



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

McMillen High School

Principal: **Brian Lyons**

Mission Statement:

A positive environment where we motivate, encourage and empower all students to take ownership of their academic and personal growth.

Planning Timelines and Meeting Dates

- Needs analysis (STAAR GAP Analysis), goal setting, analysis of Critical Actions and strategic planning: **July - September 2017**
- Campus teacher data analysis day: **August - September 2017**
- SBIC Plan due for DBIC review: **October 6, 2017**
- Meeting 1: SBIC approves the improvement plan (by October 4, 2017): [Click here to enter Meeting 1 date](#)
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): [Click here to enter Meeting 2 date](#)
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): [Click here to enter Meeting 3 date](#)

2017-2018 Campus Status

Check all that apply

- Title III English Language Learner Campus Non-Title I Campus Title I School-wide Campus

Title I Information

Title I Components			
1 (CNA)	Comprehensive Needs Assessment	6 (PI)	Strategies to Increase Parental Involvement
2 (RS)	Reform Strategies	7 (Tran)	Transition (Elementary schools only)
3 (HQ)	Instruction by State Certified Teachers	8 (A)	Teacher Decision-Making Regarding Assessments
4 (PD)	High-Quality Professional Development	9 (M)	Effective and Timely Assistance to Students
5 (R/R)	Strategies to Attract State Certified Teachers	10 (Coord)	Coordination and Integration

TEA Strategic Priorities

Every child, prepared for success in college, a career or the military.			
Goal 1	<u>Recruit, support, and retain</u> Teachers and Principals	Goal 3	Connect high school to <u>career</u> and <u>college</u>
Goal 2	Build a <u>foundation</u> of <u>reading</u> and <u>mathematics</u>	Goal 4	<u>Improve</u> low-performing schools

Information regarding the TEA Strategic Plan may be accessed here: http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

SBIC Committee

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Trang Nguyen	Faculty Member	P	P	P	
Michael Lloyd	Faculty Member	P	P	P	
Veronica Rodriguez	Faculty Member	P	P	P	
Lorraine Seawright	Faculty Member	P	P	P	
Dr. Mary Long	Faculty Member	P	P	P	P
Zoe Deaton	Faculty Member, Special Ed				
Brian Lyons	Principal	P	P	P	P
Gerald Brence	District Professional				
Marilyn Davis	Campus Professional, Non-teaching				
Patricia Campos	Support Staff Member	P	P	P	P
Angela Hughes	Parent-Selected by PTA	P	P		P
Liz Lansing	Parent-Selected by Principal	P	P	P	P
Sreelatha Damodaron	Parent	P	P		P
Tiffany Bush	Parent				P
Carol Atkins	Parent				
Jill Lambouses	Parent	P	P	P	P
Tina Ware	Community Member				
Larry Frazier	Community Member				
Catherine Iden	Business Representative				
Daniel Ramirez	Business Representative				
Ayesha Sayyed	Student				
Fatima Sayyed	Student				
	Ad Hoc Member ^{Optional}				

Information regarding the SBIC Committee, membership, terms, etc. (BQB Local) may be accessed here: <http://pol.tasb.org/Policy/Code/312?filter=BQB>

District-Wide Goals

1. Increase the percentage of students meeting STAAR Satisfactory performance rates.
2. Ensure that all students meet STAAR and MAP Growth Standards in all subject areas.
3. Increase Satisfactory and Advanced performance rates for Economically Disadvantaged student group – Closing Performance Gaps.
4. Increase the percentage of students meeting STAAR Advanced performance rates.
5. Increase high school graduation rates and ensure students are on track to graduate.
6. Ensure that all students graduate College and Career Ready or are on track to College and Career Readiness.
7. Ensure that all student groups (7 race/ethnicity and Sp.Ed, ELL, ED) meet the Accountability Safeguard measures (60% meet the Approaches Grade Level Standard on STAAR/EOC).

District-Wide Goals	Title I Components	Applicable Student Groups
<p>Health, Fitness and Attendance: The campus will utilize their coordinated health program and analyze their student fitness data to set goals and objectives to encourage the health, fitness and attendance of their students.</p>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<p>Violence Prevention and Bullying</p>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<p>Parental Involvement: The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.</p>	<p>1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)</p>	<p>All</p>
<p>Transition: The campus will assist students in making a successful transition between: early childhood to elementary; elementary to middle school; middle school to high school; and high school/sr. high school to college, the workplace or the military.</p>	<p>1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)</p>	<p>All</p>
<p>State Certified Teachers and Highly Qualified Paraprofessional Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.</p>	<p>1 (Comprehensive Needs Assessment) 3 (Instruction by State Certified Staff) 4 (High-Quality Professional Development) 5 (Strategies to Attract State Certified Teachers) 10 (Coordination and Integration)</p>	<p>All</p>

Summary of Critical Actions

The areas for school-wide and/or targeted core-subject Critical Actions were identified using the following sources:

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P³A School Wide and Classroom Level diagnostic);
- STAAR/EOC GAP Analyses;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

School Wide and/or Targeted Core-Subject Critical Actions
1. Participate in peer classroom visits in order to improve the instructional practices of the team.
2. Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives.
3. Discuss student performance results early and often with the principal, parents, and students
4. Collaborate in teams focused on curriculum, instruction, and assessment.
<p>Critical Actions to Address Missed State Safeguards:</p> <ul style="list-style-type: none"> • Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P³A Best Practice #17) • Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P³A Best Practice #13) • Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P³A Best Practice #14)

Critical Action 1

Critical Action: 1. Participate in peer classroom visits in order to improve the instructional practices of the team.

Project Lead:	Campus Principals and New Teacher Liaison							
Staff, Title I Staff:	Campus Principals, Department Chairs and Team Leaders							
Materials and Resources:	TEKS, PISD Curriculum, Edugence, Articles, Teacher Leaders							
Targeted Area:	<input checked="" type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 1:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
1. Meet with new teacher liaison to develop a schedule for new and beginning teachers to observe a faculty member in the following areas twice a year: <ul style="list-style-type: none"> • Classroom Management (rituals and routines) • Student-centered lesson • Differentiation of instruction 	Monthly New Teacher Meetings	New Teacher Meetings Goals Meetings	Formative Notes: New teacher meetings take place every 3 rd Tuesday Summative Notes: Department Chairs in English and Science modeled lessons to assist new teachers with instructional strategies and with best practices at least once per unit or grading period.

Critical Action 2

Critical Action: 2. Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives.

Project Lead:		Campus Principals, Team Leaders						
Staff, Title I Staff:		Campus Principals, Team Leaders						
Materials and Resources:		TEKS, PISD Curriculum						
Targeted Area:	<input checked="" type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:
Strategies for Accomplishing Critical Action 2:Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable)				Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step		
<ol style="list-style-type: none"> 1. Work collectively to challenge students who demonstrate early mastery during monthly professional development meetings 2. Team Leaders or Department Chairs will identify specific work products/outcomes for extended learning and share with members on their team and or other departments 				Mandatory Professional Development October-March	Meeting Agenda Monthly Professional Development meetings	Formative Notes: Summative Notes:		

Critical Action 3

Critical Action: 3. Discuss student performance results early and often with the principal, parents, and students

Project Lead:	Campus Principals							
Staff, Title I Staff:	Team Leaders, Department Chairs							
Materials and Resources:	TEKS, PISD Curriculum, Edugence, Released STAAR Exams							
Targeted Area:	<input checked="" type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 3:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
1. create a benchmark assessment that reflects student’s current areas of improvement 2. Conduct monthly PLC meetings to address student growth areas	October September-April	Benchmark assessment Meeting agenda	Formative Notes: Tested areas (biology, algebra I, English I and II)used STAAR released test as benchmark exams Summative Notes: We were able to see growth in the number of students making yearly progress and students “Meeting” and Mastery levels

Critical Action 4

Critical Action 4: 4. Collaborate in teams focused on curriculum, instruction, and assessment.

Project Lead:		Principal PLC Facilitator						
Staff, Title I Staff:		PLC Facilitator, Department Chair, Team Leader						
Materials and Resources:		TEKS, PISD Curriculum, Edugence,						
Targeted Area:	<input type="checkbox"/> School Wide	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 4:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<ol style="list-style-type: none"> Select a "PLC Facilitator" to help lead the work with Department Chairs in math, science and English. Allocate time for the department to work at least 3 hours every 6-9 weeks Create benchmark assessments that reflects students current areas of improvement 	<p>September-April</p> <p>September-April</p>	<p>Meeting Agenda Assessment</p> <p>Meeting Agenda Assessments</p>	<p>Formative Notes: Each tested area determined the number of hours needed for extended professional learning and planning time. English I decided they would like to use the entire day, while, algebra, English II and Biology used half days.</p> <p>Summative Notes: We were able to see growth in the number of students making yearly progress and students "Meeting" and Mastery levels in English II and Math. Biology and English saw a one point decrease.</p>
	October-April	Assessments	

Critical Action Addressing Missed State Safeguards

Critical Actions to Address Missed State Safeguards:

- Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P³A Best Practice #17)
- Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P³A Best Practice #13)
- Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P³A Best Practice #14)

Project Lead:		Principal						
Staff, Title I Staff:		ELL Department Chair						
Materials and Resources:		TEKS, PISD Curriculum, Edugence						
Targeted Area:	<input type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Other:

Strategies for Accomplishing Critical Actions to Address Missed State Safeguards:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
SW #17 - Proactively develop intervention plans for students performing below grade level	September-May		Formative Notes: Targeted ELL students in our tested areas that scored below proficient and scheduled remediation time during lunch. Summative Notes: Increase in the percentage of ESL students with meets and mastery levels in each tested area from the prior year.
SW #17 - Evaluate the effectiveness of student interventions	September-May		We want to increase the number/percentage of students in all tested areas.

Violence Prevention and Bullying

Critical Action: VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (Required Action Steps per HB 283)

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	PREVENTION:			
	Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Our teacher principal advisory committee to discuss issues once per 6 weeks
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	We changed our duty assignments to target unwanted behaviors.
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Followed district policy
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	Participated in district mandated training.
	Review referral process.	Principal or designee	Campus referral plan	Reviewed campus procedure for reporting
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Established standard operation procedure for administrators when questioning and investigating student disruption.
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	Followed our current plan
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Established a progressive discipline rubric

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	PREVENTION:			
	Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	We updated our duty assignments to target unwanted behaviors. Implementation of campus restorative circles
	Monitor high risk areas.	All staff	Schedule (if necessary)	We updated our duty assignments to target unwanted behaviors.
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions.	All teachers		Updated our a progressive discipline rubric based on climate survey
	Employ discipline interventions.	Designated staff		Modified standard operation procedure for teachers when managing/addressing student disruption in the classroom based on discipline data
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors		Modified our progressive discipline rubric
	Conference with parents/students.	Teachers or other staff		Modified our progressive discipline rubric

Parent Involvement

Critical Action: The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information.	District Technology Campus/District Communications Dept.	August 2017, as the need arises	Formative Notes: Summative Notes:
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access.	District Communications (Hard Copy)	Daily, as the need arises	Set up a parent support night for parents without computer access.
Upgrade and maintain the campus website for easy access and increased communication with the community.	District Technology Campus/District Communications Dept.	Monthly (September through May)	Updated monthly
Communicate information through eNews and through hard copies when internet access is not available.	District Technology Campus/District Communications Dept.	Daily, as the need arises	Weekly eNews communication
Utilize social media to keep parents and community informed.	Remind, Google Classroom	August 2017, as the need arises	Utilize Remind 101 and Facebook Live
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Principal Monthly Meetings Power Hour	Monthly (September-June)	Meet the principal: Principal Power Hour once a month
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	eNews, Monthly Newsletter	August 2017, as the need arises	Established a cultural night

Transition

Critical Action Step: The campus will assist students in making a successful transition between high school (grades 9 and 10) to senior high school (grades 11-12).

Strategies for Accomplishing Transition Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Academic Conferences - Counselors meet with parents and students to monitor academic progress and work with students to achieve academic goals.	Counselors	August 2017, as the need arises	Met with students beginning the last week of February to create 10 th and 11 th grade schedules
The campus guidance program includes the college admission process, college entrance exams, letters of recommendation, college financial planning nights, and other post-secondary plans.	Counselors	Monthly as the need arises	College sponsored by PTSA in January to review essay writing and college admission
The campus will provide website links and offer hard copies for: PISD's University Ready Program; Naviance; and the College Board Website.	Counselors	Monthly (September through May)	Naviance training in November and April
The campus will provide information to Career Path Classes and certification information to students and parents.	Counselors	Monthly as the need arises	Met with students beginning the last week of February to create 10 th and 11 th grade schedules
The campus guidance program will include both parent and student programs that address the pressure and stress students face at school and at home. (i.e. suicide prevention)	Counselors	Monthly, as the need arises	PTSA sponsored event on parenting and continued implementation of extended lunch to support students with extending learning opportunities.

State Certified Teachers and Highly Qualified Paraprofessionals

Critical Action: The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

Project Lead:	Plano ISD HR Employee Recruitment & Retention Department
Staff, Title I Staff:	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
Materials and Resources:	Operating Fund, HR Budget, Campus/Curriculum Budget

Strategies for Accomplishing State Certified Teachers and Highly Qualified Paraprofessionals Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD.	August 2017 to May 2018	Formative Notes: Summative Notes:
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend.	Monthly Bilingual Stipends, July 2017 to June 2018	
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses.	August 2017 to May 2018	
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators.	July 2017 to June 2018	
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards.	July 2017 to June 2018	