principal
Administrator	Tracie Langford	Assistant Principal
Administrator	Kamden Kneisel	Assistant Principal
Classroom Teacher	Demarcus Mathes	Athletic Director
Classroom Teacher	Dyana Edwards	Women's Athletic Coordinator
Classroom Teacher	Lenne' Stricker	Social Studies Department Chair
Classroom Teacher	Michael Abney	AVID Teacher
Classroom Teacher	Amy Johnson	English Department Chair
Classroom Teacher	Rhonda Kurtz	Biology Team Leader
Counselor	Mary Cabrera	Lead Counselor
Classroom Teacher	Justin Belt	English 1 Team Lead
Classroom Teacher	Michael Lloyd	English II Team Lead
Classroom Teacher	Blythe Barajas	ESL Department Chair
Classroom Teacher	Maria Rohr	Fine Arts Department Chair
Classroom Teacher	Meredith Smith	Librarian
Classroom Teacher	Elliot monteverde-Torres	LOTE Department Chair
Classroom Teacher	Debra Sanders	Math Department Chair
Classroom Teacher	Erin Britten	Algebra 1 Team Lead
Classroom Teacher	Kay Casey	Math Team Lead
Classroom Teacher	Peri Lobue	Science Department Chair
Classroom Teacher	Lori Lysobey	Geography Team Lead
Classroom Teacher	Tami McCauley	Special Education Department Chair
Classroom Teacher	Toya Richardson	Special Education Team Lead
Classroom Teacher	Laura Litwin	Visual Arts Department Chair
Parent	Corey Maddux	Parent/PTSA President
Parent	Sreelatha Pillai	Parent
Parent	Tiffany Bush	Parent

Committee Role	Name	Position
Parent	Susan Rice	Parent

Campus Funding Summary

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<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
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<tr><td colspan="6" align="center">282 ESSER III</td></tr>
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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	**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		