

Plano Independent School District

Mcmillen High School

2022-2023

Accountability Rating: C

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science



Board Approval Date: September 20, 2022

Mission Statement

A collaborative environment where educators, parents and community members work together to empower student ownership of academic and personal growth.

Vision

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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:

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 2022 to 2023.

Performance Objective 1: The percent of McMillen students that score meets grade level or above on STAAR/EOC Algebra 1 will increase from 26% in 2022 to 27% in 2023. The Special Education Student group performance will increase from 18% in 2022 to 21% in 2023. The English Learner student group performance will increase from 12% in 2022 to 14% in 2023.






Evaluation Data Sources: 2023 STAAR/EOC Algebra 1

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop intervention plans to meet the academic needs based on common formative assessments, behavioral, emotional, and social needs of students.</p> <p>Strategy's Expected Result/Impact: Collaborative teams increase the amount of common formative assessments and data analysis.</p> <p>Staff Responsible for Monitoring: Math Department</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Using the Collaborative Team Framework, effective tier I and II instruction will be planned by designing common formative assessments, analyzing data, and utilizing district data tools to monitor student progress and adjust differentiated instruction.</p>	Formative		
	Nov	Feb	June
			
 No Progress  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 2022 to 2023.

Performance Objective 1: The percent of McMillen students that score meets grade level or above on STAAR/EOC Biology 1 will increase from 66% in 2022 to 70% in 2023. The Special Education Student group performance will increase from 28% in 2022 to 31% in 2023. The English Learner student group performance will increase from 34% in 2022 to 37% in 2023.








Evaluation Data Sources: 2023 Biology EOC

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Hands on labs, mastery checks, advisory time for targeted interventions. Identify and target Tier 2 and Tier 3 students as soon as possible for more intensive interventions. 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.</p> <p>Strategy's Expected Result/Impact: Collaborative teams increase the amount of common formative assessments and data analysis Staff Responsible for Monitoring: Science Department</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Plano ISD and McMillen English I 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 I Reading and STAAR/EOC English I Writing from 2022 to 2023.

Performance Objective 1: The percentage of McMillen English I students that score Meets grade level or above of STAAR EOC English I will increase from 62% in 2022 to 65% in 2023. The Special Education student group that reaches the Approaches performance level will increase from 16% in 2022 to 18% 2023. The English Learner student group that reaches the Approaches level will increase from 28% in 2022 to 30% in 2023. The Economically Disadvantaged student group that reaches the Approaches performance level will increase from 58% in 2022 to 60% in 2023.







Evaluation Data Sources: 2023 English I EOC

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Beginning the writing process with positive conversations to get students thinking about writing in the right direction.</p> <p>Strategy's Expected Result/Impact: Students will have a more positive perspective of the writing which should translate into better quality writing.</p> <p>Staff Responsible for Monitoring: English 1 Team</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: During the first and final drafts, utilizing a streamlined comment system that provides clear, actionable steps to support and challenge student growth.</p> <p>Strategy's Expected Result/Impact: Students will gain a greater understanding of how to improve their writing.</p> <p>Staff Responsible for Monitoring: English 1 Team</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Students will be able to observe their growth throughout the year by viewing their various writings in one place.</p> <p>Staff Responsible for Monitoring: English 1 Team</p>	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>			

Goal 4: Plano ISD and 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 Reading and STAAR/EOC English II Writing from 2022 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 74% in 2022 to 76% in 2023. The Special Education student group that reaches the Approaches performance level will increase from 33% in 2022 to 35% 2023. The English Learner student group that reaches the Approaches level will increase from 17% in 2022 to 19% in 2023. The Economically Disadvantaged student group that reaches the Approaches performance level will increase from 70% in 2022 to 72% in 2023.

Evaluation Data Sources: 2023 STAAR/EOC English II

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to better understand where to intervene or enrich content to assist students.</p> <p>Staff Responsible for Monitoring: English II Teachers</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Teacher will collaborate to utilize best practices and strategies to support students in these categories.</p> <p>Staff Responsible for Monitoring: English 2 Team</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: 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 ELAR from 2022 to 2023.

Performance Objective 1: The percent of McMillen students that score meets grade level or above on STAAR/EOC English I and II will increase from 72% in 2022 to 73% in 2023. The Special Education Student group performance will increase from 30% in 2022 to 33% in 2023. The English Learner student group performance will increase from 31% in 2022 to 33% in 2023.






Evaluation Data Sources: 2023 English I and II EOC

Goal 6: The non EOC tested areas will support student and teachers in a variety of ways in order to improve the overall performance on EOC tested areas.

Performance Objective 1: Student's grades will increase as teachers monitor and support students in all academic areas.

High Priority

Evaluation Data Sources: Failure report data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: From the LOTE Department:</p> <ol style="list-style-type: none"> continuing to dynamically introduce and focus on academic language and developing students' capacity to use discipline-specific terminology; encouraging students to paraphrase, summarize, predict, justify and make comparisons; and working on similarities and differences and requiring students to complete Venn diagrams and/or graphic organizers which fundamentally entails one of Marzano's 9 high-yielding instructional strategies. <p>All this should result in the strengthening of multiple skills highly needed in the successful performance of students in the core subjects. Additionally, by learning a new language students become more fluid and stronger in their native language.</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Social Studies will support the other core departments by supporting cross-curricular instruction. We will do this by implementing our district level PMAs. The PMAs serve as EOC style test questions and provide extra practice for students in core tested subjects. Social Studies will also align their tests to support EOC style questions to provide further practice for students in core tested areas.</p> <p>Strategy's Expected Result/Impact: Students grades will increase in all courses they are taking as teachers support and monitor grades for all classes.</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Fine arts will promote academic eligibility by monitoring students' grades and conferencing with students who are in danger of failing.</p> <p>Strategy's Expected Result/Impact: Increase in students passing all courses.</p> <p>Staff Responsible for Monitoring: Assistant principals and counselors</p>	Formative		
	Nov	Feb	June
			
 No Progress  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

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,900.00
+/- Difference					\$3,900.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,218.00
+/- Difference					\$1,218.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$39,820.00
+/- Difference					\$39,820.00
Grand Total Budgeted					\$44,938.00
Grand Total Spent					\$0.00
+/- Difference					\$44,938.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

McMillen

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	137	345	358	3	255	1	101	402	24	229	915	235	1150
2022	66	54	80	67	87	100	30	54	54	31	76	56	72
2023	68	56	81	68	88	100	33	56	55	33	77	57	73
2024	70	58	81	69	88	100	36	58	55	35	77	59	73
2025	72	60	82	70	89	100	40	60	56	38	78	61	74
2026	76	64	84	71	91	100	46	64	58	42	80	64	76
2027	80	68	85	73	92	100	53	68	59	47	81	67	77

HB3 Campus Goals - All Grades STAAR at Meets Standard

McMillen

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
2022 # of Students	64	194	139	0	62	1	77	227	10	162	346	130	476
2022	25	16	32		45	0	18	16	10	12	28	20	26
2023	28	18	33		46	2	21	18	11	14	29	22	27
2024	31	21	35		48	4	24	21	13	16	31	24	29
2025	34	25	37		50	7	28	25	15	19	33	27	31
2026	40	29	39		52	11	33	29	17	23	35	31	33
2027	46	35	42		55	15	40	35	20	28	38	36	36

HB3 Campus Goals - All Grades STAAR at Meets Standard

McMillen

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	79	219	210	2	143	1	72	278	11	169	535	151	686
2022	61	44	76	50	85	0	28	50	45	34	70	50	66
2023	63	46	77	51	86	2	31	52	46	37	71	52	67
2024	65	49	78	53	87	4	35	55	47	40	72	54	68
2025	68	52	79	55	88	7	39	58	49	45	73	56	69
2026	72	57	81	57	89	11	46	62	51	51	75	59	71
2027	77	62	83	60	91	16	53	67	53	58	77	63	73

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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