Plano Independent School District



Plano West Senior High School

2026-2027 Campus Improvement Plan

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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.

Vision

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.

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Comprehensive Needs Assessment

Demographics

Summary

Plano West has a total enrollment of 2,479 for the 2026-27 school year. Demographic breakdowns are as follows:
28.67% Hispanic
26.7% White
25.46% Asian
14.30% African American
4.60% Two or More Races
.22% American Indian
.07% Pacific Islander
10% Special Education
69% At-Risk
25% Free Lunch
4% Reduced Lunch
18% ESL
20% GT
14% 504

Attendance:
Overall - 90.7% - went down
1st 6 weeks - 93.2%
2nd 6 weeks - 89.8% - went up
3rd 6 weeks - 91.7% - went down
4th 6 weeks - 91.3% - went down
5th 6 weeks - 89.1% - went up
6th 6 weeks - 89.5% - went down

Strengths

1. Highly diverse student population - Students represent a wide range of racial, ethnic, cultural, and linguistic backgrounds, fostering global awareness and cross-cultural collaboration.

2. Strong academic culture – A high percentage of students enroll in Advanced Placement (AP), dual credit, honors, and Career and Technical Education (CTE) courses, reflecting a strong college- and career-going culture.

3. Multilingual learners – Plano West serves a significant number of Emergent Bilingual (EB) students, providing opportunities to leverage multilingualism as an asset while preparing students for a global workforce.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Plano West EB students often struggle to pass three or more STAAR exams.	Attendance concerns and need for a more strategic approach to HB 1416 intervention
2	Plano West serves a student population in which 69% are identified as at risk.	

★ = Priority

Student Learning

Summary

Algebra I Retesting Information:

For all testers (December): 57 tested - 32% Approaches & Above; 7% Meets & Above; 2% Masters)
For all testers (Spring): 39 tested - 26% Approaches & Above; 3% Meets & Above; 3% Masters)

SAT Data:

SAT Benchmark Met for Math is above the district at 54% rather than 52%.
White: 58% (lower than district 61%)
Asian: 84% (higher than district 82%)
Hispanic: 30% (lower than district 31%)
African Am: 17% (lower than district 26%)
Two or More: 54% (higher than district 52%)

Reading

(Summarize from your CNA)

English I Retesting Information:

For All Students (December):
89 Tested - 31% Approaches & Above; 15% Meets & Above; 0% Masters
For All Students (Spring):
49 Tested - 8% Approaches & Above; 4% Meets & Above; 0% Masters

English II Retesting Information:

For All Students (December): 251 Tested - 22% Approaches & Above; 10% Meets & Above; 0% Masters
For All Students (Spring):
180 Tested - 16% Approaches & Above; 3% Meets & Above; 0% Masters

SAT Data:

Juniors are passing SAT benchmark at 72%, above the overall district pass rate at 69%
White: 84% (higher than district 82%)
Asian: 89% (on par with district 89%)
Hispanic: 52%(higher than district at 49%)
African Am: 41%(lower than district at 49)
Two or More: 76%(lower than district at 77%)

Science Observations

(Summarize from your CNA)

Biology STAAR/EOC Performance Re-testers
December Administration:
26 Students tested
38% Approaches & above
8% Meets & above
8% Masters
Spring Administration:
9 Students tested

56% Approaches & above
0% Meets & above
0% Masters

For all students

December Administration:
38 Tested
55% Approaches & Above
13% Meets & Above
5% Masters
Spring Administration:
17 Tested
71% Approaches & Above
35% Meets & Above
12% Masters

Social Studies Observations

(Summarize from your CNA)

US History December Administration (Retesters):
33 Students tested:
55% Approaches and above
12% Meets and above
9% Masters

US History Spring Administration (1st Time Testers)
1151 Students tested:
95% Approaches and above
85% Meets and above
6!% Masters
US History Spring Administration (Retesters)
15 Students tested:
53% Approaches and above
7% Meets and above

Plano West has a typical passing percentage rate for US History first-time testers in the mid to upper 90s. After remediation and retesting, the overall passing rate moves to 97 to 98%.

CCMR

How do students perform on nationally-normed exams compared to their state and national peers? (MAP, PSAT, **SAT**)
State:
National peers: ERW: 54% and Math 29% (*school day numbers)
PWSH: ERW:72% and Math: 54%

What do you notice about the specific subgroup performance on various nationally-normed tests? (MAP, PSAT, **SAT**)
White: ERW:84% and Math: 58%
Asian: ERW: 89% and Math: 84%
Hispanic:ERW: 52% and Math: 30%
Black: ERW: 41% and Math: 17%
Two or More:ERW: 76% and Math: 54%

What are the number of students on track to be a CTE Completer?
503

TELPAS 11th Growth
Listening: 27.6% (48 students) growth of 1-2 levels
Speaking: 26.4% (46 students) growth of 1-2 levels
Reading: 36.4% (63 students) growth of 1-2 levels
Reading: 2.9% (5 students) growth of 2-3 levels
Writing: 22.5% (39 students) growth of 1-2 levels
Writing: 2.3% (4 students) growth of 2-3 levels

Just under 40 % of 11th grade EBs grew at least one level of proficiency in Reading and 25% for Writing.

Summary:

Plano West consistently achieves a first-time U.S. History EOC passing rate in the mid-to-upper 90% range, increasing to 97–98% after remediation and retesting. EOC retesters, particularly Emergent Bilingual students, continue to face challenges meeting the standard due to language barriers. The campus administers more than 5,000 AP exams annually, with over 90% of students earning scores of 3 or higher. SAT performance exceeds district, state, and national averages. For the 2025–2026 school year (2026 National Merit Scholarship Program), 37 students from Plano West Senior High School were named National Merit Semifinalists. Plano ISD had 73 semifinalists districtwide, with Plano West accounting for nearly half of them.

Strengths

- Plano West consistently achieves a first-time U.S. History EOC passing rate in the mid-to-upper 90% range, increasing to 97–98% after remediation and retesting.
- The campus administers more than 5,000 AP exams annually, with over 90% of students earning scores of 3 or higher. SAT performance exceeds district, state, and national averages.
- For the 2025–2026 school year (2026 National Merit Scholarship Program), 37 students from Plano West Senior High School were named National Merit Semifinalists. Plano ISD had 73 semifinalists districtwide, with Plano West accounting for nearly half of them.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Teachers need guidance on consistent PLC (Professional Learning Community) practices so that all students can show growth.Not all teachers are trained or aware of PLC processes. Some teams are further along in the process than others.	
2 ★	Plano West EB students often struggle to pass three EOC exams required for graduation.	
3 ★	While Plano West increased the percentage of seniors meeting CCMR requirements in th 2025-26, there is a need to keep this as a priority.	With Texas College Bridge no longer being a viable option for students to meet CCMR requirements, counselors and administration will need to partner to identify other pathways for achieving CCMR requirements.

★ = Priority

School Processes & Programs

Summary

Campus programs and processes include:

Plano West monitors attendance weekly through multiple data points and provides students with tiered interventions when established thresholds are met. Although our campus did not achieve the 95% attendance goal, we will strengthen our efforts this school year by collaborating with other senior high campuses to implement proven practices that have successfully improved student attendance.

Master Schedule: Master schedule development begins early, incorporating teacher input and strategically pairing complementary core subjects, such as English and Social Studies, as well as semester electives, to balance student enrollment and avoid second-period Learning Labs.

Additionally, the schedule supports collaborative instruction by providing common planning time for English and Math teachers and dedicated full-period SPED inclusion coverage.

PLC/Collaborative Framework: This school year, senior high campuses are introducing the PLC collaborative framework through four scheduled meetings focused on foundational implementation. In its inaugural year, the team will target one specific section of the PLC framework and agenda to ensure meaningful, structured adoption.

TTESS: T-TESS evaluation practices prioritize frequent, timely walkthroughs coupled with targeted coaching and mentoring to reinforce high-quality Tier 1 instruction. Observations intentionally focus on teachers actively instructing in the Power Zone while students actively engage in content-specific interactions with their teacher and peers.

House Bill 1416: House Bill 1416 compliance is currently maintained by providing required intervention during non-instructional time within core classes using MATHia and Reading Plus curricula. Plans include clustering Biology and Algebra courses alongside Khan Academy resources to streamline implementation and consistently meet required intervention minutes.

Teacher Mentor Program: To strengthen teacher support, the mentor program reduced its ratio from 6:1 to 3:1 and added a dedicated campus lead mentor, who carries no mentees, to ensure required face-to-face visits occur. Equipped with district training, resources, and stipends, mentors conduct and document both group and individual check-ins once per grading cycle.

Plano West consistently implements Plano ISD's policies and procedures to ensure compliance with House Bill 1481. Student Services maintains a collaborative approach in which assistant principals partner with teachers and campus secretaries to provide consistent discipline practices and clear communication with families

regarding district expectations. This coordinated effort has resulted in Plano West achieving the highest level of consistency in House Bill 1481 reporting across the district.

Plano West has completed its third year of implementing Positive Behavioral Interventions and Supports (PBIS) as part of our commitment to fostering a positive school culture and establishing proactive systems for addressing student behavior. Our recent campus PBIS audit identified key areas for growth that will guide our work during the upcoming school year. As a result, we will place a strong emphasis on strengthening implementation, increasing consistency, and ensuring fidelity to district PBIS expectations across our campus.

Strengths

1. Strong Systems for Student Support and Intervention;

- Established proactive systems to identify and support student needs through attendance monitoring and tiered interventions

- HB 1416 intervention planning.

2. Collaborative Structures that Support High-Quality Instruction;

The campus prioritizes;

- instructional excellence through intentional master scheduling,

- dedicated collaborative planning time,

- implementation of the PLC framework.

3. A culture of continuous improvement and accountability.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Plano West attendance for 2025-26 was 90.7% for all students.	A more detailed plan is needed to create structures for ensuring students are in class and maximizing instructional time.
2	As Plano West enters its fourth year of PBIS implementation, there is a need to place a strong emphasis on refining implementation and increasing staff fidelity to district PBIS expectations.	

★ = Priority

Perceptions

Summary

As part of our Comprehensive Needs Assessment work in Spring 2026, SBIC committee members noted the following:

- There is a calm environment at Plano West, with few major behavior disruptions.
- There is a desire to develop traditions and more school pride as we continue to develop the 9-12 “Blue Nation” concept. More opportunities for staff community building are wanted.
- Committee members emphasized the importance of clubs and organizations and want them to be inclusive of all students.
- There is a perception that students are highly involved in a variety of activities, and they are successful in their efforts.
- The committee was concerned about the amount of stress on students to be high-performing.
- There is a desire to develop more community partnerships, with an emphasis on professionals who can talk to students about their future careers.
- The committee noted strong parent involvement, but there is a need to ensure that all parents have opportunities to be supported and to contribute to the campus.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	There is a need for support systems for parents who are new to the Plano West campus or to U. S. schools in general.	

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Plano West attendance for 2025-26 was 90.7% for all students.	A more detailed plan is needed to create structures for ensuring students are in class and maximizing instructional time.
2 ★	Plano West EB students often struggle to pass three EOC exams required for graduation.	
3 ★	While Plano West increased the percentage of seniors meeting CCMR requirements in th 2025-26, there is a need to keep this as a priority.	With Texas College Bridge no longer being a viable option for students to meet CCMR requirements, counselors and administration will need to partner to identify other pathways for achieving CCMR requirements.

★ = Priority

Priorities

Priority 1

Strategic Plan Objective 1.2 - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

Goal 1

By the end of the 2026-2027 school year, Plano West will increase our overall End-of-Course (EOC) pass rates by 10% for Algebra I (from 26% from 36% - Dec. admin.) and English I & II EOCs (English I - 31% - 41% Dec. Admin; English II - 21% to 31% Dec. admin)

Performance Target: Algebra I - (26% to 36%)
English I - (31% - 41%)
English II - (21% - 31%)

Expected Result: Increase in approaches and meets percentages on December 2026 EOCs in Algebra I, English I, and English II; Increase in graduation rate from ____ to _____

Strategy 1

Campus administrators and student support liaisons will strengthen HB 1416 processes to ensure all students grow at least one level on EOC re-tests.

Staff Responsible for Monitoring: Plano West Principal
Plano West Administrative Team
Student Support Liaisons

Problem Statements: Student Learning 2

Formative Reviews

November	February	June

Strategy 2

Plano West core-content teachers will strengthen their Professional Learning Communities processes through collaboration with campus administrators, campus emergent bilingual coach, and district support.

Staff Responsible for Monitoring: Principal
Administrative Team
Department Chairs
Team Leaders

Problem Statements: Student Learning 2

Formative Reviews

November	February	June

Strategy 3

Plano West administration will provide targeted professional learning opportunities for all staff on effective instructional strategies to support emergent bilingual students as a part of required monthly meetings and optional "lunch and learn" sessions.

Staff Responsible for Monitoring: Campus administration
EB coach

Problem Statements: Student Learning 2

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Plano West EB students often struggle to pass three EOC exams required for graduation.	

Priority 2

Strategic Plan Objective 2.3 - Increase access and opportunities for students to achieve Career, College and Military Readiness (CCMR) status (Pre-K through 12th grade system)

Goal 1

Plano West will increase the percentage of graduating seniors who meet CCMR from 93% to 96%.

Performance Target: Increase in the number of students earning IBCs from 17% to 22%
Increase in the number of students meeting CCMR through college readiness from 91% to 95%.

Expected Result: There will be an increase in the percentage of graduating seniors who meeting CCMR from 93-96%.

Strategy 1

Plano West will ensure students and parents receive monthly communication regarding CCMR requirements through student and parent meetings, enews communication, and social media.

Staff Responsible for Monitoring: Campus Administration
Counselors

Problem Statements: Student Learning 3

Formative Reviews

November	February	June

Strategy 2

The Plano West CCMR team, made up of administrators and counselors, will develop and implement a detailed CCMR plan that includes a monthly calendar, to ensure that every student has a plan for CCMR success.

Staff Responsible for Monitoring: Campus Administration
Counselors

Problem Statements: Student Learning 3

Formative Reviews

November	February	June

Strategy 3

Plano West counselors will develop a system for meeting with individual students to ensure pathways to CCMR are identified and the proper support is in place. This data will be monitored formally on a monthly basis.

Staff Responsible for Monitoring: Campus Administration
Counseling Team

Problem Statements: Student Learning 3

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	While Plano West increased the percentage of seniors meeting CCMR requirements in th 2025-26, there is a need to keep this as a priority.	With Texas College Bridge no longer being a viable option for students to meet CCMR requirements, counselors and administration will need to partner to identify other pathways for achieving CCMR requirements.

Priority 3

Strategic Plan Objective 4.3 - Create a culture of belonging for all members of the Plano ISD community.

Goal 1

By the end of the 2026-27 school year, Plano West Senior High School will increase its overall student attendance rate from 90% to 93%.

Performance Target: Student attendance growth from 90.7% to 93%
Reduction in Review 360 referrals for skipping by 10% from 231 to 208.
Increase in participation in clubs and organizations based on student beginning of the year/end of year survey
Campus PBIS audit result improvement from Tier 3 to Tier 2 support.

Expected Result: Increase in student attendance, reduction in Review 360 referrals for skipping; increase in participation in clubs and organizations

Strategy 1

Plano West will ensure that students and parents receive regular (no less than monthly) communication regarding the importance of attendance, including frequent communication on semester exam exemption guidelines through enews, parent and student meetings, and social media.

Staff Responsible for Monitoring: Administrative team
Counseling team
PR liaison

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 2

Plano West administrators and will meet weekly to review current attendance data and will implement a detailed attendance plan to address both short-term and chronic attendance concerns.

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 3

Plano West will strengthen their PBIS initiatives by implementing monthly Wolfpack Way (PBIS) lessons on campus stay days to ensure that all students feel safe and secure on campus.

Staff Responsible for Monitoring: Plano West Administrative Team
PBIS Committee
Teachers and Staff

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Plano West attendance for 2025-26 was 90.7% for all students.	A more detailed plan is needed to create structures for ensuring students are in class and maximizing instructional time.