Plano Independent School District

Vines High School

2026-2027 Campus Improvement Plan

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Mission Statement

At Vines High School, we work together to build a learning community of academically, socially, and emotionally well-rounded individuals through meaningful interactions.

Vision

COMMITTED TO EXCELLENCE | DEDICATED TO CARING | POWERED BY LEARNING | PLANO ISD PROUD



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Comprehensive Needs Assessment

Demographics

Summary

Vines High School serves a diverse population of 1,043 students, with the largest ethnic groups being White (491), Hispanic (277), and African American (142). A significant strength of the campus is the high cumulative attendance rate of 93.7%, which is bolstered by exceptionally high attendance from Gifted and Talented students (96.7%) and military-connected students (95.3%). However, longitudinal data indicates a trend where attendance is highest in Reporting Period 1 (95.4%) but consistently drops to its lowest point by Reporting Period 4 (92.6%). Disciplinary data reveals a critical need to address disproportionality, as the overall percentage of students referred for disciplinary action is 39.12%, but specific groups face much higher risk ratios: Native American students at 2.57, Hispanic students at 1.98, and African American students at 1.77. Additionally, while Special Education (SPED) students make up 145 of the population, 44.14% of these students have received disciplinary referrals, indicating a need for more targeted behavioral supports.

Strengths

- **Diverse and Sizable Student Base:** Vines High School serves a diverse student body of 1,043 students according to its Comprehensive Needs Assessment (CNA) data, with the campus profile indicating a total of 1,087 students. The student population includes key representation from White (491 students), Hispanic (277 students), and African American (142 students) ethnic groups.

- **Strong Campus Attendance:** The school boasts a high cumulative attendance rate of 93.7%, with the campus profile highlighting an average daily attendance rate of 94.68%. Attendance is particularly strong among Gifted and Talented students (96.7%) and military-connected students (95.3%). Additionally, Vines was recognized as a District Six Weeks Attendance Champion.

- **Experienced and Highly Qualified Staff:** The school has a total of 113 staff members. The teaching staff possesses a high level of expertise, with an average of 10.3 years of teaching experience and 5.4 average years teaching in PISD. Furthermore, 61% of the staff have 6 to 30 years of experience, and 42% of the staff hold a master's degree. Staff also dedicated 4,992 total hours to professional skill development.

- **Active Community Involvement:** The school community benefits from a highly active Vines PTSA with nearly 300 members supporting the campus through teacher grants, school socials, teacher appreciation days, and student assistance.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	At-risk students consistently demonstrate a lower attendance percentage. Reporting a 92.3% for Reporting Period 1 and decreasing to 89.9% for Reporting Period 6	Challenges for some students having consistent means of transportation to get to school, anxiety in being at school, or lack of institutional awareness to understand the importance of consistent school attendance.
2 ★	SPED African American students have a discipline risk ratio of 2.5 for OSS assignment.	Unimplemented or outdated behavior plans, a lack of culturally responsive teaching, and weak multi-tiered support systems collectively prevent schools from addressing root behaviors, leading to classroom escalation and reliance on removal.

★ = Priority

Student Learning

Summary

Vines High School demonstrated significant academic growth across all core subjects for first-time testers in 2026. A primary strength is the performance in Biology, where first-time testers achieved a 95% "Approaches" rate, with a remarkable 56% reaching the "Masters" level—a substantial increase from the 37% "Masters" rate recorded in 2025. English I and II also showed consistent improvement; English I first-time testers rose to 85% "Approaches" and 29% "Masters" (up from 80% and 28% respectively), while English II first-time testers increased their "Masters" performance from 12% in 2025 to 20% in 2026.

In Algebra I, first-time testers improved their "Approaches" rate to 80% (up from 65% in 2025) and their "Meets" rate to 41% (up from 30%). These gains are further supported by local MAP data, where Algebra students in Quintiles 1, 3, 4, and 5 outpaced district growth, with the lowest-achieving quintile (Quintile 5) achieving over 200% of their projected growth.

Furthermore, the campus maintains a high standard for College, Career, and Military Readiness (CCMR), with 84% of AP testers earning qualifying scores of 3, 4, or 5.

Despite these successes, several areas for growth remain a priority for the 2026-27 school year. While first-time testers are thriving, STAAR re-testers across all subjects continue to struggle to meet growth targets. For example, only 38% of Algebra I re-testers and 23% of English I re-testers achieved the "Approaches" level in the Spring 2026 administration. Additionally, while Algebra I showed growth in lower performance bands, the percentage of first-time testers reaching the "Masters" level saw a slight decline from 16% to 15%.

In English language proficiency, 9th-grade TELPAS composite growth is a notable strength at 97%, yet 10th-grade speaking growth lags significantly at only 36%, indicating a need for more targeted oral language support for older Emergent Bilingual students.

Finally, although AP performance is high overall, demographic gaps persist in PSAT performance, where Hispanic and African American student groups met both benchmarks at rates of 30% and 23% respectively, compared to 60% for White students.

Strengths

- **Significant Gains on STAAR EOC Assessments:** First-time testers in 2026 showed noteworthy academic growth across all core subjects.
    - *Biology:* First-time testers achieved a 95% "Approaches" rate, with a remarkable 56%

reaching "Masters" (a dramatic increase from 37% in 2025).
    - *English I & II:* First-time testers in English I achieved 85% "Approaches" and 29% "Masters". English II first-time testers increased their "Masters" rate from 12% in 2025 to 20% in 2026 with an 85% "Approaches" rate.
    - *Algebra I:* First-time testers improved their "Approaches" rate to 80% (up from 65% in 2025) and "Meets" performance to 41% (up from 30%).

- **Exceptional MAP Growth:** Algebra students in Quintiles 1, 3, 4, and 5 outpaced district growth, with the lowest-achieving quintile (Quintile 5) achieving over 200% of their projected growth and Quintile 4 reaching 163%.

- **College, Career, and Military Readiness (CCMR):** Projections are highly encouraging, with 99% of 10th graders and 95% of 9th graders predicted to meet CCMR expectations. The school excels in advanced academics, with 84% of AP exam-takers earning qualifying scores of 3, 4, or 5. Specific AP course success includes passing rates of 95% and above for AP Seminar and AP Precalculus, an 89% score rate of 3–5 on the AP Human Geography exam, and 74% on the AP World History exam.

- **English Language Proficiency:** On the TELPAS, 9th-grade composite level growth is a notable strength at 97%. Additionally, students' listening, reading, and writing percentages grow significantly from 9th to 10th grade.

- **Extracurricular and Academic Honors:** Vines students excel in fine arts and academic competitions. The school achieved UIL Sweepstakes in band and choir, and Superior ratings in band, orchestra, choir, and theatre. Individual accolades include a National Qualifier for Business Professionals of America, two qualifiers for the National Speech & Debate Tournament, eight qualifiers for the Dallas Regional Science & Engineering Fair (including 1st place in Materials Science), and 12 Plano Mayors Summer Internship recipients.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	According to Domain 2A, not enough students are not growing from their previous year's performance on EOC/STAAR-Domain 2A	While campus teams are highly collaborative, there is an ongoing need to build teacher capacity in differentiated instruction to effectively target the wide range of learning needs within the general classroom
2 ★	Although Algebra I STAAR showed growth from 2025-2026, we need to continue growth in both meets and masters categories. In the meets we were at 36% compared to other high schools in the district at 39% and in masters we were at 14% compared to the district high schools at 18%.	Remediation and local growth efforts have been highly successful at moving lower-performing students into "Approaches" (with Quintile 5 showing over 200% growth). However, the campus has not yet adjusted its instructional strategies to scaffold and challenge mid-to-high performing students.
3 ★	English I STAAR for meets and masters performance categories declined from 2025 to 2026. Meets for 2025 was 71% and 2026 was 70%. Masters for 2025 was 27% and 25% for 2026.	While Professional Learning Communities (PLCs) meet regularly, there has historically been a greater emphasis on approaches rather than standardizing instruction around the highest-performing categories. Teams must become more focused on academic alignment and rigor to prevent drops in the meets and masters categories.

★ = Priority

School Processes & Programs

Summary

Vines High School has established robust organizational structures that prioritize data-driven decision-making and collaborative professional growth. A primary strength of the campus is the effectiveness of its Professional Learning Communities (PLCs), which have become increasingly intentional in using student data to plan instruction and design master schedules that account for necessary interventions and enrichments. This collaborative environment is supported by ongoing instructional coaching and a teacher mentor program that provides clear guidance for new staff members.

Furthermore, the campus has successfully implemented a Multi-Tiered System of Supports (MTSS); improved progress monitoring has enhanced the ability of staff to evaluate the effectiveness of Tier 2 and Tier 3 interventions and make real-time adjustments based on student needs.

Student support processes are also highly individualized, particularly regarding academic advising. Counselors and administrators collaborate closely, reviewing STAAR, PSAT, and SAT scores to ensure students with high potential are correctly identified and placed into advanced academic courses. In terms of behavior management, the campus utilizes a Leveled Behavior Guide, which empowers teachers to manage classroom discipline and provides clear protocols for when incidents should be escalated to administration.

To continue improving, the campus has identified a critical need to increase the frequency of classroom walkthroughs and direct feedback, as staff have expressed a desire for more regular observations to support their instructional growth. Additionally, there is an ongoing focus on strengthening Tier 1 instruction and ensuring that collaborative team meetings remain highly focused on instructional alignment and expectations.

Finally, the campus aims to further develop teacher capacity in differentiated instruction to better meet the diverse learning requirements of the student body.

Strengths

- **Data-Driven and Collaborative PLCs:** Professional Learning Communities (PLCs) are a hallmark of school operations, demonstrating exceptional intentionality in using student data to plan instruction and design master schedules that factor in intervention and enrichment.

- **Robust Multi-Tiered System of Supports (MTSS):** The school has established an effective MTSS process with improved progress monitoring that allows staff to evaluate and adjust Tier 2 and Tier 3 interventions in real-time. The Campus Leadership Team and MTSS facilitators display high dedication by reviewing student support plans weekly.

- **Strong Instructional Support and Coaching:** Consistent professional support is provided through ongoing instructional coaching and a supportive teacher mentor program that guides new teachers.

- **Individualized Student Advising:** Counselors and administrators collaborate extensively, using STAAR, PSAT, and SAT scores to identify high-potential students and place them in advanced courses. The counseling team is highly regarded, with school counselors winning both PISD High School Counselor of the Year (Aimee Edwards in 2026) and PISD District Counselor of the Year (Nancy Garcia-Smith in 2025).

- **Clear Behavior Management Systems:** The campus utilizes a Leveled Behavior Guide that clearly outlines classroom discipline protocols and provides teachers with transparent instructions on when to escalate incidents to administrators.

- **Diverse Course Offerings:** Vines supports student interest with over 25 CTE courses and unique programs such as the Wildcat Collegiate Academy, AVID, PALS, and Humanities.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Special Education and Emergent Bilingual students lack a clear pathway to meet CCMR standards	Knowledge of CCMR pathways has not been well communicated to Special Education or Emergent Bilingual students and families.

★ = Priority

Perceptions

Summary

Vines High School exhibits significant strengths in several key areas of campus perception, particularly regarding safety, instructional clarity, and resource management. A primary highlight is the exceptionally high perception of a safe and orderly environment, with faculty and staff reporting a mean score of 4.63 on this indicator. This positive climate is shared across the school community, as both students and parents also perceive the campus as a secure and well-organized place for learning, with mean scores of 4.13 and 4.09 respectively.

In the area of instructional quality, the campus has built a strong culture of professional accountability. Teachers feel highly confident in their professional direction, specifically noting as a major strength that they have clearly written instructional growth goals and can articulately describe their progress toward achieving them. This is further supported by the perception that school leadership communicates a clear vision for instruction, an indicator where administrators recorded a high mean of 4.60.

Collaborative structures also represent a notable asset for the campus. Staff members report that teacher teams and collaborative groups regularly interact to address curriculum, assessment, and the achievement of all students, maintaining a strong mean score of 4.08. Additionally, there is broad agreement among both staff and parents that the school's fiscal, operational, and technological resources are managed effectively to directly support the teaching and learning environment.

While these strengths form a solid foundation, the data suggests opportunities for further growth in collaborative leadership. Specifically, staff expressed a desire for more formal roles in the decision-making process for school initiatives and more frequent, direct feedback from leadership to bridge the gap between administrator and teacher perceptions of professional growth. Creating more consistent systems for all stakeholders—including students and parents—to provide input on school functioning will be a focus for the 2026-27 school year.

Strengths

- **Safe and Orderly School Climate:** There is an exceptionally high shared perception of safety across the campus. Faculty and staff reported a mean score of 4.63 on the safe and orderly environment indicator. This secure atmosphere is corroborated by students and parents, who rated the campus climate with high mean scores of 4.13 and 4.09, respectively. Both general perception of safety and a safe environment are noted as top indicators of agreement.

- **Culture of Professional Growth and Clarity:** Teachers demonstrate high confidence in their professional development, noting that having clearly written instructional growth goals and being able to articulately describe their progress are major strengths. Additionally, school leadership communicates a clear vision for instruction, receiving a high mean rating of 4.60 from administrators.

- **Effective Resource Management:** There is broad consensus among parents and staff that the school's fiscal, operational, and technological resources are managed effectively to directly support the classroom and teaching environment.

- **Productive Collaborative Structures:** Teacher teams and collaborative groups are highly rated (mean score of 4.08), with staff reporting that they regularly interact to address curriculum, assessments, and student achievement. The campus culture is committed to continuous improvement and actively recognizing student and school success.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	There is a significant perception gap between teachers and administrators regarding support for instructional improvement and whether teachers are provided clear, ongoing evaluations of pedagogical strengths.	There is a need for leadership to implement a systematic, high-frequency protocol for conducting classroom walkthroughs, providing immediate actionable feedback to guide individual and school-wide professional development.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	At-risk students consistently demonstrate a lower attendance percentage. Reporting a 92.3% for Reporting Period 1 and decreasing to 89.9% for Reporting Period 6	Challenges for some students having consistent means of transportation to get to school, anxiety in being at school, or lack of institutional awareness to understand the importance of consistent school attendance.
2 ★	SPED African American students have a discipline risk ratio of 2.5 for OSS assignment.	Unimplemented or outdated behavior plans, a lack of culturally responsive teaching, and weak multi-tiered support systems collectively prevent schools from addressing root behaviors, leading to classroom escalation and reliance on removal.
3 ★	Although Algebra I STAAR showed growth from 2025-2026, we need to continue growth in both meets and masters categories. In the meets we were at 36% compared to other high schools in the district at 39% and in masters we were at 14% compared to the district high schools at 18%.	Remediation and local growth efforts have been highly successful at moving lower-performing students into "Approaches" (with Quintile 5 showing over 200% growth). However, the campus has not yet adjusted its instructional strategies to scaffold and challenge mid-to-high performing students.
4 ★	English I STAAR for meets and masters performance categories declined from 2025 to 2026. Meets for 2025 was 71% and 2026 was 70%. Masters for 2025 was 27% and 25% for 2026.	While Professional Learning Communities (PLCs) meet regularly, there has historically been a greater emphasis on approaches rather than standardizing instruction around the highest-performing categories. Teams must become more focused on academic alignment and rigor to prevent drops in the meets and masters categories.
5 ★	Special Education and Emergent Bilingual students lack a clear pathway to meet CCMR standards	Knowledge of CCMR pathways has not been well communicated to Special Education or Emergent Bilingual students and families.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Priorities

Priority 1

Pillar 1.2 - Develop and deliver systems for learning that articulate expectations and provide support for all instructional staff to ensure engaging, high levels of learning for all students.

Goal 1

By June 2027, Vines High School will increase the STAAR passing rates of Emergent Bilingual students and HB1416 retesters in English I & English II through targeted instructional interventions, bilingual academic support, and biweekly progress monitoring.

Performance Target: The percentage of students that score Meets grade level or above on the English I EOC will increase from 70% in 2026 to 76% by June 2027.

The percentage of EB students that score Meets will increase from 15% to 42%.

All HB1416 students will experience 50% growth from previous year's performance.

The percentage of students that score Meets grade level or above on the English II EOC will increase from 78% in 2026 to 83% by June 2027.

The percentage of EB students that score Meets will increase from 29% to 46%.

All HB1416 students will experience 50% growth from previous year's performance.

Expected Result: Teachers will enhance instructional effectiveness and improve student outcomes by leveraging data to inform instruction and implement targeted interventions. As a result, students will demonstrate increased academic achievement and growth through responsive, needs-based instruction.

Strategy 1

Professional learning centered on SIOP and linguistically responsive instructional strategies to support targeted interventions that meet the needs of all students.

Staff Responsible for Monitoring: Administration, Department Heads, Team Leaders

Problem Statements: Student Learning 3

Formative Reviews

November	February	June

Strategy 2

Professional learning on enhancing the capacity of PLC teams by placing a focus on utilizing formative data to assess student growth and mastery, share effective instructional strategies,

collaboratively monitor Tier 2 and Tier 3 students, and monitor the effectiveness of intervention efforts. The campus will also develop and implement a consistent data-driven protocol within the PLC structure to analyze and respond to data.

Staff Responsible for Monitoring: Administration, Department Heads, Team Leaders

Problem Statements: Student Learning 3

Formative Reviews

November	February	June

Strategy 3

Professional learning on developing consistent and effective strategies to increase student engagement to be monitored through consistent walkthroughs from administrators and campus instructional leaders.

Staff Responsible for Monitoring: Administration, Department Heads, Team Leaders

Problem Statements: Student Learning 3

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	English I STAAR for meets and masters performance categories declined from 2025 to 2026. Meets for 2025 was 71% and 2026 was 70%. Masters for 2025 was 27% and 25% for 2026.	While Professional Learning Communities (PLCs) meet regularly, there has historically been a greater emphasis on approaches rather than standardizing instruction around the highest-performing categories. Teams must become more focused on academic alignment and rigor to prevent drops in the meets and masters categories.

Goal 2

By June 2027, Vines High School will increase the STAAR passing rates of Emergent Bilingual students and

HB1416 retesters in Algebra I through targeted instructional interventions, bilingual academic support, and biweekly progress monitoring.

Performance Target: The percentage of students that score Meets grade level or above on the Algebra I EOC will increase from 36% in 2026 to 52% by June 2027.

The percentage of EB students that score Meets will increase from 21% to 41%.

All HB1416 students will experience 50% growth from previous year's performance.

Expected Result: Teachers will enhance instructional effectiveness and improve student outcomes by leveraging data to inform instruction and implement targeted interventions. As a result, students will demonstrate increased academic achievement and growth through responsive, needs-based instruction.

Strategy 1

Professional learning centered on SIOP and linguistically responsive instructional strategies to support targeted interventions that meet the needs of all students.

Staff Responsible for Monitoring: Administration, Department Heads, Team Leaders

Problem Statements: Student Learning 2

Formative Reviews

November	February	June

Strategy 2

Professional learning on enhancing the capacity of PLC teams by placing a focus on utilizing formative data to assess student growth and mastery, share effective instructional strategies, collaboratively monitor Tier 2 and Tier 3 students, and monitor the effectiveness of intervention efforts. The campus will also develop and implement a consistent data-driven protocol within the PLC structure to analyze and respond to data.

Staff Responsible for Monitoring: Administration, Department Heads, Team Leaders

Problem Statements: Student Learning 2

Formative Reviews

November	February	June

Strategy 3

Professional learning on developing consistent and effective strategies to increase student

engagement to be monitored through consistent walkthroughs from administrators and campus instructional leaders.

Staff Responsible for Monitoring: Administration, Department Heads, Team Leaders

Problem Statements: Student Learning 2

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Although Algebra I STAAR showed growth from 2025-2026, we need to continue growth in both meets and masters categories. In the meets we were at 36% compared to other high schools in the district at 39% and in masters we were at 14% compared to the district high schools at 18%.	Remediation and local growth efforts have been highly successful at moving lower-performing students into "Approaches" (with Quintile 5 showing over 200% growth). However, the campus has not yet adjusted its instructional strategies to scaffold and challenge mid-to-high performing students.

Priority 2

Pillar 2.3 - Increase access and opportunities for students to achieve CCMR readiness status.

Goal 1

During the 202627 school year, Vines will advance College, Career, and Military Readiness efforts on campus by focusing on the CTE participation rates of Hispanic students and students receiving special education services.

Performance Target: Increase current 10th grade Hispanic student participation in CTE courses from 68.66% (in May 2026) to 75% by May 2027. Increase current 9th grade Hispanic and SPED student participation in CTE courses by 10% for the 2026-27 school year.

Expected Result: Student participation in these student groups will increase as a result of the focused effort.

Strategy 1

Provide more opportunities for students and parents to be informed of the CTE classes we offer and the continuation of pathways--CCMR exploration activities.

Staff Responsible for Monitoring: Administration, Counselors, CTE Lead, CCMR Committee

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 2

Veteran CTE teachers meet and discuss how to increase enrollment and promote their classes to the two focus groups of students.

Staff Responsible for Monitoring: Administration, Counselors, CTE Lead, CCMR Committee

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 3

Identify and place students who show interest and potential for success in various CTE pathways and provide ongoing support.

Staff Responsible for Monitoring: Administrators, Counselors, Department Heads, Team Leaders, CTE teachers, CCMR Committee

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 4

Engage and leverage the CCMR committee and local industry partners to expand career-learning opportunities for students.

Staff Responsible for Monitoring: Administrators, Counselors, Department Heads, Team Leaders, CTE teachers, CCMR Committee

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Special Education and Emergent Bilingual students lack a clear pathway to meet CCMR standards	Knowledge of CCMR pathways has not been well communicated to Special Education or Emergent Bilingual students and families.

Priority 3

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

Goal 1

Throughout the 2026-2027 school year, Vines HS will implement systems, processes, and programs to reduce the number of overall behavioral incidents and increase and promote positive behaviors with a focus on relative risk ratios by ethnicity/race.

Performance Target: By June of 2027, the risk ratio for OSS suspension and expulsion for African American Special Education students will decrease from 2.5 to 1.5.

Expected Result: Student discipline placements and the disproportionality risk ratios decreases as a result of consistent practices related to behavior monitoring and responsiveness.

Strategy 1

Reinforce the Plano ISD Code of Civility by teaching expectations for being trustworthy, caring, responsible, and respectful during advisory and after behavior incidents. Monitor discipline data monthly, reteach expectations, and recognize positive student behavior to reduce student infractions.

Staff Responsible for Monitoring: Administration, Counselors, Instructional Specialist, SPED Department Chair, PBIS Team

Problem Statements: Demographics 2

Formative Reviews

November	February	June

Strategy 2

Establish multiple opportunities for teams to review data, discuss students, and develop actionable steps(student support plans) to address concerns within weekly admin/counselor meetings and teacher teams.

Staff Responsible for Monitoring: Administration, Counselors, Instructional Specialist, SPED Department Chair, PBIS Team

Problem Statements: Demographics 2

Formative Reviews

November	February	June

Strategy 3

Provide professional learning to staff on the campus-wide discipline plan and discipline management strategies that incorporate restorative practices.

Staff Responsible for Monitoring: Administration, Counselors, Instructional Specialist, SPED Department Chair, PBIS Team

Problem Statements: Demographics 2

Formative Reviews

November	February	June

Strategy 4

Develop an administration/counseling plan that includes guidance lessons for classrooms and small groups to inform and educate students about high frequency offenses and appropriate responses or how to mitigate unfavorable outcomes.

Staff Responsible for Monitoring: Administration, Counselors, Instructional Specialist, SPED Department Chair, PBIS Team

Problem Statements: Demographics 2

Formative Reviews

November	February	June

Strategy 5

Recognize students who model behavior expectations as a reinforcement of expectations.

Staff Responsible for Monitoring: Administration, Counselors, Instructional Specialist, SPED Department Chair, PBIS Team

Problem Statements: Demographics 2

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	SPED African American students have a discipline risk ratio of 2.5 for OSS assignment.	Unimplemented or outdated behavior plans, a lack of culturally responsive teaching, and weak multi-tiered support systems collectively prevent schools from addressing root behaviors, leading to classroom escalation and reliance on removal.

Priority 4

Pillar 4.3 - Create a culture of belonging for all members of the Vines community.

Goal 1

Throughout the 2026-27 school year, Vines HS will implement systems, processes, and programs to increase student attendance percentage rates.

Performance Target: The percentage of at-risk students' attendance will increase from 89.9% to within a 1% margin of all students' cumulative attendance by June 2027.

Expected Result: By June of 2027, at-risk students will maintain an attendance rate equivalent to overall campus percentage at the end of the year.

Strategy 1

Establish multiple opportunities for teams to review data, discuss students, and develop actionable steps(student support plans) to address concerns within weekly administration/ counselor meetings and teacher teams.

Staff Responsible for Monitoring: Administration, Counselors, SPED Department Chair, Academic Specialist, Attendance Clerk

Problem Statements: Demographics 1

Formative Reviews

November	February	June

Strategy 2

Inform students and parents of the importance of daily attendance and how attendance is reported.

Staff Responsible for Monitoring: Administration, Counselors, SPED Department Chair, Academic Specialist, Attendance Clerk

Problem Statements: Demographics 1

Formative Reviews

November	February	June

Strategy 3

In conjunction with PBIS initiatives, recognize students who maintain high attendance rates as a reinforcement of the expectations for daily attendance.

Staff Responsible for Monitoring: Administration, Counselors, SPED Department Chair, Academic Specialist, Attendance Clerk, PBIS Committee

Problem Statements: Demographics 1

Formative Reviews

November	February	June

Strategy 4

Provide ongoing professional learning for attendance clerk, campus clerk, and assistant principals on effective intervention strategies.

Staff Responsible for Monitoring: Administration, Counselors, SPED Department Chair, Academic Specialist, Attendance Clerk

Problem Statements: Demographics 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	At-risk students consistently demonstrate a lower attendance percentage. Reporting a 92.3% for Reporting Period 1 and decreasing to 89.9% for Reporting Period 6	Challenges for some students having consistent means of transportation to get to school, anxiety in being at school, or lack of institutional awareness to understand the importance of consistent school attendance.