

Allen Independent School District

Allen High School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Science

Academic Achievement in Social Studies



Mission Statement

Allen ISD cultivates innovation in education that empowers every learner to realize his or her full potential

Vision

Where Eagles Soar

Value Statement

The Allen ISD non-negotiables are: student learning will improve; we will improve through quality professional learning experiences; we will learn in high-performing collaborative teams; and we will provide quality internal and external customer service.

The Allen ISD graduate profile declares that all Allen High School graduates will be: academically prepared for future pursuits; effective problem-solvers; effective communicators; and responsible and engaged citizens.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Allen High School serves 10th-12th grade students in the Allen ISD in Collin County. Although this improvement plan focuses on the 2017-2018 school year, the demographic information comes from 2016-17 available information unless otherwise noted. Allen High School student enrollment growth has begun to level in recent years. AHS enrollment increased 1.5% for 2017-2018 and is currently 4,930 students. The Class of 2018 will represent the largest graduating class in school history with over 1,600 seniors.

Allen High School enrollment continues to experience minimal enrollment shifts in our student demographic groups. Currently the campus demographics are: African American-12.2 %, Hispanic-14.5%, White-55.5%, Asian Pacific Islanders-13.1%, and American Indian-0.5%, and 3.7% students classified as Two-or-More Races.

Attendance rates have held steady over the last several years. The 2014-2015 attendance rate was 96.6%,

Allen High School student categories also include 2.2% English Language Learners (ELLs), 14.6% Gifted and Talented, and 9.3% Special Education and 59.3% of students in Career and Technical Education. Additionally, 13.6% are Economically Disadvantaged, 38.8% are identified as at-risk and there were 1.4% (2014-15) students with discipline placements.

In 2015, AHS's total four-year graduation rate was 97.1%. In 2015, there were 87.8% of our students graduated on the Recommended or Distinguished graduation plan.

63.3% of AHS 11th-12th grade students took and completed an advanced or dual enrollment course.

Student to teacher ratio was 19:1 in 2016,

Additional Demographic Information

Ethnicity	Teacher	Student	Difference
African American	3.9%	12.2%	-8.3
Hispanic	6.2%	14.5%	-8.3

White	85.1%	55.5%	29.6
American Indian	0.8%	0.5%	0.3
Asian	2.1%	13.1%	-11.0
Pacific Islander	0.4%	0.4%	0.0
Two or More	1.4%	3.7%	-2.3

Ethnicity	% Graduated	% Graduated Recommended or Distinguished Plan	% Graduated on Minimum Plan
African American	96.1%	83.7%	12.4%
American Indian	100%	100%	0%
Asian	97.9%	96.3%	1.6%
Hispanic	94.1%	75.4%	18.7%
Pacific Islander	100%	100%	0%
White	97.6%	91.4%	6.2%
Two or More	100%	82.9%	17.1%

Student Groups	% Graduated	% Graduated Recommended or Distinguished Plan	% Graduated on Minimum Plan
At Risk	94.6%	69.3%	25.3%
CTE	99%	88.7%	10.3%
Eco. Disc	94.1%	77%	17.1%
ELL	93.1%	66.7%	26.4%
SpEd	85.1%	36.1%	49%

Demographics Strengths

- The development of the Support Services Department to serve the students in special education programs that encompass 22% of the AHS student body.
- Increase in advanced academic participation. 23% increase in Pre-AP, 7% increase in AP, and 6% increase in dual credit.
- Attendance rate for campus has maintained the same rate for several years and is relatively high for a campus this size.
- Teacher/student ratio is low at 19/1. This allows for the students to build relationships with their teachers and have their diverse learning needs met even though the campus is quite large.
- Graduation rate is extremely high as a campus for 97.3%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Staff ethnicity does not adequately mirror student population.

Problem Statement 2: Graduation rates for Hispanic and African American students, 94.1% and 96.1%, respectively, lag behind campus graduation rate, 98%.

Student Achievement

Student Achievement Summary

Allen High School experienced significant student achievement success during the 2016-2017 school year. The campus produced performance and participation growth in many of the measured areas. The campus met standard in the areas of Student Achievement, Student Progress, Closing Performance Gaps, and Post Secondary Readiness. Furthermore, in accordance with the state accountability system, all schools are assigned to a unique comparison group of forty schools that possess similar characteristics. Schools that rank in the top 25% of their comparison group based on an identified subset of criterion earn Distinction Designation for the specific measured area. For the 2015-2016 school year, Allen High School earned 6 out of 7 possible Distinction Designations.

Allen High School staff continue to refine our practices around the learning process to increase performance for all students, as well as, the participation and performance of all demographic sub-groups in advanced and post-secondary offerings.

Student Achievement Strengths

Overall findings:

- Performance above the national and state levels on standardized exams
- Number of National Merit Finalist increased from 12-23 students

EOC Data:

- Percent of students that meet the following standards:
 - Level II Performance
 - Postsecondary Readiness Standard
 - Postsecondary Reading Standard of 2 or more subject
 - STAAR Performance at final Recommended Level II Performance

TELPAS Data:

- Percentage of students with Advanced High rating increases each grade level and the percentage of students with Beginning rating decreased for each

grade level.

- Percentage of students that met yearly progress.

SAT & ACT Data:

- SAT and ACT score is increasing.
- Hispanic students saw gains in average SAT score from 2014 to 2015.
- Economically disadvantaged students saw the largest increase in average SAT score from 2014 to 2015.
- Overall participation in the tests is increasing campus-wide.
- The percentage of students scoring at or above criterion is increasing campus-wide.

AP/IB Data:

- Participation in each subject area continues to rise.
- Participation by our African American population in AP/IB courses continues to increase.
- Percentage of students who met criterion on exams rose in every area except Social Studies.

Dual Enrollment:

- Increase in the number of SpEd students completing a dual credit course
- Increase in the number of students completing a Dual Credit Social studies class

Course/Class Completion:

- Special Education failure rate is at or below the percentage of total student population.

Graduation/Dropout Rate:

- Dropout rate has decreased
- Graduation rate has stayed the same

Distinction Designations:

- Distinction earned in the following categories: ELA/Reading, Science, Top 25% Student Progress, Mathematics, Social Studies, Postsecondary Readiness

System Safeguards:

- 89% of indicators were met

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Special Education students did not meet System Safeguards on reading or math EOC with passing rates of 39% and 33%, respectively.

Problem Statement 2: Lack of campus response to support struggling students.

School Culture and Climate

School Culture and Climate Summary

Prior to opening the current Allen High School facility in 1999, the community and the Allen Independent School District determined the families of Allen would be best served by a district with one high school. While our student enrollment has grown to represent one of the largest high schools in the State of Texas, our focus remains to nurture and sustain the sense of community and pride that began when Allen was considered a small farming community north of Dallas. The staff of Allen High School work diligently to ensure every student receives individualized attention, high-quality instruction, and a vast array of extra-curricular opportunities.

Our campus strives to ensure all staff are engaged in high-performing collaborative teams, that are focused on extending the learning and developing the capacity of both students and staff. Furthermore, we recognize the success of our campus is contingent upon the strengths of the relationships we foster, and thus strive to provide the highest quality internal and external customer service. It is our goal that when a student graduates from Allen High School they are effective communicators and problem-solvers whom are prepared for their future and actively engage in the process of adding value to the greater community.

School Culture and Climate Strengths

- A variety of platforms to view student achievements
- A broad range of clubs and organizations for students to participate, and the opportunity to establish new clubs and organizations to meet the interest of all student groups.
- House office concept- schools within school

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Communication, internal and external, is not concise and consistent.

Problem Statement 2: Student voice and leadership is not strong enough across the AHS campus.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Quality staff members is a top priority at Allen high School. The interview process includes a tour of the school and questions from students before a formal interview is conducted. A mentoring program is in place for all new teacher, whether they are new to the profession or new to the campus. Professional Learning Communities also provide support and development opportunities for all staff.

Staff Quality, Recruitment, and Retention Strengths

- Allen ISD's reputation as a district that offers innovative professional learning opportunities, a competitive salary structure, and additional employee benefits is seen as the biggest draw in regards to recruitment and retention of quality staff.
- Allen High School has developed and implemented an interview process that actively gathers and considers feedback from students, teachers, and other support personnel when considering new staff members.
- Allen High School has a high percentage of staff that have been with the campus and/or district for ten or more years.
- Allen High School continues to improve the new staff induction program, and provide continuous support through our mentor program.
- Additions of more support staff and campus coaches shows commitment to increasing capacity of teachers on campus.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher voice and leadership opportunities are not pervasively utilized across AHS campus.

Problem Statement 2: Student feedback/input on effectiveness of instructional practices and intervention is lacking.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The focus for Allen High School during the 2017-2018 school year revolves around equipping, empowering, and encouraging students and staff. AHS attempts to align conversations and professional learning around three areas, learning, social capital, and reflective growth.

Within the area of learning, an emphasis has been placed on the use of purposeful questioning strategies for Focused Small Group Purposeful Talk (from Fundamental Five) and refocusing our professional learning communities with regard to their purpose. PLCs have been tasked with concentrating on five activities to answer the four critical questions which drive the work of a PLC:

1. What is it we expect our students to learn?
2. How will we know when they have learned it?
3. How will we respond when some students do not learn?
4. How will we respond when some students already know it?

Those five activities include:

1. Identifying Lesson Objectives
2. Create/Refine Lessons
3. Create/Refine Assessments (multiple)
4. Data Conversations
5. Reflective Growth Activities

PLCs meet weekly to discuss instructional practices and analyze student data. Assessments are designed by the team based on the curriculum developed by the district curriculum cadres. The data from the assessments are analyzed by the individual teacher and/or the team to determine gaps in learning and intervention needs.

Curriculum, Instruction, and Assessment Strengths

- PLC time is provided within the work day in the master schedule.
- PLC/teams are having discussions about students and learning.
- 90% of PLC/teams report using a common summative assessment.
- 66% of PLC/teams report Always/Usually giving common formative assessments.
- 60-75% of conversations about data in PLC/teams is impacting discussion.
- Curriculum and assessments are aligned with TEKS.

- 70% of PLC/Teams review and discuss previous year data to design instruction.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Data is not utilized on a consistent basis when discussing lessons, interventions, and assessment within PLCs.

Problem Statement 2: 36-46% PLC/Teams say we are not meeting intervention needs of our students

Family and Community Involvement

Family and Community Involvement Summary

Allen High School is committed to parent and community involvement and continuously works to build relationships to bridge our school and our families. The high school communicates information through a variety of formats to maintain a meaningful dialogue. The school also houses a Coordinator for Community Connections on campus to facilitate this communication.

As a one high school town, we strive to provide opportunities to strengthen our connection between home and school. Parents and community members are welcome and encouraged to participate in campus life, whether that is through PTSA or something specific related to their student's interest.

Family and Community Involvement Strengths

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- 66% of PLC/Teams report Always/Usually giving common formative assessments.
- 60-75% of conversations about data in PLC/Teams is impacting discussion.
- Curriculum and assessments are aligned with TEKS.
- 70% of PLC/Teams review and discuss previous year data to design instruction.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Process for parents and community members to access, navigate, and locate needed information is not easily navigated.

School Context and Organization

School Context and Organization Summary

Our campus structure has adjusted over the past two years to embrace a growth mindset culture with systems of support embedded for students and teachers.

Allen High School staff are all members of Professional Learning Communities to provide educator support and continuous growth. These PLCs can be content-based or concept based. Five instructional coaches are based at AHS to help collaborate, plan and implement best practices in teaching.

Students now have the opportunity for more support through Academic Monitoring, which is a class that takes the place of a privilege period if needed. Academic monitoring classes are faculty-led and students are able to set and make progress toward their academic goals.

School Context and Organization Strengths

- Master schedule has built in common time for planning.
- Moving from non existing PLC's to PLC work in progress has shown improvement in classroom instruction.
- Decision making processes are in place such as the CAT
- Team, President's Council of students, clubs and organizations.
- Students are college bound prepared.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: There is a lack of student understanding of expectations for behavior, engagement, and academia at Allen High School.

Problem Statement 2: Students do not have specific locations to be during privilege periods for study, homework, and socializing.

Technology

Technology Summary

Allen High School embraces the role of technology in the classroom. Faculty have the ability to check out laptop carts, Chromebook carts and iPad carts to enhance the learning experience in their classrooms. A conscious decision has been made to invest in technology to support the learning occurring on our campus. AHS recognizes the value in having access to 21st century technology and the school has incorporated applications such as Canvas, Naviance and Skyward to give students an opportunity to use software in a practical way. All classrooms have Smartboards, document cameras and microphones with hardwired speaker systems.

Technology Strengths

- Use is determined by appropriateness of the lesson activity, blended learning.
- Used for presentation by both student and teacher, way to disseminate resources digitally.
- Assessment and feedback, even in the flipped model, gain mastery even outside the classroom.
- Students use Canvas for lessons and submit work, to retrieve assignments, way for students to collaborate and communicate.

Online textbooks, online resources of databases, digital magazines and books, monitoring grades in skyward, attendance.

Problem Statements Identifying Technology Needs

Problem Statement 1: Allen High School is intermediate to advanced when compared to comparable schools; however, we are novice or intermediate with regard to our own vision of integration of technology and learning.

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 1: In the 2017-2018 school year, 65% of the Allen High School students retesting will meet the passing standard on the Biology, Algebra I, English I, and English II STAAR end-of-course retest exams.

Evaluation Data Source(s) 1: Course Assessments, Progress & Grade Reporting, Intervention Data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
System Safeguard Strategy 1) Develop direct intervention plans for EOC tested subjects						
	Problem Statements: Student Achievement 1					
2) Provide differentiated EOC remediation based on individual student reports.						
3) Supplemental instructional support will be provided for newcomers.						
	Funding Sources: Title III - \$25,500.00					
4) Supplemental instructional materials for newcomer students will be provided.						
	Funding Sources: Title III - \$10,000.00					
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Special Education students did not meet System Safeguards on reading or math EOC with passing rates of 39% and 33%, respectively.

Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 2: In the 2017-2018 school year, Allen High School will increase the academic achievement by 3% per quarter in all core courses.

Evaluation Data Source(s) 2: Academic Monitoring Data; Progress & Grade Reporting; Grade Analysis by Quarter

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Design a campus response of support that maximizes the use of privilege periods to provide targeted intervention and grade repair for identified at-risk students to promote academic achievement.	Associate C&I, Support Services Admin, Academic Monitoring Teachers, House Principals					
Funding Sources: Comp Ed - \$310,000.00						
2) Maximize the use of privilege periods to provide targeted intervention and grade recovery						
3) Analyze student grades in all courses each progress and grading period to determine level of intervention.						
4) Provide supplemental learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking.	Phoenix teachers, House Principal					
Funding Sources: Gifted/Talented - \$55,000.00						
System Safeguard Strategy 5) Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement.	ESL teachers, Co-Teachers, Support Services Admin					
Funding Sources: ESL - \$100,000.00						
System Safeguard Strategy 6) Provide supplemental learning experiences and services for special education students to support individual learning needs.	Associate C&I, Support Services Admin, House Principals, Teachers					
Funding Sources: Special Education - \$2,600,000.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 3: In the 2017-2018 school year, Allen High School will increase the Masters percentage for the English II and US History EOC by 5% from 21% and 67%, respectively, for first-time taken.

Evaluation Data Source(s) 3: Classroom Assessments, benchmark assessments, STAAR practice



Summative Evaluation 3: Exceeded Performance Objective

Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 4: In the 2017-2018 school year, Allen High School will continue to offer and grow our advanced academics programs.

Evaluation Data Source(s) 4: Data: Enrollment, completion, college credit earned

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Provide supplemental learning experiences for advanced academic learners supporting enrichment opportunities promoting critical and creative thinking.	Associate C&I, House Principal, Advanced Academic Coordinator, Teachers					
Funding Sources: High School Allotment - \$1,290,000.00						
						

Goal 2: Promote and nurture collaborative relationships essential for successful students and schools

Performance Objective 1: In the 2017-2018 school year Allen High School will implement a communication system to strengthen the campus culture.

Evaluation Data Source(s) 1: Surveys: parent, teacher and student

Summative Evaluation 1:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Maximize the use of social media to tell the AHS story						
2) Increase the number of community partnerships						
3) Continue to calibrate campus communication through the use of The Allen Way newsletter						
4) Providing additional engagement opportunities for parents of immigrant children in order to strengthen the campus culture.						
Funding Sources: Title III - \$3,000.00						
5) Develop a more efficient process for parents and community members to access, navigate, and locate needed information in one location with ease.						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff

Performance Objective 1: In the 2017-2018 school year Allen High School will decrease ISS referrals by 5% from the 2016-2017 school year.

Evaluation Data Source(s) 1: ISS referrals by quarter, semester, and year

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Implement a calibrated process for analyzing and tracking discipline and attendance data						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff

Performance Objective 2: In the 2017-2018 school year Allen High School will utilize the loss of privilege during lunch and privilege periods to encourage positive behavior on the campus

Evaluation Data Source(s) 2: LOP data, Office Referrals, ISS data.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Utilize the loss of privilege periods to encourage positive behavior on the campus						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Develop direct intervention plans for EOC tested subjects
1	2	5	Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement.
1	2	6	Provide supplemental learning experiences and services for special education students to support individual learning needs.

Campus Funding Summary

Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supplemental Instructional support and resources		\$310,000.00
Sub-Total					\$310,000.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional Aide - Title IIIA		\$25,500.00
1	1	4	Supplemental Instructional Materials - Title IIIA		\$10,000.00
2	1	4	Handouts, snacks, resources for parents - Title 3A		\$3,000.00
Sub-Total					\$38,500.00
Gifted/Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Supplemental instructional support and resources		\$55,000.00
Sub-Total					\$55,000.00
ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Supplemental Instructional Support and Resources		\$100,000.00
Sub-Total					\$100,000.00
Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6	Supplemental Instructional Support and Resources		\$2,600,000.00
Sub-Total					\$2,600,000.00
High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$1,290,000.00
Sub-Total					\$1,290,000.00

	Grand Total \$4,393,500.00
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