

Plainview Independent School District
Plainview High School
2017-2018 Campus Improvement Plan

Mission Statement

The mission of Plainview Independent School District, in partnership with the community, is to graduate all students with skill and values to compete successfully as life-long learners in society by addressing the needs and recognizing the worth of each student through a coordinated program of instruction in a safe, disciplined environment.

Vision

Extraordinary Measures Bring Extraordinary Results

Comprehensive Needs Assessment

Demographics

Demographics Summary

Plainview High School currently serves 1426 students. An analysis of ethnicity information at the end of September 2015, shows the following:

Hispanics = 73.56%

Anglo = 19.29%

Black = 4.79%

Native American = 0.62%

Asian = 0.69%

Plainview High School has a high percentage of students who are Economically Disadvantaged. At the end of September, 790 have been identified as At-Risk and 503 receive Free and Reduced meals (Low SES).

While most students speak English, communication between parents and the school indicates that the number of parents with limited English skill is high.

Demographics Strengths

Plainview High School's diversity and cultural heritage adds a beneficial dimension to the school experience.

Students benefit from shared experiences and common values and expectations.

Plainview High School has a number of programs that provide for the needs of our at-risk students including mentor programs, Communities in Schools, counseling services, and College and Career readiness programs.

96% of our senior class of 2016 have committed to going to a post-secondary institution.

93% of our student population are in strands or pathways that include courses in the area of CTE.

Student Achievement

Student Achievement Summary

In state accountability, Plainview High School is rated *Met Standard*.

Plainview High School earned five out of six possible distinction designations including Reading/ELA, Mathematics, Science, Closing Performance Gaps, and Post-secondary Readiness.

The STAAR (State of Texas Assessment of Academic Readiness) End of Course exams are the primary instruments for determining student achievement at Plainview High School.

Other assessment instruments used to determine student achievement include the TELPAS Reading/Holistic Observation for identified LEP students, AP scores, and SAT/ACT and TSI scores, dropout rate, and completion rates.

Plainview High School serves all students and provides them access to all interventions that are available in order to ensure high levels of learning and success for all.

Plainview High School will continue to align instruction with the Texas Essential Knowledge Standards and use TEKS Resource System as a guide to drive its curriculum for all regular and Pre AP courses.

Student Achievement Strengths

PHS students earned Designation Distinctions in 5 out of 6 eligible areas based on STAAR results from 2013-2014.

PHS earned a top 25% ranking in our comparison group according to the Texas Education Agency Accountability Rating for 2013-2014.

94% of PHS graduating senior students were accepted to a 4 year college, 2 year college, post-secondary technical or trade school, or the military prior to graduation 2016.

Remediation (classes, TCB) was provided in all tested areas before the December retake and Spring administration.

School Culture and Climate

School Culture and Climate Summary

Plainview High School nurtures a culture that believes that all students can learn at high levels and ensures that the climate of the school is safe and conducive to learning.

Plainview High School continues to encourage and support Positive Behavior Support for both students and staff.

Radio communication within the campus provides capabilities to reach the District administration and security personnel.

In partnership with the Plainview Police Department, two Student Resource Officers are housed at the high school campus. Plainview High School also has a designated reserve peace officer that serves as Truant/Security Officer.

Plainview High School has a designated, trained team of administrators and staff for Nonviolent Crisis Intervention.

School Culture and Climate Strengths

Plainview High School provides a safe school environment for students and staff. Teachers and administrators take pride in being visible and accessible to our student body.

There is a good working relationship with local law enforcement agencies and fire department establishing a partnership for the safety of all stakeholders.

Planning and communication through multiple means of media and announcements ensure that students and parents know and understand school procedures.

Visitors to the campus are required to check into the main office and wear a name badge while visiting on campus.

Plainview High School has a Communities in Schools representative, an At-Risk Counselor, and a Special Populations Liaison, who work with students who have been identified as At-Risk.

Discipline office referral rates at PHS continue to decrease.

PHS has a high percentage of students involved in CTE programs and other extra-curricular activities.

Student representation in Advanced Placement classes has increased over the last 2 years.

PHS started SnakShak as a student-led student-run volunteer program to help provide food to students who do not have access to enough food on a regular basis.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All staff at Plainview High School meet or are in the process of completing the requirements of Highly Qualified.

Plainview High School provides orientation, mentorship, and on-going support for all teachers new to the campus.

Professional development is on-going throughout the school year to meet the needs of our teachers and administrative staff.

Staff Quality, Recruitment, and Retention Strengths

All Plainview High School teaching staff are considered highly qualified or are nearing completion of programs to be considered highly qualified for their teaching fields.

All instructional staff holds a Texas Teaching Certificate or are nearing completion of programs to earn a Texas Teaching Certificate.

Mentoring and professional development provides support to teachers throughout the school year.

Frequent walk-through observations provide feedback to teachers on instruction and student engagement.

Time built in to the master schedule for teachers to work as Professional Learning Communities in the core subject areas continues to be of great benefit in regard to student outcomes.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Plainview High School utilizes TEKS Resource System to drive the curriculum for all core areas of english, math, science, and social studies.

Plainview High School utilizes co-teaching, inclusion, and mentor teachers in all core areas to assist and ensure high levels of instruction and rigor on a daily basis.

Plainview High School has strength in the networking of campus administrators, staff, and central office personnel. Resources are made available to assist staff where there are targeted needs.

Plainview High School will develop and implement efficient and effective interventions to be offered during the school day as a part of the core subject areas tested in the EOC areas.

Plainview High School will begin the AVID (Advancement Via Individual Determination) program to better prepare students for college and post-secondary opportunities along with assisting in closing the achievement gap.

Curriculum, Instruction, and Assessment Strengths

Plainview High School provides time for teachers and co-teachers to collaborate during the school day through aligned planning periods for core subject areas and conference periods for teachers.

The structure of the Planned Learning Communities (PLC) has been clearly defined to increase the amount of time focused on current student performance and how teachers will design or modify instruction in order to produce higher results.

Teachers have been trained to use content literacy strategies and a system is in place to ensure the implementation of these strategies.

Professional Development has been provided for PHS teachers regarding Dr. Jeff Howards research on student efficacy and a continual emphasis will be placed on developing a growth mindset in all students.

Family and Community Involvement

Family and Community Involvement Summary

Plainview High School acknowledges the vital role of parents and community as important partners in the education and success of our students.

Parent and community involvement is encouraged and facilitated through oral and written communications, media, open house, parent meetings, assemblies, booster clubs, PTA, and other opportunities for participation.

Family and Community Involvement Strengths

Student grades and attendance are available for parent viewing through Family Access to Skyward.

Special parenting and community partnering provides opportunities for participation of parents and community members, including the Mentoring Program and Bulldog Patrol conducted through Communities in Schools.

Thriving booster club activities provide opportunities for parents, community members and organizations to be involved in student activities.

Student Messenger is utilized for phone, text, and email messages relating to school information to be shared with students and parents in English and Spanish.

PHS website provides critical information to students, parents, and community.

School Context and Organization

School Context and Organization Summary

The overall organizational structure of Plainview High School has improved significantly over the last 2 years due to clear goals and vision at the district level, the addition of needed staff to the PHS campus, and the development of a growth mindset culture.

School Context and Organization Strengths

Systems of support for students such as Response to Intervention, Mentor programs, Communities in Schools, EOC remediation, Counseling and Guidance services, College and Career center, assistance on FAFSA, ACT/SAT/TSI prep, variety of services for special needs students, and scholarships for College and Career readiness exams and certifications.

Systems of support for teachers such as mentor programs for new teachers, chain of command, disciplinary flowchart, leadership teams, academic teaming/PLC, faculty meetings, ongoing professional development, and departmentalization of office staff, to communicate expectations and provide clarity and efficiency.

Technology

Technology Summary

Plainview High School has approximately 700 computers of which 127 are dedicated to teacher and office staff use. The remainder of the machines are in stationary and mobile labs.

Every classroom has wireless Internet connectivity.

All classrooms have a computer and LCD projector. Instructional Mobis, iPads, TI-Nspire calculators, and document cameras have been assigned to appropriate classrooms. Portions of the projectors and Mobis are greater than 8 years in age and will need replacement in the coming years. Mobis will be replaced with Apple TVs, Ipads, and Apple Pencil. Projectors will be replaced as the technology of the product becomes obsolete.

One of the classrooms is currently experimenting with a SmartBoard. Should other teachers show interest, additional Smart Boards may be purchased.

Computers are available for student use in the Library, and iPads are available for checkout through the Library, with teacher authorization.

Class sets of Student Response System are available for teacher use.

Technology Strengths

Plainview High School has a campus-designated technology contact for troubleshooting and repairing minor technical problems.

Wireless Internet connectivity has enhanced computer usage and instruction in the classrooms.

Plainview High School provides professional development in technology for our staff.

Students may check out calculators from the library for home use.

IPAD's are being used daily in classroom instruction to increase the level of student engagement and to allow students to be involved with using hands-on technological tools.

The TI Navigator system has allowed math teachers to integrate advanced technology into the math classrooms.

PHS has an increasing number of teachers that are using technology to video and record lessons for students in alternative placement settings, homebound students, and students who experience attendance problems.

Skyward provides parents with easy access to their student's grades.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia 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
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent 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
- Budgets/entitlements and expenditures data

Goals

Goal 1: Goal 1: The percentage of ELA I EOC students performance at Meets Grade Level standard will increase from 42.06% to 44% by May of 2018.(Eduphoria Aware Data Source)

Performance Objective 1: The percentage of ELA I EOC students performance at Meets Grade Level standard will increase from 42.06% to 44% by May of 2018 (Eduphoria Aware Data Source)

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will plan Common Formative Assessments and CBAs for each unit.	Principal APs	Consistent discussions and development of CFAs /CBAs				
2) Teachers will plan together and take a closer look into TEKS and Performance Assessments for each unit.	Principal APs	Improved Planning				
3) Teachers will bring CFA/CBA to PLC to discuss data with administration using district data views.	Principal APs	Improved conversations with regards to data, instruction, interventions, and reteach				
4) Teachers will continue to use and pursue staff development through ESC 17.	Principal APs	Improved scores				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: Goal 2: The ELA II EOC students performance at Meets Grade Level standard will increase from 40.44% to 42% by May of 2018. (Eduphoria Aware Data Source)

Performance Objective 1: The ELA II EOC students' performance at Meets Grade Level standard will increase from 40.44% to 42% by May of 2018. (Eduphoria Aware Data Source)

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 1) Teachers will plan Common Formative Assessments and CBAs for each unit.	Principal APs	Consistent discussions and development of CFAs /CBAs				
2) 2) Teachers will plan together and take a closer look into TEKS and Performance Assessments for each unit.	Principal APs	Improved Planning				
3) 3) Teachers will bring CFA/CBA to PLC to discuss data with administration using district data views.	Principal APs	Improved conversations with regards to data, instruction, interventions, and reteach				
4) 4) Teachers will continue to use and pursue staff development through ESC 17.	Principal APs	Improved scores				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: Goal 3: The average math percentage for high school juniors taking the ACT exam will increase from 17.4 % to 19% by July 2018. (Data Source - ACT Score Card 2016)

Performance Objective 1: Performance Objective 1: The average math percentage for high school juniors taking the ACT exam will increase from 17.4% to 19% by July 2018. (Data Source - ACT Score Card 2016)

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Professional development will be targeted for science and math to increase ACT scores.	Principal APs	Increased ACT scores Sign In Sheets for Documentation				
2) ACT practice available for students at home and at school using the computer based program APEX.	Principal APs	Increased ACT scores Increased practice scores and usage from APEX data				
3) Provide ACT Bootcamp for students to learn strategies and emphasize areas of weakness prior to spring test dates.	Advanced Academics Coordinator Principal APs	Increased ACT scores Increased Awareness for students Sign In Sheets for documentation				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: Goal 4: Increase the number of students by 2% from 96% in 2017 to 98% in 2018 who are seeking post high school and/or industry certifications and applied and accepted to a college, university, or tech school.

Performance Objective 1: Performance Objective 1: Increase the number of students by 2% from 96% to 98% in 2018 who are seeking post high school and/or industry certifications and applied and accepted to a college, university, or tech school.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Offer opportunities to increase parent participation and education of the post high school process in obtaining certifications and/or degrees.	Principal APs Counselors	Increased participation of guardians Proof through sign in sheets				
2) Provide opportunities for our first generation student's parents to attend college visits.	Principal APs Counselors	Increased awareness through a parent college visit Proof through sign in sheets				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 5: System safeguards will be addressed in all areas.

Performance Objective 1: System safeguards will be addressed in all areas.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
System Safeguard Strategy 1) ELAR and SS teachers will utilize PLC time to plan with SPED inclusion teachers to focus on SEs for intervention time with SPED students.	Principal APs	Improved Scores				
System Safeguard Strategy 2) Reading and Math teachers will look at data for all students and subpops and plan specific activities to guide student centered learning using Lead4ward, Kagan, and multiple strategies	Principal APs	Improved Scores				
3) Principals and APs will focus on selected core areas and perform frequent walk-throughs to monitor instruction and planning. Principals and APs will also consistently attend PLCs to help monitor data disaggregation, CBA planning, and unit planning.	Principal APs	Improved Scores				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

System Safeguard Strategies

Goal	Objective	Strategy	Description
5	1	1	ELAR and SS teachers will utilize PLC time to plan with SPED inclusion teachers to focus on SEs for intervention time with SPED students.
5	1	2	Reading and Math teachers will look at data for all students and subpops and plan specific activities to guide student centered learning using Lead4ward, Kagan, and multiple strategies

State Compensatory

Budget for Plainview High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6129-00-001-0-24-000	6129 Salaries or Wages for Support Personnel	\$91,352.00
199-12-6129-00-001-0-24-000	6129 Salaries or Wages for Support Personnel	\$48,676.00
199-11-6141-00-001-0-24-000	6141 Social Security/Medicare	\$1,325.00
199-12-6141-00-001-0-24-000	6141 Social Security/Medicare	\$706.00
199-11-6142-00-001-0-24-000	6142 Group Health and Life Insurance	\$14,322.00
199-12-6142-00-001-0-24-000	6142 Group Health and Life Insurance	\$8,184.00
199-11-6144-00-001-0-24-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$7,125.00
199-12-6144-00-001-0-24-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$3,797.00
199-11-6146-00-001-0-24-000	6146 Teacher Retirement/TRS Care	\$1,872.00
199-12-6146-00-001-0-24-000	6146 Teacher Retirement/TRS Care	\$998.00
199-11-6147-00-001-0-24-000	6148 Employee Benefits - Locally Defined	\$21.00
199-12-6147-00-001-0-24-000	6148 Employee Benefits - Locally Defined	\$12.00
6100 Subtotal:		\$178,390.00
6300 Supplies and Services		
199-11-6399-16-001-0-24-004	6399 General Supplies	\$3,039.00
6300 Subtotal:		\$3,039.00

Personnel for Plainview High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angela Floyd	Paraprofessional	SCE	.50
Anita Vasquez	Paraprofessional	SCE	1.00
Ashley Bench	Paraprofessional	SCE	.50
Cecilia Varela	Paraprofessional	SCE	1.00
Connie Westbrook	Paraprofessional	SCE	.50
Dana Griggs	Paraprofessional	SCE	.50
Linda Bernal	Paraprofessional	SCE	1.00
Susan Rivera	Paraprofessional	SCE	1.00
Tammie Gonzales	Paraprofessional	SCE	1.00

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Randa Wrenn	Campus Administrator
Administrator	Brandt Reagan	Campus Administrator
Administrator	Mary Elizabeth Dickerson	Campus Administrator
Administrator	Robert O'Connor	Campus Administrator
Spec. Pops At Risk Liaison	Amy Hagerman	Special Pops Counselor
Non-classroom Professional	Courtney Wood	Counselor
District-level Professional	Robin Straley	Director of Secondary Curriculum and Instruction
Classroom Teacher	Ryan Green	Social Studies Teacher
Classroom Teacher	Kristine Jernigan	Science Teacher
Classroom Teacher	Allison Hodges	Special Education/Inclusion Teacher
Parent	Raymond Ramirez	Parent
Business Representative	Danny Glenn	Bank President
Community Representative	Robert Landeros	Business Owner
Community Representative	Jodie Meek	Independent Agent
Community Representative	Nancy Lewis	Retired Teacher
Classroom Teacher	Tom Johnson	Math Teacher
Classroom Teacher	Mandy Steen	English Dept. Head