

Plano Independent School District

Plano Senior High School

2022-2023



Board Approval Date: September 20, 2022

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.

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Comprehensive Needs Assessment

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

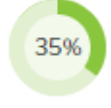





- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

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 2022 to 2023.

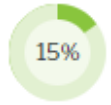
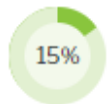




Performance Objective 1: The percent of Plano Senior High School students that score Meets grade level or above on STAAR/EOC U.S. History will increase from 87% in 2019 to 91% by June 2022. The SPED student group performance will increase from 36% in 2019 to 40% in 2022. The English Learners student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

Evaluation Data Sources: 2022 STAAR/EOC Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement tutorial protocols as outlined by house bill 4545</p> <p>Strategy's Expected Result/Impact: Increased growth as measured on EOC.</p> <p>Staff Responsible for Monitoring: Associate Principal, Data Coordinator</p> <p>Funding Sources: Pay for tutors and teaching materials - 282 ESSER III</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Improved performance on EOC's.</p> <p>Staff Responsible for Monitoring: Department heads, team leaders</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: DIP - The percentage of Plano ISD graduates that meet the criteria for CCMR will increase from 68% in the 2022 Accountability to 70% by the 2023 Accountability (based on graduating class of 2022). The English Learners student group performance will increase from 32% in 2022 to 36% in 2023 Accountability. The Economically Disadvantaged student group performance will increase from 46% in 2022 to 50% in 2023 Accountability.

Performance Objective 1: The percentage of Plano Senior High School graduates that meet the criteria for CCMR will increase from 61% in the 2022 Accountability to 63% by the 2023 Accountability (based on graduating class of 2022). The English Learners student group performance will increase from 28% in 2022 to 34% in 2023. The Economically Disadvantaged student group performance will increase from 40% in 2022 to 45% in 2023.

Strategy 1 Details	Formative Reviews		
Strategy 1: Analyze data for 2020 and 2021 to determine most and least effective ways students have earned CCMR in past. Strategy's Expected Result/Impact: Provide baseline for improvement. Staff Responsible for Monitoring: Associate principal for curriculum	Formative		
	Nov	Feb	June
			
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.) Strategy's Expected Result/Impact: Enroll students in course work that would satisfy the CCMR requirement Staff Responsible for Monitoring: Associate Principal for Curriculum, Counselor	Formative		
	Nov	Feb	June
			
 No Progress  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 Strategy's Expected Result/Impact: Improve attendance Staff Responsible for Monitoring: Student Center Assistant Principals	Formative		
	Nov	Feb	June
			
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. Strategy's Expected Result/Impact: Reduction of the drop list Staff Responsible for Monitoring: Campus administrators	Formative		
	Nov	Feb	June
			
 No Progress  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		
<p>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.</p> <p>Strategy's Expected Result/Impact: Improved perception of staff voice</p> <p>Staff Responsible for Monitoring: Principal, Associate principal</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Cultivate campus culture through the establishment of three staff committees and developing collective commitments.</p> <p>Strategy's Expected Result/Impact: Improved staff connection to campus</p> <p>Staff Responsible for Monitoring: Campus administrators</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

22-23 SBIC Committee

Committee Role	Name	Position
Administrator	Jeffrey Banner	Non-teaching professional
Administrator	Bryan Spiritus	Faculty
Administrator	Coryn Prince	Non-teaching professional
Administrator	Derrian McKinney	Faculty
Administrator	Marjorie Hall	Faculty
Administrator	Tracy Ryerson	Faculty
Administrator	Andrew Jacob	Faculty
Parent	Shauna Koehne	Parent
Classroom Teacher	Randall Curry	Faculty
Classroom Teacher	Debbie O'Reilly	Faculty
Parent	Kevin Magavern	Parent
Paraprofessional	Shauna Fry	Support Staff
Classroom Teacher	Shanique Leonard	Faculty
Non-classroom Professional	Candace Neal	Non-teaching professional
Non-classroom Professional	Amy Fortney	Non-teaching professional
Community Member	Becky Helsep	Community Member
Classroom Teacher	Heidi Schubert	Faculty
Community Member	Rick Ibarra	Business representative
Classroom Teacher	Robert Shepard	Faculty
Student	Sadie Conrey	Student
Student	Emily Yoon	Student
Student	Hope Borges	Student
Student	Blake Gonzales	Student
Community Member	Joe Klobas	Community member
Business Representative	Chris Harper	Business representative
Parent	Aaron Juniper	Parent
Parent	Christie Patterson	Parent
Student	Sarah Patterson	Student

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$7,650.00
+/- Difference					\$7,650.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,266.00
+/- Difference					\$1,266.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Pay for tutors and teaching materials		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$36,630.00
+/- Difference					\$36,630.00
Grand Total Budgeted					\$45,546.00
Grand Total Spent					\$0.00
+/- Difference					\$45,546.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Plano Senior

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	44	94	42	1	17	1	37	102	9	80	134	72	206
2022	9	11	24	0	12	0	0	16	0	2	12	18	14
2023	11	13	25	1	13	2	3	18	1	4	13	19	15
2024	13	15	25	2	13	4	6	20	1	6	13	21	15
2025	15	17	26	3	14	6	10	22	2	9	14	23	16
2026	19	21	28	4	16	10	16	26	4	13	16	26	18
2027	23	25	29	6	17	14	23	30	5	18	17	29	19

HB3 Campus Goals - All Grades STAAR at Meets Standard

Plano Senior

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

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Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	4	12	8	0	1	0	3	10	1	11	12	14	26
2022	0	0	12		0		0	10	0	9	8	7	8
2023	3	2	13		1		3	12	1	11	9	9	9
2024	6	5	15		3		6	15	3	13	11	11	11
2025	9	9	17		5		10	19	5	16	13	14	13
2026	15	13	19		7		15	23	7	20	15	18	15
2027	21	19	22		10		22	29	10	25	18	23	18

HB3 Campus Goals - All Grades STAAR at Meets Standard

Plano Senior

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Biology

All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	3	12	13	0	2	0	0	15	3	17	8	23	31
2022	0	8	46		0			0	0	6	0	30	23
2023	2	10	47		1			2	1	9	1	32	24
2024	4	13	48		2			5	2	12	2	34	25
2025	7	16	49		3			8	4	17	3	36	26
2026	11	21	51		4			12	6	23	5	39	28
2027	16	26	53		6			17	8	30	7	43	30

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
Principal, 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 		
<p>Principal, District Coordinator K-12 Health and Physical Education, District Health Services</p>	<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. Campus Wellness Plan ● 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. 	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

	<ul style="list-style-type: none"> ● K-8 Measure MVPA and physical activity time 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. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal, Human Resources	<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, Executive Director for Student and Family Services	<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 		

	<ul style="list-style-type: none">● 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		
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