Plano Independent School District

Plano Senior High School

2026-2027 Campus Improvement Plan

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Mission Statement

We are in the practice of cultivating exceptional learners, capable of succeeding in rapidly changing world.

Vision

The purpose of the Wildcat learning community is to inspire hope in our students and to develop the skills they need to realize their dreams.

Value Statement

We believe all students matter and each should have the best possible environment to learn and develop. Each student must have meaningful choice and opportunity to develop purpose and passion. Education has the power to change lives and open doors. Education is the foundation upon which hopes are made and realized. We should continually examine ourselves and be willing to modify our programming, practices, and supports to better meet the needs of each student.

Active students are more likely to develop purpose, passion, and autonomy as learners. Teachers should facilitate learning through rich context and dynamic learning experiences. Teachers should actively share and learn from each other to better understand and meet the changing needs of students.

Plano Senior High School must be an active and welcoming community the understands and connects with the journey of each of our students. Each student must have some meaningful connection to our school. We must envision and grow experiences and supports that develop social emotional health as well as academic growth.

Meaningful learning is occurring in many ways at Plano Senior High School.and is not just confined to classrooms and courses for credit. Even though specific credits are required for graduation, student voice and choice are important elements that lead to purpose and passion. Often times sports, fine and performing arts, clubs, organizations, and other activities provide the richest context for growth and personal development as a learner.

Plano Senior High School has a long and rich tradition of excellence in all areas. We should continue to examine and expand our offerings to better meet the changing needs of our students. Furthermore, we should balance our emphasis on content knowledge with an overt focus on universal, life-long skills and dispositions that transcend specific content. The skills and dispositions include empathy, persistence, flexibility, curiosity, questioning, creativity, risk-taking, effective communication, and pride in quality work. The skills and dispositions allow us to better apply and transfer our cumulative knowledge to new situations.

The single greatest impact in a classroom on a student's life is the teacher. A teacher's expectations can change the trajectory of a student's life. As a learning community, Plano Senior High School values and supports its staff members knowing full well the impact each has on the lives of our students.

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Comprehensive Needs Assessment

Demographics

Summary

Plano Senior High School serves a diverse student population that reflects a wide range of cultural and academic backgrounds. According to Edugence data, the student body is composed of 39.16% White, 26.99% Hispanic, 15.7% African American, 13.15% Asian, 0.49% American Indian, and 4.51% identifying with two or more races. The campus also supports a significant number of Emergent Bilingual students, economically disadvantaged students, and learners receiving specialized services, with approximately 30% of students receiving accommodations through Section 504 or Special Education (SPED). Current campus data indicates a decline in student attendance during the 6th 6 weeks of school and an increase in disciplinary referrals among African American and Hispanic students, highlighting areas for continued support and intervention. Plano Senior High School benefits from an experienced faculty, with 76% of staff members having 11 or more years of experience. Additionally, the school demonstrates strong College, Career, and Military Readiness (CCMR) outcomes, with 553 seniors on track for CCMR and 531 students successfully completing an Industry-Based Certification (IBC) as program concentrators.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Poor attendance rates, especially at the 6th 6 weeks	Need for increased student engagement and implementation of the PLC process.
2	Increase in discipline referrals for AA and H students	
3	30% of our students qualify as SPED or 504 requiring specialized instruction or accommodations	

★ = Priority

Student Learning

Summary

Student achievement data at Plano Senior High School reflects both notable successes and opportunities for continued growth across state-assessed content areas. In Algebra I, 47 students participated in the December retest, with a 38% pass rate, while retest pass rates ranged from 31% to 38% across administrations. Encouragingly, 98% of At-Risk students passed the December retest, demonstrating the effectiveness of targeted intervention efforts. However, additional support is needed to improve outcomes for students receiving Special Education services. In English I, 84 students tested, with a 24% pass rate, and in English II, 180 students tested, with a 31% pass rate. These results indicate a need to strengthen instructional supports for Emergent Bilingual (EB) and economically disadvantaged students. U.S. History continues to be a significant area of strength, with 974 students tested and an overall 95% pass rate. Student subgroup performance was also strong, with economically disadvantaged students achieving an 89% pass rate, students receiving 504 accommodations achieving a 98% pass rate, and 100% of At-Risk/ economically disadvantaged students passing the assessment after retesting. In Biology, student performance improved from a 58.3% pass rate among December testers to a 77% pass rate in the spring administration, while At-Risk students achieved a 91% pass rate in December. Overall, assessment data show that many students experience success after participating in retesting opportunities, highlighting the positive impact of intervention programs while emphasizing the need for continued focus on improving achievement for Special Education, Emergent Bilingual, and economically disadvantaged student populations.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Lower passing rate for Eco Dis students on US History	
2	Lower passing rates for retesting in English I and II for EB and Eco Dis students	
3	Reduced number of completers among Juniors seeking CCMR status	

★ = Priority

School Processes & Programs

Summary

Plano Senior High School has implemented a variety of systems and processes designed to promote student success through equitable access, data-driven decision-making, and targeted intervention. The school's single lunch schedule provides all students with access to tutorials during the school day, ensuring equitable opportunities for academic support. Teachers utilize technology and assessment tools, including Edugence and Progress Monitoring Assessments (PMAs) in Social Studies, to analyze student performance data, identify learning gaps, and adjust instruction to meet individual student needs. Educators also use Failure Reflections to identify struggling students, analyze patterns in academic performance, and develop targeted interventions that help students better understand their progress and areas for growth. Attendance data is routinely monitored to inform intervention strategies and improve engagement among students with chronic absenteeism or inconsistent attendance. Additionally, Edugence's Early Warning System is used to proactively identify at-risk students, particularly those preparing for STAAR retests, by monitoring indicators such as high or increasing absence rates. This data informs the development of Student Support Plans (SSPs) through collaborative meetings involving students, parents, and school staff. Teachers are notified when students have active Attendance SSPs, enabling them to provide consistent encouragement, monitor progress, and reinforce strategies that promote improved attendance and academic achievement.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Lack of consistent implementation, monitoring and completion of the Student Success Plan (SSP) process.	Need for collaboration with District support staff in implemention of the SSP process with a focus on early warning systems.
2 ★	In year one of campus implementation of the new PLC process, there is a need for PLC process training and the development of structures to support implementation of the PLC process.	Need for training of all new PLC leaders and existing PLC leaders as the districts moves PLC implementation at the senior high level
3	Due to our growing number of 504 students, our teaching and 504 staff need support keeping up with the demands of increased numbers.	

★ = Priority

Perceptions

Summary

Perception data at Plano Senior High School reflects a strong commitment to academic excellence, professional learning, and a supportive school environment while also identifying opportunities for continued growth. The campus demonstrates a strong culture of Advanced Academics, with high teacher participation in Advanced Placement Summer Institutes (APSIs), AP Exam scoring, and professional development provided by the College Board. These experiences strengthen instructional practices and support rigorous learning opportunities for students. Health and Resiliency Survey (HRS) data indicate that students, teachers, and administrators generally perceive the school as a safe and supportive environment, although parent perceptions of school safety are somewhat less positive and present an opportunity for increased communication and engagement. Staff members also perceive the campus as being fiscally and operationally managed in ways that effectively support teaching and learning. Feedback from teachers highlights a desire for additional opportunities to provide meaningful input into campus decisions, collaborate through peer observations to examine effective instructional practices, and receive data-informed feedback that identifies both strengths and areas for growth. Additionally, survey results suggest that greater emphasis should be placed on recognizing and celebrating the accomplishments of both students and staff, as many students do not feel their achievements are sufficiently acknowledged. While teachers value the job-embedded professional development offered on campus, continued efforts to foster collaboration, recognition, and shared leadership will further strengthen the positive culture at Plano Senior High School.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Students and staff feel a lack of recognition in achievement.	
2 ★	A need for increased opportunities for all stakeholders to provide input.	HRS feedback revealed a need for stakeholders to be provided more opportunities to provide feedback about campus plans and initiatives.
3 ★	Need an increase in opportunities for teachers to observe and discuss effective instructional strategies specifically through their peers.	Teacher feedback revealed a positive experience participating in peer walkthroughs and a desire to expand participants.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Poor attendance rates, especially at the 6th 6 weeks	Need for increased student engagement and implementation of the PLC process.
2 ★	Lack of consistent implementation, monitoring and completion of the Student Success Plan (SSP) process.	Need for collaboration with District support staff in implemention of the SSP process with a focus on early warning systems.
3 ★	In year one of campus implementation of the new PLC process, there is a need for PLC process training and the development of structures to support implementation of the PLC process.	Need for training of all new PLC leaders and existing PLC leaders as the districts moves PLC implementation at the senior high level
4 ★	A need for increased opportunities for all stakeholders to provide input.	HRS feedback revealed a need for stakeholders to be provided more opportunities to provide feedback about campus plans and initiatives.
5 ★	Need an increase in opportunities for teachers to observe and discuss effective instructional strategies specifically through their peers.	Teacher feedback revealed a positive experience participating in peer walkthroughs and a desire to expand participants.

★ = Priority

Priorities

Priority 1

PIllar 1 - 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

Increase performance on STAAR in English.

Expected Result: Improved English I STAAR EOC results from 32% to 37% and English II STAAR EOC results from 32% to 37%.

Strategy 1

BOY Planning to collaborate with district curriculum coordinators about remediation tools

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	June

Strategy 2

Implement revised HB 1416 remediation plan

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 3

Monitor student data, adjust instruction, pre-teach vocabulary and reading strategies (track student growth after each assessment, monitor progress towards IEP goals, reteach TEKS based on assessment data, provide targeted small group instruction, preview academic and EOC vocabulary before reading, and model annotation and close reading skills)

Staff Responsible for Monitoring: SPED Case Managers

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 4

CTE teachers in various courses helps with listening and speaking skills through mock interviews and presentations. CTE courses help students with vocabulary acquisition by reading the technical language of manuals, reports, articles, and proposals.

Staff Responsible for Monitoring: CTE Teachers

Problem Statements: Perceptions 2

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Lack of consistent implementation, monitoring and completion of the Student Success Plan (SSP) process.	Need for collaboration with District support staff in implemention of the SSP process with a focus on early warning systems.
2	In year one of campus implementation of the new PLC process, there is a need for PLC process training and the development of structures to support implementation of the PLC process.	Need for training of all new PLC leaders and existing PLC leaders as the districts moves PLC implementation at the senior high level

Goal 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	A need for increased opportunities for all stakeholders to provide input.	HRS feedback revealed a need for stakeholders to be provided more opportunities to provide feedback about campus plans and initiatives.

Priority 2

PIllar 1 - 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

Increase performance on STAAR in Math

Expected Result: Improved Math STAAR EOC results from 31% to 36%.

Strategy 1

Implement revised HB 1416 remediation plan

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 2

BOY Planning to collaborate with district curriculum coordinators about remediation tools

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	June

Strategy 3

Reinforce math problem vocabulary + support word-problem comprehension strategies (teaching/using/reviewing academic words such as increase, justify, compare, evaluate; practice identifying operation clue words such as sum, difference, product, etc)

Staff Responsible for Monitoring: SPED Case Managers

Problem Statements: Perceptions 3

Formative Reviews

November	February	June

Strategy 4

CTE teachers routinely teach students measurements, basic calculations, percentages, interest rates, proportions, etc.

Staff Responsible for Monitoring: CTE Teachers

Problem Statements: Perceptions 3

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Lack of consistent implementation, monitoring and completion of the Student Success Plan (SSP) process.	Need for collaboration with District support staff in implemention of the SSP process with a focus on early warning systems.
2	In year one of campus implementation of the new PLC process, there is a need for PLC process training and the development of structures to support implementation of the PLC process.	Need for training of all new PLC leaders and existing PLC leaders as the districts moves PLC implementation at the senior high level

Goal 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Need an increase in opportunities for teachers to observe and discuss effective instructional strategies specifically through their peers.	Teacher feedback revealed a positive experience participating in peer walkthroughs and a desire to expand participants.

Priority 3

Pillar 2 - Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system).

Goal 1

Increase CCMR Rate

Expected Result: Increase CCMR status to 96%

Strategy 1

Diversify ways for students to gain their CCMR credit other than College Bridge

Problem Statements: Demographics 1

Formative Reviews

November	February	June

Strategy 2

Fine Arts staff will directly encourage students to regularly complete coursework and hold them accountable for classwork, assessments, etc.

Staff Responsible for Monitoring: Fine Arts teachers

Problem Statements: Demographics 1

Formative Reviews

November	February	June

Strategy 3

Social Studies teachers will frontload support strategies for struggling AP students, rather than focus on remediation at the end of a grading period.

Staff Responsible for Monitoring: Social Studies teachers

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	June

Strategy 4

Advances math courses can continue to include SAT practice problems during instruction/ practice in advanced courses. Math Models will do additional practice and prep before they take the TSI during class in the spring

Staff Responsible for Monitoring: Math teachers

Problem Statements: Perceptions 3

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Poor attendance rates, especially at the 6th 6 weeks	Need for increased student engagement and implementation of the PLC process.

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	In year one of campus implementation of the new PLC process, there is a need for PLC process training and the development of structures to support implementation of the PLC process.	Need for training of all new PLC leaders and existing PLC leaders as the districts moves PLC implementation at the senior high level

Goal 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Need an increase in opportunities for teachers to observe and discuss effective instructional strategies specifically through their peers.	Teacher feedback revealed a positive experience participating in peer walkthroughs and a desire to expand participants.

Priority 4

Pillar 4 - Engage the community through timely, consistent and innovative communication.

Goal 1

Increase attendance rates, especially mitigating the drop in attendance during the 6th 6 weeks. PSHS Students atttended at a rate of 92.3% during the 1st six weeks and ended the year with an attendance rate of 88.9% overall average.

Expected Result: Increase average daily attendance to 92%

Strategy 1

Teachers communicate with families when they see absences and report attendance concerns to the admin.

Staff Responsible for Monitoring: Classroom teachers

Problem Statements: Perceptions 2

Formative Reviews

November	February	June

Strategy 2

Genuinely welcome students back to class when they have been absent to make them feel seen and accepted in the classroom.

Staff Responsible for Monitoring: Classroom teachers

Problem Statements: Demographics 1

Formative Reviews

November	February	June

Strategy 3

Rewards and incentives for students who reach a certain percentage of attendance.

Staff Responsible for Monitoring: Administration

Problem Statements: Perceptions 2

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Poor attendance rates, especially at the 6th 6 weeks	Need for increased student engagement and implementation of the PLC process.

Goal 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	A need for increased opportunities for all stakeholders to provide input.	HRS feedback revealed a need for stakeholders to be provided more opportunities to provide feedback about campus plans and initiatives.

Goal 2

Increase PLC process training and the development of structures to support implementation of the PLC process to increase student engagement.

Expected Result: Improved engagement leading to increase average daily attendance of 92%

Strategy 1

Ensure all PLC's meet weekly for at least 30 minutes either virtually or face-to-face, and monthly for at least 45 minutes in a face-to-face format.

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	June

Strategy 2

Ensure all PLC's meet quarterly using the PLC protocol as prescribed by our PLC facilitator.

Problem Statements: School Processes & Programs 2

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	In year one of campus implementation of the new PLC process, there is a need for PLC process training and the development of structures to support implementation of the PLC process.	Need for training of all new PLC leaders and existing PLC leaders as the districts moves PLC implementation at the senior high level

Priority 5

Pillar 4 - Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Goal 1

Increase opportunities for all stakeholders to provide input into campus decisions related to student management protocols

Expected Result: Reduced student referrals related to insubordination

Strategy 1

Implement PBIS Strategies with fidelity

Problem Statements: Demographics 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Poor attendance rates, especially at the 6th 6 weeks	Need for increased student engagement and implementation of the PLC process.