

# Plano Independent School District

## Vines High School

2022-2023



**Board Approval Date:** September 20, 2022

# Mission Statement

At Vines High School, we work together to build a learning community of academically, socially, and emotionally well-rounded individuals through meaningful interactions.

## Vision

COMMITTED TO EXCELLENCE | DEDICATED TO CARING | POWERED BY LEARNING | PLANO ISD PROUD



# Table of Contents

- Comprehensive Needs Assessment 4
- Priority Problem Statements 4
- Comprehensive Needs Assessment Data Documentation 5
- Goals 7
  - 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 2022 to 2023. 8
  - 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 2022 to 2023. 8
  - 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 2022 to 2023. 9
- Campus Improvement Team 11
- Campus Funding Summary 12
- Addendums 13

# 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 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

## 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- 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

# Goals

**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 2022 to 2023.

**Performance Objective 1:** The percent of Vines students that score Meets grade level on STAAR EOC English I will increase from 72% in 2022 to 73% by June 2023. The SPED student group performance will increase from 24% in 2022 to 27% in 2023. The Emergent Bilingual student group performance will increase from 41% in 2022 to 43% in 2023.

**Evaluation Data Sources:** 2023 STAAR/EOC Assessment







Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The English I team will address the lack of preparation for targeted weaknesses on state EOCs by analyzing student performance on TEKS on prior English I EOCs and current curriculum based district assessments and teacher-created formative assessments during collaborative teaming time.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth in the area of Meets grade level on the English I EOC exam</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, English Department Chair, English I Team Leader, and District English Support Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> English I teachers will focus on grade level specific vocabulary, sentence stems, the use of verbal and nonverbal responses to increase comprehension of our Emergent Bilingual Learners. Teachers will continuously analyze data of assessments to target areas of needed growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth in the area of Meets grade level on the English I EOC exam</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, English Department Chair, English I Team Leader and District English Support Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> English I teachers will re-teach / re-learn areas of growth for our low performing students. Recurring opportunities for enrichment are embedded in the English I curriculum. Teachers will target areas of growth based on assessment data.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth in the area of Meets grade level on the English I EOC exam</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, English Department Chair, English I Team Leader and District English Support Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



**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 2022 to 2023.

**Performance Objective 1:** The percent of Vines students that score Meets grade level on STAAR/EOC Algebra I will increase from 33% in 2022 to 34% by June 2023. The SPED student group performance will increase from 17% in 2022 to 20% in 2023. The African American student group performance will increase from 20% in 2022 to 23% in 2023.



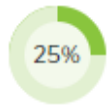
**Evaluation Data Sources:** 2023 STAAR/EOC Assessment

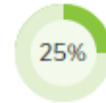
Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Algebra I teachers will utilize data from Curriculum Based Assessments and teacher-created Common Formative Assessments to continuously monitor student progress. Teachers will determine areas of low TEK performance to adjust instruction, re-teach as needed, and identify students in need of targeted remediation.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth in the area of Meets grade level on the Algebra I EOC exam.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Math Department Chair, Algebra I Team Leader, Algebra I Teachers and District Algebra I Support Specialist.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Incorporation of more digital platforms , such as Edulastic, Nearpod, Google Slides, Classkick, Whiteboard Chat, Jamboards, Desmos activities and Quizizz games in weekly lesson plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth in the area of Meets grade level on the Algebra I EOC exam.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals. Math Department Chair, Algebra I Team Leader, Algebra I Teachers and District Support Specialist.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			


**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 2022 to 2023.


**Performance Objective 1:** The percent of Vines students that score Meets grade level on STAAR/EOC Biology will increase from 67% in 2022 to 68% by June 2023. The SPED student group performance will increase from 23% in 2022 to 26% in 2023. The Emergent Bilingual student group performance will increase from 41% in 2022 to 44% in 2023.


**Evaluation Data Sources:** 2023 STAAR/EOC Assessment

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Biology teachers will administer, review and analyze students' results on district-created Biology Progress Monitoring Assessments and teacher-created CFAs to improve teacher instruction and student achievement in identified priority TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth in the area of Meets grade level on the Biology EOC exam.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Science Department Chair, Biology Team Leader and Biology Teachers.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Biology teachers will practice academic writing in weekly lesson planning by having students read a passage and interpret their learning by writing a paragraph.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth in the area of Meets grade level on the Biology EOC exam.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Science Department Chair, Biology Team Leader, Biology Team Leader and Biology Teachers.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Biology teachers will informally assess students' learning quickly and frequently to get immediate data on student performance and understanding. (Small, but frequent informal assessments will allow teachers to focus on one identified standard at a time. )</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth in the area of Meets grade level on the Biology EOC exam.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Science Department Chair, Biology Team Leader, Biology Team Leader and Biology Teachers.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Teachers will facilitate a "criss-cross" activity after each assessment in order to engage students in peer-to-peer learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student results on spring 2022 Biology EOC exam.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, science department chair and Biology teachers.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>



 No Progress

 Accomplished

 Continue/Modify

 Discontinue

# Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Julie Anne Dean	Principal
Administrator	Justin Penio	Assistant Principal
Administrator	Megan Armstrong	Assistant Principal
Administrator	Melissa Bettge	Assistant Principal
Administrator	Reuben Davis	Assistant Principal
Classroom Teacher	Tiffany Wilson	Classroom Teacher
Classroom Teacher	Lauren Gannon	Classroom Teacher
Classroom Teacher	Lisa Williams	Classroom Teacher
Classroom Teacher	Amanda Sims	Classroom Teacher
Paraprofessional	Meena Ranganathan	Paraprofessional
Paraprofessional	Monica Chavez	Paraprofessional
Classroom Teacher	Jared Schuelke	Classroom Teacher
Parent	Laura Jones	Parent
Paraprofessional	Laura owens	Paraprofessional
Parent	Amy Taylor	Parent
Classroom Teacher	Sarah Moore	Classroom Teacher
Parent	Erica Hanible	Parent
Classroom Teacher	Laurie Liefer	Classroom Teacher

# Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$3,760.00
<b>+/- Difference</b>					\$3,760.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$606.00
<b>+/- Difference</b>					\$606.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$42,020.00
<b>+/- Difference</b>					\$42,020.00
<b>Grand Total Budgeted</b>					\$46,386.00
<b>Grand Total Spent</b>					\$0.00
<b>+/- Difference</b>					\$46,386.00

# Addendums

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Vines

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
<b>2022 # of Students</b>	121	265	413	3	64	1	127	325	27	104	717	188	905
<b>2022</b>	60	57	84	33	88	0	24	58	85	41	76	59	72
<b>2023</b>	62	59	85	34	89	2	27	60	86	43	77	60	73
<b>2024</b>	64	61	85	35	89	4	30	62	86	45	77	62	73
<b>2025</b>	66	63	86	36	90	6	34	64	87	48	78	64	74
<b>2026</b>	70	67	88	37	92	10	40	68	89	52	80	67	76
<b>2027</b>	74	71	89	39	93	14	47	72	90	57	81	70	77

# HB3 Campus Goals - All Grades STAAR at Meets Standard

Vines

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.

## 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
<b>2022 # of Students</b>	69	160	136	1	20	1	109	187	15	74	298	103	401
<b>2022</b>	20	24	46	0	70	0	17	24	73	23	33	33	33
<b>2023</b>	23	26	47	1	71	2	20	26	74	25	34	35	34
<b>2024</b>	26	29	49	3	73	4	23	29	76	27	36	37	36
<b>2025</b>	29	33	51	5	75	7	27	33	78	30	38	40	38
<b>2026</b>	35	37	53	7	77	11	32	37	80	34	40	44	40
<b>2027</b>	41	43	56	10	80	15	39	43	83	39	43	49	43



# HB3 Campus Goals - All Grades STAAR at Meets Standard

Vines

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
<b>2022 # of Students</b>	78	166	229	2	35	1	98	202	19	68	428	108	536
<b>2022</b>	46	50	83	0	86	0	23	50	79	41	70	53	67
<b>2023</b>	48	52	84	1	87	2	26	52	80	44	71	55	68
<b>2024</b>	50	55	85	3	88	4	30	55	81	47	72	57	69
<b>2025</b>	53	58	86	5	89	7	34	58	83	52	73	59	70
<b>2026</b>	57	63	88	7	90	11	41	62	85	58	75	62	72
<b>2027</b>	62	68	90	10	92	16	48	67	87	65	77	66	74

## 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><b>Bullying</b></p> <p><b>Staff Prevention</b></p> <ul style="list-style-type: none"> <li>● Identify high risk areas</li> <li>● Monitor high risk areas</li> <li>● Follow campus rules/expectations</li> </ul> <p><b>Staff Education</b></p> <ul style="list-style-type: none"> <li>● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>● Review referral process</li> </ul> <p><b>Staff Intervention</b></p> <ul style="list-style-type: none"> <li>● Establish recommended intervention strategies for classroom/campus</li> <li>● Implement campus referral plan</li> <li>● Utilize Discipline Management strategies</li> </ul> <p><b>Student Prevention</b></p> <ul style="list-style-type: none"> <li>● Clearly state student expectations/campus rules/citizenship</li> <li>● Monitor high risk areas</li> </ul> <p><b>Student Education</b></p> <ul style="list-style-type: none"> <li>● Explain referral process/contacts</li> <li>● Anonymous Tip Line</li> </ul> <p><b>Student Intervention</b></p> <ul style="list-style-type: none"> <li>● Apply classroom interventions</li> </ul>	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"> <li>● Employ discipline interventions</li> <li>● Use other intervention strategies as necessary/appropriate</li> <li>● Conference with parents/students</li> </ul>		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	<p><b>Coordinated Health Program</b></p> <p><b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. <a href="#">Campus Wellness Plan</a></li> <li>● K-8 Include at least one Parent on Campus Wellness Team.</li> <li>● 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.</li> <li>● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>● 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>● 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.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<ul style="list-style-type: none"> <li>● K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors.</li> <li>● 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.</li> <li>● K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>		
Principal, Human Resources	<p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Funding source: State and Local</li> </ul>	ESSA	
Principal, Executive Director for Student and Family Services	<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> </ul>		

	<ul style="list-style-type: none"><li>● Utilize social media to keep parents and community informed. Funding source: State and Local</li><li>● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local</li><li>● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local</li><li>● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA</li></ul>		
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