

# PLANO INDEPENDENT SCHOOL DISTRICT



## Annual Report for 2007-2008 Campus Improvement Plan

**School-Based  
Improvement  
Committee**

**Name of School: Plano West Senior High School**

### School Based Improvement Committee Members

**2007-2008**

Candace Ashford
Vanessa Ashford
Jennifer Barker
Tamara Blackman
Lora Bray
David Carroll
Doug Damewood
Jackie Eaton
Larry Farnen
Isabella Ferraro
Alan Greider
Sydney Hamilton
Randy Hayes
Julie Hirsh
Mike Hughes
Gabrielle Jackson

Nancy Juhn
Kathy King
Mike Landingham
Melissa McKnelly
Sherry McLaughlin
Sally Meek
Ormie Melton
Lael Melville
Laura Morgan
John Napoli
Cyndy Pierson
Ann Raidt
Maritza Sloan
Lindsay Tomson
Donna Watkins
Beth Webb

**New members  
for 2007-2008**

Doug Darracott
Max Diener
Debbie Douglas
Renate Ferraro
Jennifer Goebel
Jamie Goldberg
Courtney Kaufman
Tyler Melville
Candy Morris
Barbara Nelson
Terri Rivera

Austin Shepherd

**Meeting Dates 2007-2008**

26-Oct-07
25-Feb. 08
15-Apr-08

**Public Meeting 2006-2007**

25-Feb. 08
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# Plano West Senior High School

**Wolves** 

## **MOTTO:**

*“Leading with Pride”*

## **MISSION STATEMENT:**

*“The mission of Plano West Senior High School is to prepare students to strive for excellence and contribute with compassion and integrity to a diverse society.”*

## **WE BELIEVE...**

*...education is a dynamic, not a static process which prepares students to be life-long learners.*

*...success in education is based on a cooperative effort among students, staff, parents, and community.*

*...all students can achieve success.*

*...students need critical thinking skills to be successful in today’s changing global environment.*

*...knowledge provides an awareness of our multi-cultural society and contributes to an appreciation of human worth and dignity.*

*...the strength of the instructional program provides each student with an opportunity to excel academically as well as intellectually.*

*...strong morals, values, and character provide the foundation for productive citizens.*

*...that a safe, caring, and nurturing environment is essential to the learning process.*

*...excellence is the standard in instruction and leadership.*

*...everyone has an obligation to contribute to the school and community.*

WEST CLUSTER  
 CAMPUS STUDENT IMPROVEMENT PLAN  
 2007-2008

**Student Achievement Goal:** Campus will implement strategies that will lead to an AEIS rating of “recommended” in Math.

Action Steps/ Process/Strategies	Person Responsible	Evidence	Comments/Resources Required	Date Completed
Teachers will work in a vertical team with teachers from our feeder schools to align the instruction in the levels of the math sequence. Students should be able to show retention and application of Algebra skills, geometry skills, and problem solving skills at a higher level as a result of this alignment. (AS)	Math Curriculum Coordinator, Dept. Chairs and Team Leaders, Teachers	Student performance on district curriculum	Time and curriculum to review mastery content and to maintain a Vertical Team each year to address the alignment issues.	In progress
Design curriculum to address all learning styles, and to include application skill as well as process skills. (AS)	Teachers	Student performance on district curriculum	Instructional methods that address this need and curriculum to support various learning styles.	In progress
Teachers will use technology to aid in the delivery of curriculum across the discipline. (AS)	Teachers	Technology in the classroom	Technology and programs to enhance instruction.	In progress

**CAMPUS:****PRINCIPAL:**

Teachers will incorporate SAT/ACT math concepts into curriculum in order to prepare students for the college entrance exams. (AS)	Teachers	Curriculum database and unit calendars	SAT/ACT problems from retired tests and instructional time to review skills needed.	In progress
Teachers will incorporate TAKS math concepts into the curriculum for Math Models, Geometry, and Algebra II. (AS)	Teachers	Curriculum database and unit calendars	TAKS objectives and curriculum	In progress
Teachers will provide enrichment through the honors level math courses to challenge our gifted population in Mathematics. (GT)	Teachers	Curriculum database and unit calendars	Curricular enhancements, divergent methods of instruction	In progress
Teachers will encourage gifted Mathematics students to participate in competitions and other opportunities to use Mathematical skills in a challenging environment. (GT)	Teachers	Competitive participation	Knowledge of events and competitions for students to participate in.	In progress

**CAMPUS:**

**PRINCIPAL:**

Teachers will include a weekly lesson covering TAKS concepts and review problems for students in Mathematics classes at the Algebra II level and below to prepare for the next administration of the test. (Ed. Dis.) (AS)	Teachers	Curriculum database and unit calendars	TAKS review materials and data from previous testing to determine objectives not mastered.	In progress
Counselors will provide an accurate list of students who have not mastered previous TAKS math tests, or who have performed poorly in math course previously for teachers to work with prior to the next session of TAKS testing. (Ec. Dis.)	Teachers	Course selection	Lists of previous TAKS performances, student course records, testing data from other tests recorded for students in need.	In progress
Technology devices (calculators) will be provided for those who are identified as "in need" in order to enhance the learning process. (Ec. Dis.)	Teachers	Calculators in the classroom	Calculators for the purpose of checking out to those "in need" for math classes.	In progress
Offer help for students in math through peer tutoring. Teachers will identify students in need of		NHS records, Student success in coursework		Proposed

CAMPUS:

PRINCIPAL:

tutoring as well as students able to tutor those in need. Students will receive NHS hours for their services				
Provide a mentor for every student that struggles in math. Target special populations.		Mentor Program		Proposed
Lower class sizes in math, if possible		Student/teacher ratio	Staff	Proposed
Bring in guest speakers of diverse backgrounds to help motivate students to see the importance of math.		Scheduled programs		Proposed
Implement mandatory tutorials for students failing math. Offer times at lunch for students who ride the bus to and from school. Students who fail to attend tutorials will receive detentions.		Student records of tutorials and discipline		Proposed

**Goal Status**

Goal Achieved \_\_\_\_

Goal in Progress \_\_\_\_

Goal Not Achieved \_\_\_\_

WEST CLUSTER  
 CAMPUS STUDENT IMPROVEMENT PLAN  
 2007-2008

**Student Achievement Goal:** Campus will implement strategies that will lead to an AEIS rating of “recommended” in Science.

<b>Action Steps/ Process/Strategies</b>	<b>Person Responsible</b>	<b>Evidence</b>	<b>Comments/Resources Required</b>	<b>Date Completed</b>
Teachers will work with feeder schools to create a vertical team in an effort to align science curriculums. (AS)	Teachers	Vertical alignment of curriculum	Curriculum, TEKS and time to create and maintain a vertical team	In progress
Teachers will encourage students to continue in their pursuit of higher level science courses after completion of required subjects for graduation. (AS) (GT)	Teachers	Enrollment in honors and AP science courses	Course descriptions, college admission requirements, graduation requirements	In progress
Teachers will provide resources for science instruction in the classroom, including lab equipment, and research materials to enhance the learning process. (AS) (Ec. Dis.)	Teachers, Administrators, Curriculum Coord.	Equipment and materials	Materials and technology specific to the delivery of curriculum and training to use it effectively in the classroom	In progress
Counselors will provide an accurate list of students who	Counselors, Teachers	TAKS records	Student testing data, previous course performance records,	In progress

**CAMPUS:**

**PRINCIPAL:**

have shown difficulty in science courses and mastery of the TAKS in previous sessions so that teachers can work with identified students in advance of the next administration of the TAKS. (AS) (Ed. Dis.)			and teacher observation	
Teachers will coordinate and communicate with the special education department and the academic specialist on campus to provide academic success for identified students with need. (AS) (Ed. Dis.)	Teachers, Special Ed. Dept., Academic Sp. At West	Records for Special Education students	Student information regarding need for academic support	In progress
Teachers will encourage students to participate in Science competitions and other opportunities to use scientific skills and to promote higher order thinking skills. (GT)	Teachers	Science competition records	Competitions and events in which students can participate at the higher science levels.	In progress
Teachers will differentiate instruction for students at various levels of ability to promote success for diverse populations, including the under represented groups in the honors/AP classes, as well as those in the lower level classes.	Teachers	Teacher lesson plans and calendars	Student data regarding academic abilities and needs; instructional methods to meet the needs of diverse populations.	In progress

CAMPUS:

PRINCIPAL:

Kathy King

(GT) (Ec. Dis.)				
Teachers will provide support and simplified language materials for students with limited English proficiency. (ESOL)	Teachers	ESL curriculum	Instructional materials with simplified English language requirements. Support from ESOL teachers.	In progress

**Goal Status**

Goal Achieved \_\_\_\_

Goal in Progress \_\_\_\_

Goal Not Achieved \_\_\_\_

WEST CLUSTER  
CAMPUS STUDENT IMPROVEMENT PLAN  
2007-2008

**Student Achievement Goal:** Campus will implement strategies that will lead to an AEIS rating of “RECOMMENDED” in English Language Arts.

<b>Action Steps/ Process/Strategies</b>	<b>Person Responsible</b>	<b>Evidence</b>	<b>Comments/Resources Required</b>	<b>Date Completed</b>
Reading standards for all courses in the core curriculum will be created to address the skills necessary to master the objectives on the TAKS Reading test. (AS)	Curriculum Coordinators, Teachers, Team Leaders	Reading curriculum document	Text, curriculum guides, outside reading materials in the various disciplines	In progress
Provide opportunities to analyze literature pertaining to the curriculum; ex: journals, websites, historical novels and non-fiction text (Specifically, reading for the main idea on a weekly basis, fact or fiction statements.) Implement the TAKS format into lesson plans. Have Daily quizzes. (AS)	Curriculum coordinators, Teachers, Team Leaders	Online curriculum database	Text, Curriculum guides, outside reading materials in the various disciplines.	In progress
Work with feeder school teachers in a vertical team to	Teachers, Principals	Vertical Team plan	Level requirements from all levels, curriculum grades	In progress

**CAMPUS:****PRINCIPAL:**

align procedures in core areas, using the same terminology and standards for instruction each year. (AS)	Curriculum Coordinators			
Teachers will provide higher level reading and process oriented instruction in all honors/AP courses for each subject area. (GT)	Curriculum Coordinators, Teachers, Team Leaders	Curriculum database	Instructional materials for honors/AP courses for each subject	In Progress
Teachers will find methods to differentiate instruction when needed for gifted students in reading assignments. (GT)	Teachers in all subject areas	Lesson plans and calendars	Instructional materials for honors/AP courses for each subject	In Progress
Teachers will provide instructional methods of enrichment in honors/AP courses for students who come from varying backgrounds to increase the number of under represented populations in all areas. (GT/Un.Rep.)	Teachers in all subject areas	Lesson plans and calendars	Instructional materials for honors/AP courses for each subject	In progress
Require Reading as an elective for each student who does not master the Reading portion of the Language Arts TAKS test to provide support for the development of specific reading skills. (AR)	Counselors, Administration	Enrollment in reading elective	Reading classes at each level	In progress

CAMPUS:

PRINCIPAL:

Provide extra opportunities for instruction for identified students who have demonstrated difficulty with reading prior to the TAKS testing session. (AR) Separate ESL TAKS Pullout Sessions	Reading Teachers, English teachers		Instructional materials for TAKS	In progress
Provide reading classes that address the specific needs of the limited English proficient students. (ESOL)	Administrators, ESOL teachers, Reading teachers	ESL course records	Instructional materials for TAKS, teaching period for instruction with ESOL assistance	In progress
Teachers will assist students in acquiring novels and other outside reading materials required for instruction to those who are identified as in need. (Ec. Dis.)	Teachers	Copies of novels for student checkout.	Novels and other required reading not provided in the issued textbooks.	In progress
Reading across the curriculum will be supported by teacher observation and support for students who show deficiencies in comprehension and retention of material presented through reading. (Ed. Dis.)	Teachers	Teacher records of student progress	Textbooks, and other required reading materials in all subject areas.	In progress

**Goal Status**

Goal Achieved \_\_\_\_

Goal in Progress \_\_\_\_

Goal Not Achieved \_\_\_\_

WEST CLUSTER  
 CAMPUS STUDENT IMPROVEMENT PLAN  
 2007-2008

**Student Achievement Goal:** Campus will implement strategies that will lead to improved attendance.

Action Steps/ Process/Strategies	Person Responsible	Evidence	Comments/Resources Required	Date Completed
Print and mail attendance letters weekly following the 3 <sup>rd</sup> , 5 <sup>th</sup> , 7 <sup>th</sup> , 9 <sup>th</sup> and 10 <sup>th</sup> absence to notify parents of attendance problems.	Sub-School Principals, Secretaries	Letters to parents regarding absences	Attendance records for each class period, attendance letters on line	In progress
Use the phone system to call parents nightly for students who were absent one or more periods of the day.	Sub-School Principals, Secretaries	Phone system log	Phone systems, attendance records for each class period	In progress
Teachers will make phone calls to parents after the 5 <sup>th</sup> absence in their class to encourage student attendance and academic	Teachers	Teacher records	Classroom records of attendance	In progress
Make use of truancy court for students with excessive unexcused absences.	Sub-School Principals, Secretaries	Attendance and court records	Truancy forms, attendance records, documentation of efforts to improve attendance.	In progress
Provide opportunities for students to participate in extracurricular activities that enhance the whole school	Club Sponsors, Administrators	List of clubs, dates of events	Clubs, teams, competitions, events that reach all kinds of students and their interests.	In progress

CAMPUS:

PRINCIPAL:

experience, encouraging regular attendance.				
Explore possibility of exam exemption for fall semester as well as spring for both juniors and seniors	Student Congress	Student Congress, documentation	PISD approval	Proposed
Educate and encourage parents to frequently view attendance online.	School Administrators	Parent Viewer logs	Newsletters, Wolf Tracks, Summer mailout	Proposed
Faculty accountability of attendance and tardy rules to students.	Administrators	Tardy records and detention records	Announcements at staff meetings, individual conferences with faculty	In progress

**Goal Status**

Goal Achieved \_\_\_\_

Goal in Progress \_\_\_\_

Goal Not Achieved \_\_\_\_

WEST CLUSTER  
CAMPUS STUDENT IMPROVEMENT PLAN  
2007-2008

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Goal Achieved \_\_\_\_

Goal in Progress \_\_\_\_

Goal Not Achieved \_\_\_\_

Campus		Plano West Senior High School						
Goal		Plan Page Reference	Target	Range	Formative Measure	Summative Measure	Improvement Measure	
Due by October 31, 2007					Due by Feb. 29, 2008	Due by May 30, 2008	Due by May 30, 2008	
<b>Reading</b>								
No State Acct								
All students		Proficiency rate will meet targeted expectations.		97%				
All students		Commended rate will meet targeted expectations.		48%				
African American		Proficiency rate will meet targeted expectations.		90%				
African American		Commended rate will meet targeted expectations.		45%				
Hispanic		Proficiency rate will meet targeted expectations.		90%				
Hispanic		Commended rate will meet targeted expectations.		45%				
White		Proficiency rate will meet targeted expectations.		98%				
White		Commended rate will meet targeted expectations.		48%				
Econ Disadv		Proficiency rate will meet targeted expectations.		85%				
Econ Disadv		Commended rate will meet targeted expectations.		40%				
<b>Writing</b>								
All students		Proficiency rate will meet targeted expectations.						
All students		Commended rate will meet targeted expectations.						
African American		Proficiency rate will meet targeted expectations.						
African American		Commended rate will meet targeted expectations.						
Hispanic		Proficiency rate will meet targeted expectations.						
Hispanic		Commended rate will meet targeted expectations.						
White		Proficiency rate will meet targeted expectations.						
White		Commended rate will meet targeted expectations.						
Econ Disadv		Proficiency rate will meet targeted expectations.						
Econ Disadv		Commended rate will meet targeted expectations.						
<b>Mathematics</b>								
All students		Proficiency rate will meet targeted expectations.		95%				
All students		Commended rate will meet targeted expectations.		49%				
African American		Proficiency rate will meet targeted expectations.		75%				
African American		Commended rate will meet targeted expectations.		35%				
Hispanic		Proficiency rate will meet targeted expectations.		77%				
Hispanic		Commended rate will meet targeted expectations.		35%				
White		Proficiency rate will meet targeted expectations.		97%				
White		Commended rate will meet targeted expectations.		49%				
Econ Disadv		Proficiency rate will meet targeted expectations.		75%				
Econ Disadv		Commended rate will meet targeted expectations.		35%				
<b>Social Studies</b>								
All students		Proficiency rate will meet targeted expectations.		99%				
All students		Commended rate will meet targeted expectations.		76%				
African American		Proficiency rate will meet targeted expectations.		95%				
African American		Commended rate will meet targeted expectations.		74%				
Hispanic		Proficiency rate will meet targeted expectations.		95%				
Hispanic		Commended rate will meet targeted expectations.		74%				
White		Proficiency rate will meet targeted expectations.		99%				
White		Commended rate will meet targeted expectations.		76%				
Econ Disadv		Proficiency rate will meet targeted expectations.		95%				
Econ Disadv		Commended rate will meet targeted expectations.		74%				
<b>Science</b>								
All students		Proficiency rate will meet targeted expectations.		96%				
All students		Commended rate will meet targeted expectations.		32%				
African American		Proficiency rate will meet targeted expectations.		79%				
African American		Commended rate will meet targeted expectations.		25%				
Hispanic		Proficiency rate will meet targeted expectations.		90%				
Hispanic		Commended rate will meet targeted expectations.		30%				
White		Proficiency rate will meet targeted expectations.		98%				
White		Commended rate will meet targeted expectations.		32%				
Econ Disadv		Proficiency rate will meet targeted expectations.		75%				
Econ Disadv		Commended rate will meet targeted expectations.		25%				
<b>Attendance</b>								
All students				97%				
African American				90%				
Hispanic				90%				
White				90%				
Econ Disadv				90%				
<b>Citizenship</b>								
All students				100%				