Plano Independent School District

District Improvement Plan

2021-2022

Board Approval Date: November 3, 2021

Mission Statement

Our Plano ISD learning community will educate, inspire and empower every student to activate their unique potential in a dynamic world.

Vision

Committed to Excellence

Dedicated to Caring

Powered by Learning

Plano ISD Proud.

Table of Contents

Comprehensive Needs Assessment 4
Student Learning 4
Priority Problem Statements 4
Comprehensive Needs Assessment Data Documentation 5
Goals 6
Goal 1: Pillar 1 - Learning and Teaching - All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment. 1.1 Empower educators to design learning experiences that meet individual needs of each student. 1.2 Equip educators to continually assess learning using a variety of methods to determine next steps in the learning progression. 7
Goal 2: Pillar 2 - Life Ready - Plano ISD graduates will possess the skills and knowledge that enable them to be life ready citizens and leaders in the global workforce. 2.1 Engage our learning community to define student success in terms of life readiness traits and competencies. 2.2 Integrate and authentically embed life readiness skills/standards alongside state standards. 10
Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - To ensure a quality school system; Plano ISD will hire, train, and retain the most effective and talented workforce. 3.1 Develop innovative recruitment and on-boarding practices that reimagine roles and resources to meet diverse district needs. 3.2 Cultivate a culture that empowers and supports the development of all employees through innovative thinking, individual learning pathways, collaborative experiences and reflective practices. 3.3 Create a multi-tiered system of care and support that values, retains, and grows high-quality staff. 16
Goal 4: Pillar 4 - Culture of Community - Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families. 4.1 Identify and engage stakeholders to foster meaningful, committed relationships that embrace the community as partners in student success. 4.2 Develop and nurture a culture of empathy, caring, and advocacy for our diverse learning community where individuals feels connected. 28
Goal 5: Pillar 5 - Strategic Resource Management - As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals. 5.1 Increase investment in our learning community through advocacy, partnerships and increased enrollment. 5.2 Design and manage a system that allocates resources in alignment with our district's strategic objectives 40
Goal 6: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC ELAR from 2019 to 2022. 47
Goal 7: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022. 53
Goal 8: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2022. 59
Goal 9: DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies and STAAR/EOC U.S. History from 2019 to 2022. 62
Goal 10: DIP - Plano ISD will reach and maintain the graduation rate for all students and each student group at 94% or higher. 64
Goal 11: DIP - The percentage of Plano ISD graduates that meet the criteria for CCMR will increase from 76% in the 2019 Accountability to 80% by the 2022 Accountability (based on graduating class of 2021). The English Learners student group performance will increase from 37% in 2019 to 43% in 2022 Accountability. The Economically Disadvantaged student group performance will increase from 55% in 2019 to 67% in 2022 Accountability. 67
Goal 12: Federal and State Mandates 69
2021-22 DBIC 70
District Funding Summary 72
Addendums 73

Comprehensive Needs Assessment

Student Learning

Student Learning Summary

District Elementary Goals Including HB3 Goals: (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

District Middle Goals: (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

District High School Goals Including HB3 CCMR Goals: (see tables in addendum) HB 3 District and Board goals requires each district to set 5-year goals for college, career, and military readiness including targets for each school year. Plano ISD have set these goals for CCMR. Campus goals are aligned with these CCMR goals. As CCMR goals for college readiness is strongly aligned with the Meets Standard on STAAR EOCs, the district target for 2021 is based on these CCMR increases required from 2019 to 2021. The campus target for EOCs now align with the district required target for 9-10 grade levels for Algebra I, English I and English II, Biology, and US History for the All Student and Specific student groups. 2019 Baseline Data from 2018-19 TAPR

Plano ISD goal graduation goal analysis: From 2019 Accountability (Class of 2018) to 2022 Accountability (Class of 2021) Calculation

If between 90 <- RATE < 94: 0.1% increase/year.

- AA from 93.0 (.1 + .1) = 93.2
- o Hispanic from 93.7 (.1 + .1) = 93.9

If below 90%, then 10% reduction in gap between Current and 94%.

- EL: from 87.3% (94.0 - 87.3)/10 = 0.67%. 87.3% + 0.7 = 88.0%
- Special Ed: from 77.5% (94.0 -77.5)/10 = 1.65%. 77.5 + 1.7 = 79.2

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Goals

Revised/Approved: October 18, 2021

Goal 1: Pillar 1 - Learning and Teaching - All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

1.1 Empower educators to design learning experiences that meet individual needs of each student.

1.2 Equip educators to continually assess learning using a variety of methods to determine next steps in the learning progression.

Performance Objective 1: Action Plan 1.1.1 / 1.2.1 Implement and refine a balanced literacy model of instruction for Pre-Kindergarten (Pre-K) through 5th grade.

Evaluation Data Sources: K-5 Reading Records (Beginning, Middle and End of Year), K-5 MAP reading data , PreK CIRCLE data, 2021 Reading STAAR data, for gr. 3-5

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Provide support, resources, and professional learning for Pre-K through 5th grade collaborative teams and administrators on implementation and refinement of the PISD balanced literacy model of instruction. **Strategy's Expected Result/Impact:** Improved planning, instruction and assessment practices by all elementary literacy teachers; Effective use of literacy assessment tools to monitor progress and guide instructional decisions; Evidence of student growth and increased student achievement in reading and writing **Staff Responsible for Monitoring:** Executive Director for Elementary Academic Services Elementary Literacy Coordinator			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Provide coaching and support for K-3 teachers and administrators for the 18 campuses participating in the TEA Reading Academy for the 2021-2022 school year. (3 year implementation: 12 campuses in 2020-2021, 18 campuses in 2021-2022, and 15 campuses in the 2022-2023) **Strategy's Expected Result/Impact:** Successful completion of Reading Academy modules and artifact submission by identified campus cohorts by mid June 2022; Increased student growth in reading levels, in K-3, over the next three years **Staff Responsible for Monitoring:** Executive Director for Elementary Academic Services, Reading Academy Facilitators, Elementary Literacy Coordinator			

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Pillar 1 - Learning and Teaching - All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

1.1 Empower educators to design learning experiences that meet individual needs of each student.

1.2 Equip educators to continually assess learning using a variety of methods to determine next steps in the learning progression.

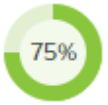
Performance Objective 2: Action Plan 1.1.2 / 1.2.2 Develop and implement a district wide consistent model for Response to Intervention.

Evaluation Data Sources: Evidence of intervention goals and progress monitoring in Edugence; Use of Data Checkpoint system at campus level; Documentation of intervention schedules

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Provide embedded support, resources and professional learning for collaborative teams and administration as needed to continue to implement, refine and connect the RtI academic process to the overarching Multi-Tiered Systems of Support (MTSS) for all students using. **Strategy's Expected Result/Impact:** Successful identification of students in need of intervention; Development and implementation of intervention plans at campus and team levels; Evidence of goal setting and progress monitoring in Edugence; Increased use of multiple sources of data by collaborative teams to identify students' academic and behavioral needs to plan and implement effective interventions for student growth **Staff Responsible for Monitoring:** Executive Director for Elementary Academic Services, Executive Director for Secondary Academic Services Elementary & Secondary Math and Literacy Coordinators, Multilingual Academic Services and Special Education Departments **Funding Sources:** professional learning, workshops, trainings, books, materials and supplies, HRS Marzano consultant, Lead4Ward consultant, staff, leadership development books, travel & registration for conferences - 255 - Title II, Part A		50%	

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Develop comprehensive Multi-Tiered System of Support model that fosters equitable student engagement experiences across the district. **Strategy's Expected Result/Impact:** Evidence of equitable disciplinary placements; decrease of students with chronic absenteeism; higher enrollment of students who are underrepresented in college in advanced academic courses (secondary) and G/T program (elementary). **Staff Responsible for Monitoring:** Director for MTSS and 504, Executive Director of CCMR and Advanced Academics, Executive Directors of Elementary and Secondary Academic Services, Director of Student and Family Services		25%	35%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Provide computer adaptive, online programming intervention tools and content / level specific intervention resources to be used for intervention, progress monitoring and implementation of HB 4545 required accelerated instruction. **Strategy's Expected Result/Impact:** Teachers trained in the use of tools and resources; intervention schedules; evidence of progress as documented in Edugence **Staff Responsible for Monitoring:** Elementary and Secondary Academic Services Executive Directors			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Provide resources for after school tutoring and extended planning in preparation for accelerated instruction and tutoring to support students in need of intervention and in the implementation of HB 4545 accelerated instruction. **Strategy's Expected Result/Impact:** Development and implementation of intervention plans; documentation of student progress; extended planning schedules and products			

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Pillar 1 - Learning and Teaching - All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

1.1 Empower educators to design learning experiences that meet individual needs of each student.

1.2 Equip educators to continually assess learning using a variety of methods to determine next steps in the learning progression.

Performance Objective 3: Action Plan: Evaluate and revise Advanced Academics programming.

Evaluation Data Sources: Equity root cause analysis; campus level enrollment and participation data; GT Advisory committee work products; 1 to 3 year plan for implementing revisions in advanced academics; course lists and student enrollment

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Analyze data for advanced academics courses in order to determine strengths, needs and gaps in student success and participation. **Strategy's Expected Result/Impact:** Inform instructional planning needs for advanced academics programming. **Staff Responsible for Monitoring:** Advanced Academics Director; Academic Services Executive Directors (AACCMR; Secondary Academics; Elementary Academics); College and Career Readiness Advisor; Advanced Academics Coordinator		70%	85%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Collect and analyze participation data by student group in gifted and advanced academic courses to determine needs. **Strategy's Expected Result/Impact:** Revised advising procedures; district and campus populations are equitably represented in gifted and advanced academic courses. **Staff Responsible for Monitoring:** Director of Advanced Academics; Director of Diversity, Equity and Inclusion; College and Career Readiness Advisor; Advanced Academics Coordinator		70%	80%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Pillar 2 - Life Ready - Plano ISD graduates will possess the skills and knowledge that enable them to be life ready citizens and leaders in the global workforce.

2.1 Engage our learning community to define student success in terms of life readiness traits and competencies.

2.2 Integrate and authentically embed life readiness skills/standards alongside state standards.

Performance Objective 1: Develop a communication plan to build awareness and understanding among all stakeholder groups around the Portrait and its implications for students, staff and the community.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: The Portrait of a Graduate Leadership Team will identify communication goals, objectives, target audiences, communication strategies, tactics and/or activities, and methods of evaluation. **Strategy's Expected Result/Impact:** Portrait of a Graduate Communication Plan **Staff Responsible for Monitoring:** Assistant Superintendent for Technology Services, Assistant Superintendent for Student, Family and Community Services, Executive Director for Advanced Academics & CCMR, Executive Director for Student, Family and Community Services, Executive Director for Instructional Technology,	15%	25%	45%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Pillar 2 - Life Ready - Plano ISD graduates will possess the skills and knowledge that enable them to be life ready citizens and leaders in the global workforce.

2.1 Engage our learning community to define student success in terms of life readiness traits and competencies.

2.2 Integrate and authentically embed life readiness skills/standards alongside state standards.

Performance Objective 2: Develop Learner Profiles that reflect Portrait competencies at each grade level.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Design student learning objectives and activities related to life ready skills and competencies. **Strategy's Expected Result/Impact:** Develop SEL lessons for Employee Child Care Centers, PASAR and grades PK-5 that are interactive and based in play theory. **Staff Responsible for Monitoring:** Assistant Superintendent for Student Family & Community Support Svcs, Director for Family and Social Services, Coordinator for Child Care Service		100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Pillar 2 - Life Ready - Plano ISD graduates will possess the skills and knowledge that enable them to be life ready citizens and leaders in the global workforce.

2.1 Engage our learning community to define student success in terms of life readiness traits and competencies.

2.2 Integrate and authentically embed life readiness skills/standards alongside state standards.

Performance Objective 3: Build capacity to teach and model life readiness skills through daily interactions, curricular alignment, and instructional strategies in order to help students achieve success in life.

Evaluation Data Sources: Develop a catalog of professional learning courses focused on building teacher capacity around life readiness skills and competencies.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Outline the Learner Profile development, time line, and curriculum integration. **Strategy's Expected Result/Impact:** Learner Profile project development plan aimed at advancing concepts by grade level and content areas as part of operationalizing our Portrait of a Graduate. **Staff Responsible for Monitoring:** Assistant Superintendent for Technology Services, Executive Director for Instructional Technology, Director for Family and Social Services	5%	25%	55%

0% No Progress 100% Accomplished Continue/Modify Discontinue

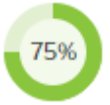
Goal 2: Pillar 2 - Life Ready - Plano ISD graduates will possess the skills and knowledge that enable them to be life ready citizens and leaders in the global workforce.

2.1 Engage our learning community to define student success in terms of life readiness traits and competencies.

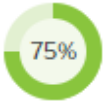
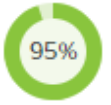
2.2 Integrate and authentically embed life readiness skills/standards alongside state standards.

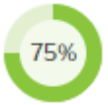
Performance Objective 4: Increase participation/engagement in extracurricular programs

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Develop a tracking system for campuses to determine opportunities for increased inclusivity within clubs, programs and extracurricular activities **Strategy's Expected Result/Impact:** New Tracking System **Staff Responsible for Monitoring:** Director of Fine Arts, Athletic Director, Assistant Superintendent for Student Engagement and District Services			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Develop a athletics participation pathway. **Strategy's Expected Result/Impact:** Design a pre-athletics physical education class for 6th graders. Determine pilot campus(es) for the 2022-2023 school year. **Staff Responsible for Monitoring:** Director for Athletics and Assistant Superintendent for Student Engagement and District Services.			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: The District will increase the awareness and recognition of academic achievement for student-athletes with implementation during the 2021-2022 academic year. Opportunities will include Academic All-District for varsity athletes as well as a recognition system for all athletes in grades 7-12. **Strategy's Expected Result/Impact:** Increased visibility of academic achievement and source of motivation other than 'No Pass-No Play' **Staff Responsible for Monitoring:** Director of Athletics, Assistant Athletic Directors, Campus Athletic Coordinators, Assistant Superintendent for Student Engagement & District Services.			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Develop information sessions for student-athletes and parents regarding the recruiting process and opportunities for college athletics. **Strategy's Expected Result/Impact:** To increase the awareness of student-athletes and parents of the recruiting process associated with the various levels of college athletics **Staff Responsible for Monitoring:** Director of Athletics, Assistant Athletic Directors, Assistant Superintendent for Student Engagement & District Services, Senior High Athletic Coordinators.			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Pillar 2 - Life Ready - Plano ISD graduates will possess the skills and knowledge that enable them to be life ready citizens and leaders in the global workforce.

2.1 Engage our learning community to define student success in terms of life readiness traits and competencies.

2.2 Integrate and authentically embed life readiness skills/standards alongside state standards.

Performance Objective 5: Develop a "Programs of Study in the Arts" website/document to clarify course sequences and highlight pathways to jobs and careers in the arts. (2 yr goal)

Strategy 1 Details	Formative Reviews		
Strategy 1: Launch of a website in combination with a marketing plan to all secondary students, collaboration with Counseling Department to provide consistent course selection cards offering ALL available electives **Staff Responsible for Monitoring:** Director of Fine Arts, Director of Secondary Counseling	Formative		
	Nov	Feb	June
	25%	50%	70%

Strategy 2 Details	Formative Reviews		
Strategy 2: Develop an inclusive professional communications course that is designed specifically to provide intentional support for English language learners to successfully complete their communications requirement.	Formative		
	Nov	Feb	June
	25%	70%	95%

Strategy 3 Details	Formative Reviews		
Strategy 3: Develop an inclusive arts program that will provide access for students with special needs to a variety of secondary fine arts courses.	Formative		
	Nov	Feb	June
	25%	50%	80%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - To ensure a quality school system; Plano ISD will hire, train, and retain the most effective and talented workforce.

3.1 Develop innovative recruitment and on-boarding practices that reimagine roles and resources to meet diverse district needs.

3.2 Cultivate a culture that empowers and supports the development of all employees through innovative thinking, individual learning pathways, collaborative experiences and reflective practices.

3.3 Create a multi-tiered system of care and support that values, retains, and grows high-quality staff.

Performance Objective 1: Action Plan 3.1.1 Develop a focused and intentional talent acquisition plan that attracts the highest quality candidates in a competitive market.

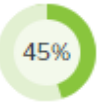
Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Conduct stay interviews to determine employee interest in the district, their choice to work here and their reason(s) for remaining in the district. **Strategy's Expected Result/Impact:** Stay Interview results from 3 pilot campuses. Refined stay interview instrument for widespread use in 2022-2023 **Staff Responsible for Monitoring:** Executive Director for Human Resources			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Revise base compensation plan to simplify and be more competitive in the marketplace. **Strategy's Expected Result/Impact:** Updated/revised base compensation plan structure. **Staff Responsible for Monitoring:** Executive Director for Human Resources			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Review and refine stipend processes and amounts to provide additional compensation for hard-to-fill positions and for additional duties. **Strategy's Expected Result/Impact:** Stipend program that is both equitable and accomplishes PISD goals for talent acquisition and recognition. **Staff Responsible for Monitoring:** Executive Director for Human Resources			

Strategy 4 Details	Formative Reviews		
Strategy 4: Examine innovative methods to recruit hard-to-fill areas (i.e. auxiliary, special education, bilingual education).	Formative		
Strategy's Expected Result/Impact: Establish a comprehensive plan for growing facilities/maintenance employees through training, certification opportunities, and position advancement based on experience and knowledge/skills. Implement internal recruitment process for hard to fill areas for 2022-2023 to build pipeline within district (including certification assistance). **Staff Responsible for Monitoring:** Executive Director for Human Resources	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Collaborate with the communications and technology departments to re-tool online electronic onboarding.	Formative		
Strategy's Expected Result/Impact: Increase efficiency and improve applicant to employee transition experience. **Staff Responsible for Monitoring:** Executive Directors (2) for Human Resources	Nov	Feb	June
			

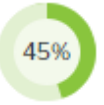
Strategy 6 Details	Formative Reviews		
Strategy 6: Examine competitive pay structures for current and future teachers.	Formative		
Strategy's Expected Result/Impact: Develop work plan and timelines for PISD Teacher Incentive Allotment system. **Staff Responsible for Monitoring:** Assistant Superintendent for Employee Services.	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
Strategy 7: Implement innovative strategies to improve substitute engagement with PISD.	Formative		
Strategy's Expected Result/Impact: Improved substitute fill rates across the district. **Staff Responsible for Monitoring:** Executive Director for Human Resources.	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
Strategy 8: Diversify the district recruitment efforts.	Formative		
Strategy's Expected Result/Impact: Increased diversity of recruiting teams and college recruiting visits to align with PISD employee and student demographics. **Staff Responsible for Monitoring:** Executive Director for Human Resources.	Nov	Feb	June

Strategy 9 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 9: Implement innovative methods to recruit hard-to fill area employees (Special Education, Bilingual, Transportation, FANS, LOTE). Examples may include sign-on bonuses, employee referral program, and attendance incentives. **Strategy's Expected Result/Impact:** Increase applicant pools and hiring of employees in hard-to-fill areas. **Staff Responsible for Monitoring:** Executive Director for Human Resources			

Strategy 10 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 10: Investigate additional strategies needed to successfully recruit professional, paraprofessional, and auxiliary staff for the district. **Strategy's Expected Result/Impact:** Result: profile and job description for a full-time recruiter with request to add the position. **Staff Responsible for Monitoring:** Executive Director for Human Resources.			

Strategy 11 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 11: Teacher and leader profiles that assist in recruitment and professional learning efforts. **Strategy's Expected Result/Impact:** Development of teacher and leader profiles based on the PISD Profile of a Graduate. **Staff Responsible for Monitoring:** Assistant Superintendent for Employee Services			

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - To ensure a quality school system; Plano ISD will hire, train, and retain the most effective and talented workforce.

3.1 Develop innovative recruitment and on-boarding practices that reimagine roles and resources to meet diverse district needs.

3.2 Cultivate a culture that empowers and supports the development of all employees through innovative thinking, individual learning pathways, collaborative experiences and reflective practices.

3.3 Create a multi-tiered system of care and support that values, retains, and grows high-quality staff.

Performance Objective 2: Action Plan 3.1.2 Develop a process to successfully assimilate new employees into their roles and into the culture of Plano ISD through pre-planned efforts.

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Analyze exit survey data and turnover in hard-to-fill areas and fine arts in order to make recommendations for employee onboarding, support and retention. **Strategy's Expected Result/Impact:** Recommendations for employee onboarding, support and retention based on specific data from those exiting the organization. **Staff Responsible for Monitoring:** Executive Director for Human Resources and Director for Fine Arts		25%	60%

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - To ensure a quality school system; Plano ISD will hire, train, and retain the most effective and talented workforce.

3.1 Develop innovative recruitment and on-boarding practices that reimagine roles and resources to meet diverse district needs.

3.2 Cultivate a culture that empowers and supports the development of all employees through innovative thinking, individual learning pathways, collaborative experiences and reflective practices.

3.3 Create a multi-tiered system of care and support that values, retains, and grows high-quality staff.

Performance Objective 3: Action Plan 3.2.1 Provide personalized learning opportunities that promote ownership of professional growth and ensure relevant support for employees.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Identify, design and implement multiple learning pathways that are relevant to individual groups of employees.	Formative		
Strategy's Expected Result/Impact: Refine APA and AAPA pipeline program based on year one experiences and feedback. Research and develop second year mentor partnership opportunities for AP's who have completed the APA Cohort. **Staff Responsible for Monitoring:** Executive Director for Professional Learning	Nov	Feb	June
		50%	80%

Strategy 2 Details	Formative Reviews		
Strategy 2: Identify innovative, relevant, and meaningful professional learning designs and align campus and department practices.	Formative		
Strategy's Expected Result/Impact: Examine, align, and develop resources and a plan template for campuses to use in developing campus-specific plans. **Staff Responsible for Monitoring:** Executive Director for Professional Learning	Nov	Feb	June
		50%	80%

Strategy 3 Details	Formative Reviews		
Strategy 3: Identify and leverage internal and external learning partnerships (i.e. experts in the field, mentors, cadres, coaches, externships, shadowing experiences) to provide specialized training.	Formative		
Strategy's Expected Result/Impact: Create and refine external learning pathways for teachers by leveraging professionals in the CTE field through shadow opportunities and workforce pipeline connections. **Staff Responsible for Monitoring:** Executive Director for Professional Learning	Nov	Feb	June
		40%	100%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Empower administrators to investigate and address employee issues successfully and in a timely fashion. **Strategy's Expected Result/Impact:** Documentation training provided for administrators, both new and experienced, at least every other month. **Staff Responsible for Monitoring:** Executive Director for Human Resources			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Develop inaugural cohorts of Teacher Leadership Academy. **Strategy's Expected Result/Impact:** Complete 1st year of Teacher Leader Academy with summer learning and opportunities throughout the school year.			

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - To ensure a quality school system; Plano ISD will hire, train, and retain the most effective and talented workforce.

3.1 Develop innovative recruitment and on-boarding practices that reimagine roles and resources to meet diverse district needs.

3.2 Cultivate a culture that empowers and supports the development of all employees through innovative thinking, individual learning pathways, collaborative experiences and reflective practices.

3.3 Create a multi-tiered system of care and support that values, retains, and grows high-quality staff.

Performance Objective 4: Action Plan 3.2.2 Create a system of accessible professional learning that is application-focused, reflection-rich and results-oriented.

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Identify, develop, and implement additional emergency preparedness training for campus administration and senior district leadership for the 2021-2022 school year. **Strategy's Expected Result/Impact:** Increase the readiness of the district to respond in the event of significant emergency situations or disasters. **Staff Responsible for Monitoring:** Executive Director of Safety & Security, Professional Learning, Assistant Superintendent for Student Engagement & District Services			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Develop a process that ensures reflection and feedback enhances the learning of participants and shapes future experiences. **Strategy's Expected Result/Impact:** Collaborate with identified partnering departments to incorporate and refine a PL-created reflection protocol used to evaluation and improve PL activities. **Staff Responsible for Monitoring:** Executive Director for Professional Learning			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Develop and provide training that builds leadership capacity for the design and facilitation of professional learning activities that align with district guidelines. **Strategy's Expected Result/Impact:** Develop face-to-face, virtual, and blended leading adult learning training opportunities based on PISD's PL guidebook. **Staff Responsible for Monitoring:** Executive Director for Professional Learning			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Create a process for communicating and marketing professional learning opportunities to increase awareness, participation and access. **Strategy's Expected Result/Impact:** Develop and implement a systemic and consistent process for submitting and publishing PL offerings in PISD. **Staff Responsible for Monitoring:** Executive Director for Professional Learning		50%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - To ensure a quality school system; Plano ISD will hire, train, and retain the most effective and talented workforce.

3.1 Develop innovative recruitment and on-boarding practices that reimagine roles and resources to meet diverse district needs.

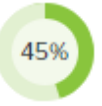
3.2 Cultivate a culture that empowers and supports the development of all employees through innovative thinking, individual learning pathways, collaborative experiences and reflective practices.

3.3 Create a multi-tiered system of care and support that values, retains, and grows high-quality staff.

Performance Objective 5: Action Plan 3.3.1 Create a multifaceted wellness program that helps employees balance and navigate challenges in life and work, including physical, mental, emotional and financial health.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Perform a gap analysis to identify what employee supports are offered and reasonably accessible to PISD staff. **Strategy's Expected Result/Impact:** Employee Wellness team will review wellness data/input and provide recommendations for implementation. **Staff Responsible for Monitoring:** Executive Director for Human Resources	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Create external partnerships to provide a comprehensive suite of wellness resources and supports. **Strategy's Expected Result/Impact:** Staff webpage of wellness resources as well as offers/special opportunities for PISD employees. **Staff Responsible for Monitoring:** Executive Director for Human Resources.	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Communicate wellness information, including strategies and monthly EAP-sponsored webinars. **Strategy's Expected Result/Impact:** Weekly wellness tips, strategies, and information for employees. **Staff Responsible for Monitoring:** Executive Director for Human Resources	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Develop additional strategies for recognizing PISD employees.	Formative		
Strategy's Expected Result/Impact: Partner with business organizations to recognize the PISD 100.	Nov	Feb	June
Staff Responsible for Monitoring: Executive Director for Human Resources			

Strategy 5 Details	Formative Reviews		
Strategy 5: Investigate Health Insurance options for employees.	Formative		
Strategy's Expected Result/Impact: Result: provide access to the group medical coverage option that is the best value available in the North Texas marketplace (both in terms of cost and coverage).	Nov	Feb	June
Staff Responsible for Monitoring: Assistant Superintendent for Employee Services			

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - To ensure a quality school system; Plano ISD will hire, train, and retain the most effective and talented workforce.

3.1 Develop innovative recruitment and on-boarding practices that reimagine roles and resources to meet diverse district needs.

3.2 Cultivate a culture that empowers and supports the development of all employees through innovative thinking, individual learning pathways, collaborative experiences and reflective practices.

3.3 Create a multi-tiered system of care and support that values, retains, and grows high-quality staff.

Performance Objective 6: Action Plan 3.3.2 Create systems and a culture that builds employee capacity for career growth.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Establish a process for growing employees by advancing employee education and certification. **Strategy's Expected Result/Impact:** Select and guide a cohort of teachers through the first half of a two-year program to support candidates in the National Board Certification process. **Staff Responsible for Monitoring:** Executive Director for Professional Learning.		55%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - To ensure a quality school system; Plano ISD will hire, train, and retain the most effective and talented workforce.

3.1 Develop innovative recruitment and on-boarding practices that reimagine roles and resources to meet diverse district needs.

3.2 Cultivate a culture that empowers and supports the development of all employees through innovative thinking, individual learning pathways, collaborative experiences and reflective practices.

3.3 Create a multi-tiered system of care and support that values, retains, and grows high-quality staff.

Performance Objective 7: Action Plan 3.3.3 Create systems and a culture that supports ethical decision making for all employees through collaboration and use of the Model Code of Educator Ethics.

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Increase visibility of the MCEE for staff. **Strategy's Expected Result/Impact:** Publish the MCEE as part of the Employee Handbook **Staff Responsible for Monitoring:** Executive Director for Professional Learning	Nov	Feb	June
		100%	100%

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Create and implement a differentiated ethics training plan for all employees that includes best practices, expert input and customized focus for diverse learners. **Strategy's Expected Result/Impact:** Develop video conversation series and/or conversation maps which include scenarios related to education for campuses to use throughout the year. These sessions will be optional based on campus needs. **Staff Responsible for Monitoring:** Executive Director for Professional Learning	Nov	Feb	June
		50%	

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 4: Pillar 4 - Culture of Community - Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

4.1 Identify and engage stakeholders to foster meaningful, committed relationships that embrace the community as partners in student success.

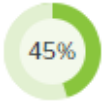
4.2 Develop and nurture a culture of empathy, caring, and advocacy for our diverse learning community where individuals feels connected.

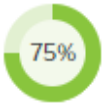
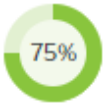
Performance Objective 1: Action Plan 4.1.1 Foster equitable engagement experiences across the district for all stakeholders.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Assess current communications and engagement practices district-wide to determine opportunities, gaps, risks and the district's current framework for engagement. **Strategy's Expected Result/Impact:** Report that highlights key issues and determines critical areas for action in order to ensure stakeholder needs are being met. This report will be used as a road map in a subsequent year to develop a communication plan that addresses gaps and implements best practices. **Staff Responsible for Monitoring:** Executive Director for Communications			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Develop standards and guidelines for communications and engagement for each campus and department. **Strategy's Expected Result/Impact:** Standard guidelines and practices across schools and departments related to communications, website, social media, etc., to create equitable engagement experiences for all constituents; Equity in the type/amount/frequency of information that constituents (students, parents, staff, community) can access **Staff Responsible for Monitoring:** Executive Director for Communications			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Research and employ an accessible online tool to filter and track questions, concerns, suggestions or other feedback from stakeholders in order to ensure efficient, accurate and timely responses, which could be shared with broader audiences as needed. **Strategy's Expected Result/Impact:** Implement a tool such as "Let's Talk" in order to facilitate better two-way communication; Quickly and efficiently direct inquiries and concerns to the appropriate staff members for faster response; Eliminate use of AskPISD, which is an outdated and inefficient email system **Staff Responsible for Monitoring:** Executive Director of Communications			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Continue the implementation of the new district volunteer management system, VOLY, through training resources and promotion of the system to staff, parents and community members. **Strategy's Expected Result/Impact:** Promote community involvement through a friendly, one-stop shop for campuses and the district to share volunteer needs. **Staff Responsible for Monitoring:** Executive Director of Communications			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Improve telephone navigation for campuses and departments in order to provide a more concise and user-friendly experience. **Strategy's Expected Result/Impact:** Provide a more efficient end-user experience to quickly guide callers to the appropriate contact; Remove outdated information from the telephone interactive voice response unit; Provide additional resources for families who speak Spanish **Staff Responsible for Monitoring:** Executive Director of Communications			

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Pillar 4 - Culture of Community - Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

4.1 Identify and engage stakeholders to foster meaningful, committed relationships that embrace the community as partners in student success.

4.2 Develop and nurture a culture of empathy, caring, and advocacy for our diverse learning community where individuals feels connected.

Performance Objective 2: Action Plan 4.1.2 Build a cohesive, positive culture of trust and inclusion that engages all stakeholders.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Research branding and communications strategies, including conducting competitive analyses of other organizations and school systems, in order to gain insight and establish best practices for defining and presenting the Plano ISD brand. **Strategy's Expected Result/Impact:** A report summarizing industry strengths, weaknesses, trends and best practices in order to maintain and promote Plano ISD's position as a premier public education system on state and national levels. **Staff Responsible for Monitoring:** Executive Director for Communications			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Continue collaborating with leadership districtwide to promote the strategic plan and related district initiatives and outcomes. **Strategy's Expected Result/Impact:** Constituent awareness and understanding of the strategic plan; Updated board room artwork; Community connectedness emphasizing the district's commitment to excellence, transparency and a high level of trust that prioritizes student growth and learning **Staff Responsible for Monitoring:** Executive Director for Communications	25%	25%	80%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Enrich and broaden Plano ISD's storytelling capacity for campus news while continuing to share information about district news and initiatives. **Strategy's Expected Result/Impact:** Launch a district-wide school PR liaison program that engages all campuses by mobilizing campus staff. **Staff Responsible for Monitoring:** Executive Director for Communications	55%	60%	100%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Increase the storytelling footprint of the communications department by collaborating with the Career and Technical Education (CTE) department to involve students enrolled in Plano ISD's audio-video programs. **Strategy's Expected Result/Impact:** Work with the Career and Technical Education (CTE) department to engage senior high audio-video programs as an extension of the communications department's video production team. **Staff Responsible for Monitoring:** Executive Director for Communications			50%

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Develop a marketing plan to promote new student and family resources and initiatives. **Strategy's Expected Result/Impact:** Distribution of communication materials to stakeholders; Ensure website includes resource information for stakeholders **Staff Responsible for Monitoring:** Executive Directors for Student Family and Community Services, Executive Director for Communications		90%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Pillar 4 - Culture of Community - Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

4.1 Identify and engage stakeholders to foster meaningful, committed relationships that embrace the community as partners in student success.

4.2 Develop and nurture a culture of empathy, caring, and advocacy for our diverse learning community where individuals feels connected.

Performance Objective 3: Action Plan 4.2.1 Create, foster and maintain a systematic/streamlined/integrated process to identify, communicate and provide services for the whole child and family through strong collaborative relationships and systems of support within Plano ISD and with outside community partners.

Evaluation Data Sources: Artifacts from comprehensive needs assessment, uniform needs assessment screener developed and implemented, recommended wraparound services models based on research from other districts, protocols, tools, and training for threat assessment and management and tiered behavior interventions; Artifacts such as developed web tools/presence and marketing tools for parents

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Enhance the infrastructure of PISD's comprehensive needs assessment, Family Find, a web-based student/family interaction referral systems for support and wraparound services. **Strategy's Expected Result/Impact:** Inclusive list of district resources; Create a web-based needs assessment screener to be used district-wide by campuses to identify student and family needs; Create a web-based enrollment screener to identify needs of newly enrolled students/families; Identify community partners used in wraparound services **Staff Responsible for Monitoring:** Assistant Superintendent Student, Family and Community Services, Executive Directors for Student, Family and Community Services		70%	100%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Research and further develop our Internal Truancy Review Board, Plano Attendance Review Board (PARB), to provide early intervention for students with attendance concerns. **Strategy's Expected Result/Impact:** Increase district attendance rate Tools and trainings to expand tiered behavior interventions **Staff Responsible for Monitoring:** Assistant Superintendent Student, Family and Community Services, Executive Directors Student, Family and Community Services, Director of Family and Social Services		100%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Pillar 4 - Culture of Community - Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

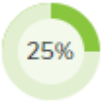
4.1 Identify and engage stakeholders to foster meaningful, committed relationships that embrace the community as partners in student success.

4.2 Develop and nurture a culture of empathy, caring, and advocacy for our diverse learning community where individuals feels connected.

Performance Objective 4: Action Plan 4.2.2 Increase participation of community partnerships to enhance systems of support available to students and families with wraparound services.

Evaluation Data Sources: Data from PlanoUP program delivery data, usage data from the telehealth pilot schools, attendance at Back to School Fairs, baseline data on student and family school engagement

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Launch the Welcome and Enrollment Center to provide enhanced wraparound services in the area of enrollment, transfers, health and wellness, access to clothing and food, homelessness and mobile services all aimed to promote student academic success in an efficient, caring and accessible manner; strengthening family, school, and community partnerships. **Strategy's Expected Result/Impact:** Increased number of families using online enrollment; increased number of families served through welcome center and wraparound services **Staff Responsible for Monitoring:** Assistant Superintendent for SFCS, Executive Director for SFCS, Director for Welcome and Enrollment Center			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Examine and implement strategies to increase the district's capacity to develop and deepen long-term community and corporate relationships and recognize that this function is separate from the solicitations of more marketing-driven annual sponsorships. **Strategy's Expected Result/Impact:** More resources and partnerships available for wraparound services **Staff Responsible for Monitoring:** Assistant Superintendent for SFCS, Executive Director for SFCS, Director for Welcome and Enrollment Center.			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Research and implement alternative methods to provide mental health and wraparound services "in-house" by partnering with community agencies. **Strategy's Expected Result/Impact:** Establishment of physical setup and offering services for counseling and arbitration at the SMU Clinic at Cox; Reduction in levels of depression in youth ages 12-18 in zip code 75074 as measured by the PHQ-9 through provision of services through implementation of the Texas Health Resources collaborative partners grant; Usage of services for Children's Health telebehavioral health and telehealth at the four pilot locations; Partner with area universities to obtain social work and counseling interns **Staff Responsible for Monitoring:** Assistant Superintendent Student and Family Support Services, Executive Director Student and Family Service **Funding Sources:** professional development, programs, an activities that focus on safe and healthy students - 289 - Title IV, Part A-SSAEP		100%	100%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Design and plan for the implementation of a West Plano Welcome and Enrollment Center. **Strategy's Expected Result/Impact:** Expand wraparound services to the west of the district. **Staff Responsible for Monitoring:** Assistant Superintendent for SFCS, CFO, COO		80%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Pillar 4 - Culture of Community - Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

4.1 Identify and engage stakeholders to foster meaningful, committed relationships that embrace the community as partners in student success.

4.2 Develop and nurture a culture of empathy, caring, and advocacy for our diverse learning community where individuals feels connected.

Performance Objective 5: Action Plan 4.2.3 Redesign the prevention, enrichment and intervention protocols to meet the needs of the whole child through a Multi-tiered Systems of Support Framework that aligns Academics, Behavior, SEL, Attendance, Counseling, CCMR, Professional Learning, Special Populations and Wraparound Services tiered systems of supports through a district framework of processes and procedures.

Evaluation Data Sources: Data from Edugence on MTSS reporting and monitoring

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborate on the design and delivery of professional learning with other department.	Formative		
Strategy's Expected Result/Impact: Seamless PL on MTSS for all staff members that maximizes staff time dedicated to MTSS PL. **Staff Responsible for Monitoring:** Director for MTSS/504; Academic Services, PL Services	Nov	Feb	June
		40%	50%

Strategy 2 Details	Formative Reviews		
Strategy 2: Create a user friendly website for Multi-tiered Systems of Support	Formative		
Strategy's Expected Result/Impact: Parents, students and staff will have access to accurate resources needed to support students. **Staff Responsible for Monitoring:** Director of MTSS/504	Nov	Feb	June
		60%	85%

Strategy 3 Details	Formative Reviews		
Strategy 3: Finalize the Multi-tiered Systems of Support Operating Guidelines	Formative		
Strategy's Expected Result/Impact: A working document that all district and campus staff will utilize and reference for MTSS **Staff Responsible for Monitoring:** Director for MTSS/504, Academic Services	Nov	Feb	June
		70%	90%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Implement a MTSS student data platform to store student support plans and allow campus and district administrators the enhanced ability to monitor student progress. **Strategy's Expected Result/Impact:** Edugence type platform to create and store interventions and MTSS student information. **Staff Responsible for Monitoring:** Director for MTSS/504, Technology Services, ARPE			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Develop and implement professional learning, technological resources, and hiring more staff to improve student management practices and reduce our significant disproportionality. **Strategy's Expected Result/Impact:** Reduce discipline disproportionality. **Staff Responsible for Monitoring:** Dr. Katrina Hasley, Dr. Courtney Gober, Dr. Jennifer Miley, Janna Crow, Dr. Dash Weersinghe, Dr. Theresa Williams **Results Driven Accountability - Equity Plan**			

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Pillar 4 - Culture of Community - Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

4.1 Identify and engage stakeholders to foster meaningful, committed relationships that embrace the community as partners in student success.

4.2 Develop and nurture a culture of empathy, caring, and advocacy for our diverse learning community where individuals feels connected.

Performance Objective 6: Action Plan 4.2.4 Redesign the protocols for 504 services, create a self-assessment auditing process for central and campus staff, and provide training for campus administrators, coordinator and staff.

Evaluation Data Sources: 504 auditing reports, edugence data

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Develop and implement a self-assessment auditing process to be followed through a tiered system: Campus 504 Coordinator, Principal, and District 504 Staff **Strategy's Expected Result/Impact:** Less errors and missing documents in campus 504 folders. **Staff Responsible for Monitoring:** Director for MTSS/504		60%	100%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Provide parent training on understand 504 support services **Strategy's Expected Result/Impact:** Increased parent understanding and involvement of the 504 support system **Staff Responsible for Monitoring:** Director of MTSS/504		0%	10%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Provide training for administrators, coordinators and staff to ensure 504 implementation with fidelity at all campuses. **Strategy's Expected Result/Impact:** Consistent training throughout the school year for campus administrators and coordinators on implementing 504 services **Staff Responsible for Monitoring:** Director for MTSS/504		75%	100%

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Pillar 4 - Culture of Community - Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

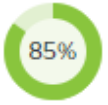
4.1 Identify and engage stakeholders to foster meaningful, committed relationships that embrace the community as partners in student success.

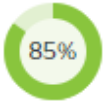
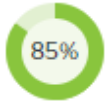
4.2 Develop and nurture a culture of empathy, caring, and advocacy for our diverse learning community where individuals feels connected.

Performance Objective 7: Action Plan 4.2.5 Explore additional possibilities for schools and innovative programs while overtly marketing our existing programs in order to provide greater accessibility and meet more individualized student needs.

Evaluation Data Sources: Enrollment, staffing efficiencies

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Develop and implement a K-6 virtual online learning academy for students who prefer a non-traditional approach to accessing K-6 curriculum. **Strategy's Expected Result/Impact:** Increase enrollment and academic achievement for students who require a remote learning environment. **Staff Responsible for Monitoring:** Asst Supt and Executive Director for SFCS			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Review the master schedule efficiencies and develop a timeline for course selection, budget, and staff allocation and course placement. **Strategy's Expected Result/Impact:** Create efficiencies in staffing and budgeting by improving and advancing the timeline for student course requests and assignment of teachers. **Staff Responsible for Monitoring:** Asst supts of SFCS and Employees Services, Director for Counseling			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Evaluate current summer school programming (operational support, enrollment, development of aspiring leaders, staffing, and budgetary needs) and redesign where needed to ensure that students have access to relevant programs that allow for acceleration and/or remediation according to individualized student needs. **Strategy's Expected Result/Impact:** Add programs to summer school to address students seeking fine arts options and increase summer school participation. **Staff Responsible for Monitoring:** Asst Supt for SFCS and Director for Expanded Learning			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Increase our capacity to deliver individualized and differentiated instruction using adaptive courseware acquired through multiple funding sources. **Strategy's Expected Result/Impact:** Create more individualized learning experiences for students. **Staff Responsible for Monitoring:** Asst Superintendent for SFCS			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Evaluate existing Career and Technical Education programs and determine the need for additions or revisions to high wage / high demand pathways. **Strategy's Expected Result/Impact:** Pathway options expanded / enhanced to meet areas of high wage / high demand jobs. Enhance opportunities for industry based certifications where possible. **Staff Responsible for Monitoring:** Executive Director AACCMR; Director of CTE			

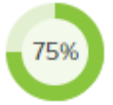
 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Pillar 5 - Strategic Resource Management - As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

5.1 Increase investment in our learning community through advocacy, partnerships and increased enrollment.

5.2 Design and manage a system that allocates resources in alignment with our district's strategic objectives

Performance Objective 1: Action Plan 5.1.1 Grow and sustain the district's portfolio of partnerships to include community and corporate financial sponsorships along with in-kind, volunteer, mentorship, internship, externship, job-shadowing and student opportunities.

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Examine and implement methods to increase the district's capacity to develop and deepen long-term community and corporate relationships and recognize that this function is separate from the solicitation of more marketing-driven annual sponsorships. **Strategy's Expected Result/Impact:** Relaunch the Plano ISD Partners in Education program. **Staff Responsible for Monitoring:** Executive Director for Communications			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Target communication efforts with current and potential long-term partners including regular updates on programs supported, student achievement and PR efforts. **Strategy's Expected Result/Impact:** Develop a strategic partnership communication plan and recognition program. **Staff Responsible for Monitoring:** Executive Director for Communications Senior Executive Director, Plano ISD Education Foundation			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Create a system for district staff to use when asking for or receiving donations or volunteer hours that will allow the district to collect data to accurately gauge current engagement activity. **Strategy's Expected Result/Impact:** Launch an official platform for district and education foundation non-monetary donations. **Staff Responsible for Monitoring:** Executive Director for Communications Senior Executive Director, Plano ISD Education Foundation			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Create a clearinghouse to efficiently match community resources with student and campus needs, including but not limited to traditional volunteers, guest speakers, mentorships, externships, internships, job-shadowing opportunities, expertise/talents, etc. **Strategy's Expected Result/Impact:** Create a community engagement hub on the website that provides a streamlined platform for the community and businesses to easily view district partnership opportunities including mentorship, donations, volunteering and sponsorship. Develop a process and guidelines for a district speakers bureau as a resource to connect campuses with subject matter experts on any number of topics relevant to curriculum. **Staff Responsible for Monitoring:** Executive Director for Communications			90%

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Pillar 5 - Strategic Resource Management - As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

5.1 Increase investment in our learning community through advocacy, partnerships and increased enrollment.

5.2 Design and manage a system that allocates resources in alignment with our district's strategic objectives

Performance Objective 2: Action Plan 5.2.1 Create strategic allocation model that brings adequacy and equity to all students and programs.

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue resource allocation models/data-driven allocation formulas for both campus staffing/campus funding allocations and continue expanded zero-based budgeting for departments in response to declining enrollment and state funding budget cuts.	Formative		
Strategy's Expected Result/Impact: Distribute allocations and provide informational sessions on how allocations are formulated; Offer training sessions to demonstrate best practices and provide assistance **Staff Responsible for Monitoring:** Chief Financial Officer, Executive Director of Financial Services, Chief Operating Officer, Assistant Superintendent for Employee Services, Assistant Superintendent for Academic Services	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Enhance communication and understanding of resource allocations with all district stakeholders.	Formative		
Strategy's Expected Result/Impact: Compliance Training for Program Directors, Principals, and Board members **Staff Responsible for Monitoring:** Chief Financial Officer, Executive Director of Financial Services	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Assemble a focus group to gather feedback on expenditure trends and budgeting processes to refine/enhance future processes in order to meet district goals and student needs.	Formative		
Strategy's Expected Result/Impact: Refined budgeting processes and efficient use of resources **Staff Responsible for Monitoring:** Executive Director of Financial Services, Director of Budget/Compliance	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Enhance current monitoring and analysis of District budget and budget trends.	Formative		
Strategy's Expected Result/Impact: To provide more in depth monitoring of the District's budget to ensure effective and efficient use of resources; Identify trends and/or deviations that may impact future operations; To inform future budgeting practices **Staff Responsible for Monitoring:** Executive Director - Financial Services, Director of Budget/Compliance	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Conduct an equity study of extra curricular program participation and funding.	Formative		
Strategy's Expected Result/Impact: Identify potential gaps and need for student participation , funding and program enhancements **Staff Responsible for Monitoring:** Assistant Superintendent of Student Engagement, Director for Fine Arts, Athletic Director	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Explore alternative transportation options for specialized routing needs (Guinn SPC, McKinney-Vento).	Formative		
Strategy's Expected Result/Impact: Cost-efficient, reliable options available to Transportation Department **Staff Responsible for Monitoring:** Assistant Superintendent of Student Engagement and District Services, Director of Transportation	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
Strategy 7: Refine District Safety Committee to meet SB11 requirements.	Formative		
Strategy's Expected Result/Impact: Committee will be in compliance with SB11 with membership to be beyond state requirements **Staff Responsible for Monitoring:** Assistant Superintendent of Student Engagement and District Services, Executive Director of Safety & Security, Athletic Director	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
Strategy 8: Review and revise current staffing allocation model (campus) to ensure continued differentiation based on student needs within budgetary constraints.	Formative		
Strategy's Expected Result/Impact: Differentiated Staffing Allocation model **Staff Responsible for Monitoring:** Assistant Superintendent Employee Services	Nov	Feb	June

Strategy 9 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 9: Review staffing allocation process (campus) to ensure principal understanding, department input, and timeliness of "open to hire" in order to maximize opportunities to hire high-quality staff. **Strategy's Expected Result/Impact:** Updated timelines and training. **Staff Responsible for Monitoring:** Assistant Superintendent Employee Services			

Strategy 10 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 10: Prepare for the opening and ongoing operation of the new Robinson Fine Arts Center (anticipated opening Spring 2022) **Strategy's Expected Result/Impact:** Build meaningful partnerships with local organizations around the use and support of student performances at the Fine Arts Center. **Staff Responsible for Monitoring:** Director of Fine Arts, Senior Executive Director of PISD Education Foundation, Senior Executive Director of Communication, Assistant Superintendent for Student Engagement & District Services			

Strategy 11 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 11: Utilize multiple funding sources to meet student needs through staff compensation, retention strategies, and stipends. **Strategy's Expected Result/Impact:** Intentional and coordinated use of Title funds, ESSER funds, etc. to meet student learning needs through the recruitment and retention of highly-qualified staff.			

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Pillar 5 - Strategic Resource Management - As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

5.1 Increase investment in our learning community through advocacy, partnerships and increased enrollment.

5.2 Design and manage a system that allocates resources in alignment with our district's strategic objectives

Performance Objective 3: Action Plan 5.2.2 Evaluate desired outcomes against resource allocations to ensure effectiveness and to allow reassessment of resource distributions.

Strategy 1 Details	Formative Reviews		
Strategy 1: Evaluate desired outcomes against resource allocations to ensure effectiveness and to allow reassessment of resource distribution.	Formative		
Strategy's Expected Result/Impact: Meet TEA required compliance; Evaluate student performance results and the evaluation of each type of expenditure effectiveness **Staff Responsible for Monitoring:** Chief Financial Officer, Assistant Superintendent for Student Engagement and District Services, Assistant Superintendent for Technology	Nov	Feb	June
			100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Track student growth, campus improvement, and department effectiveness in relation to funds allocated.	Formative		
Strategy's Expected Result/Impact: Cost Benefit Analysis - Evaluate results obtained from additional resources provided **Staff Responsible for Monitoring:** Cabinet	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Develop expected outcomes prior to adding Full Time Equivalent (FTE) and/or resources to departments and campuses.	Formative		
Strategy's Expected Result/Impact: Decisions based on data- resources of funding and human capital are distributed based on fact and needs. **Staff Responsible for Monitoring:** Cabinet	Nov	Feb	June
			100%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Analyze progress in Campus Improvement Plans based on resource allocations. Utilize new tools (Forecast 5/Plan4Learning) to provide historical and dashboard data to campuses and departments and to evaluate effectiveness of resources provided. **Strategy's Expected Result/Impact:** Framework for Strategic Abandonment that answers the guiding question: Were resources effective? If not, allocation of resources is revised and historical processes that do not achieve desired outcomes are abandoned; Data is provided in a variety of formats in order for decision makers to better understand outcomes **Staff Responsible for Monitoring:** Cabinet			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Implementation of the district Technology Plan that integrates technology with instructional and administrative systems. **Strategy's Expected Result/Impact:** Development of comprehensive cybersecurity policies, procedures, and standards. Conduct risk assessment and develop mitigation strategies to ensure information security. Development of an incident response plan. **Staff Responsible for Monitoring:** Assistant Superintendent for Technology Director of Applications and Cybersecurity	5%	25%	70%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 6: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC ELAR from 2019 to 2022.

Performance Objective 1: HB#3 - The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 58% as projected by Fall 2022 MAP to 59% on STAAR by June 2022. The Special Education student group performance will increase from 32% as projected by Fall 2022 MAP to 33% on STAAR in 2022. The Economically Disadvantaged student group performance will increase from 34% as projected by Fall 2022 MAP to 35% on STAAR in 2022.

The percent of 4th grade students that score meets grade level or above on STAAR Reading will increase from 57% as projected by Fall 2022 MAP to 58% on STAAR by June 2022. The Special Education student group performance will increase from 23% as projected by Fall 2022 MAP to 24% on STAAR in 2022. The Economically Disadvantaged student group performance will increase from 33% as projected by Fall 2022 MAP to 34% on STAAR in 2022.

The percent of 5th grade students that score meets grade level or above on STAAR Reading will increase from 57% as projected by Fall 2022 MAP to 58% on STAAR by June 2022. The Special Education student group performance will increase from 27% as projected by Fall 2022 MAP to 28% on STAAR in 2022. The Economically Disadvantaged student group performance will increase from 33% as projected by Fall 2022 MAP to 34% on STAAR in 2022.

HB3 Goal

Evaluation Data Sources: 2022 STAAR Reading

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Develop and provide tools, strategies, and professional learning that enable campus teams to monitor student progress and plan instruction as part of the PLC process. **Strategy's Expected Result/Impact:** Increase in MAP growth (K-5); reading records (K-5); unit assessments (3-5) Increase in consistency and accuracy with monitoring student progress and planning responsively for student needs due to calibration of practice **Staff Responsible for Monitoring:** Executive Director Elementary Academic Services Executive Director for Multilingual Services Executive Director for Special Ed			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Develop and provide tools, strategies, and professional learning to equip teachers to design learning experiences with attention to the gradual release model of effective instructional practice. **Strategy's Expected Result/Impact:** Increase in MAP growth (K-5); reading records (K-5); unit assessments (3-5)			

Teachers/teams design and deliver student-centered Tier 1 instruction utilizing the gradual release model **Staff Responsible for Monitoring:** Executive Director Elementary Academic Services, Elementary Literacy Coordinator			

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC ELAR from 2019 to 2022.

Performance Objective 2: The percent of 6th grade students that score meets grade level or above on STAAR Reading will increase from 61% as projected by Fall 2022 MAP to 62% on STAAR by June 2022. The Special Education student group performance will increase from 29% as projected by Fall 2022 MAP to 30% on STAAR in 2022. The Economically Disadvantaged student group performance will increase from 38% as projected by Fall 2022 MAP to 39% on STAAR in 2022.

The percent of 7th grade students that score meets grade level or above on STAAR Reading will increase from 63% as projected by Fall 2022 MAP to 64% on STAAR by June 2022. The Special Education student group performance will increase from 24% as projected by Fall 2022 MAP to 25% on STAAR in 2022. The Economically Disadvantaged student group performance will increase from 38% as projected by Fall 2022 MAP to 39% on STAAR in 2022.

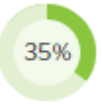
The percent of 8th grade students that score meets grade level or above on STAAR Reading will maintain 68% as projected by Fall 2022 MAP to STAAR by June 2022. The Special Education student group performance will maintain 23% as projected by Fall 2022 MAP to STAAR in 2022. The Economically Disadvantaged student group performance will maintain 45% as projected by Fall 2022 MAP to STAAR in 2022.

Evaluation Data Sources: 2022 STAAR Reading

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Design and implement professional learning to equip teachers to analyze and use data from multiple sources. **Strategy's Expected Result/Impact:** Teachers know where to find data in Edugence and understand what the data means. Teachers will utilize multiple assessment types to measure progress of student learning. **Staff Responsible for Monitoring:** Executive Director, Secondary Academic Services Coordinator, Secondary ELAR ARPE Department Staff		50%	60%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Design and implement professional learning to equip teachers to focus their instructional planning on essential standards and provide responsive instruction using research-based literacy practices **Strategy's Expected Result/Impact:** Teachers will implement standards-based literacy instruction utilizing the daily components of literacy found in the Secondary Literacy Instructional Playbook. **Staff Responsible for Monitoring:** Executive Director, Secondary Academic Services Coordinator, Secondary ELAR		45%	55%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Develop and implement tools, strategies, and professional learning that enable campus teams to monitor student progress as part of the PLC process. **Strategy's Expected Result/Impact:** Teachers utilize assessment to plan Tier One Instruction. Teachers monitor progress of student learning and utilize data to inform and adjust classroom instruction. **Staff Responsible for Monitoring:** Executive Director, Secondary Academic Services Coordinator, Secondary ELAR			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Analyze special education resource and inclusion practices across all grade levels. **Strategy's Expected Result/Impact:** Analysis complete; written report of results; identified areas of concern to address **Staff Responsible for Monitoring:** Executive Director for Special Education; Assistant Director for Secondary Special Ed Curriculum; Assistant Director for Elementary Special Ed Curriculum; Elementary and Secondary Special Ed Specialists			

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC ELAR from 2019 to 2022.

Performance Objective 3: The percent of students that score Meets grade level or above on STAAR EOC English I will maintain 70% in 2021 to June 2022. The Special Education student group performance will maintain 16% in 2021 to June 2022. The Economically Disadvantaged student group performance will maintain 45% in 2021 to June 2022. The English Learners student group performance will maintain 14% in 2021 to June 2022.

The percent of students that score Meets grade level or above on STAAR EOC English II will maintain at least 70% in June 2022. The Special Education student group performance will maintain 19% in June 2022. The Economically Disadvantaged student group performance will maintain 50% in June 2022. The English Learners student group performance will maintain 15% in June 2022.

Evaluation Data Sources: 2022 STAAR EOC English I & II

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Design and implement professional learning to equip teachers to analyze and use data from multiple sources. **Strategy's Expected Result/Impact:** Teachers know where to find data in Edugence and understand what the data means. Teachers will utilize multiple assessment types to measure progress of student learning. **Staff Responsible for Monitoring:** Executive Director, Secondary Academic Services Coordinator, Secondary ELAR ARPE Department Staff	Nov	Feb	June
		50%	60%

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Design and implement professional learning to equip teachers to focus their instructional planning on essential standards and provide responsive instruction using research-based literacy practices **Strategy's Expected Result/Impact:** Teachers will implement standards-based literacy instruction utilizing the daily components of literacy found in the Secondary Literacy Instructional Playbook. **Staff Responsible for Monitoring:** Executive Director, Secondary Academic Services Coordinator, Secondary ELAR	Nov	Feb	June
		45%	55%

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Develop and implement tools, strategies, and professional learning that enable campus teams to monitor student progress as part of the PLC process. **Strategy's Expected Result/Impact:** Teachers utilize assessment to plan Tier One Instruction.	Nov	Feb	June

Teachers monitor progress of student learning and utilize data to inform and adjust classroom instruction. **Staff Responsible for Monitoring:** Executive Director: Secondary Academic Services Coordinator Secondary ELAR		45%	75%

 No Progress Accomplished Continue/Modify Discontinue

Goal 7: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.

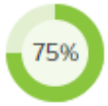
Performance Objective 1: HB3 - The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 48% as projected by Fall 2022 MAP to 50% on STAAR by June 2022. The Special Education student group performance will increase from 30% as projected by Fall 2022 MAP to 32% on STAAR by June 2022. The Economically Disadvantaged student group performance will increase from 23% as projected by Fall 2022 MAP to 25% on STAAR by June 2022. The African American student group performance will increase from 25% as projected by Fall 2022 MAP to 27% on STAAR by June 2022.

The percent of 4th grade students that score meets grade level or above on STAAR Math will increase from 47% as projected by Fall 2022 MAP to 49% on STAAR by June 2022. The Special Education student group performance will increase from 21% as projected by Fall 2022 MAP to 23% on STAAR by June 2022. The Economically Disadvantaged student group performance will increase from 22% as projected by Fall 2022 MAP to 24% on STAAR by June 2022. The African American student group performance will increase from 21% as projected by Fall 2022 MAP to 23% on STAAR by June 2022.

The percent of 5th grade students that score meets grade level or above on STAAR Math will increase from 53% as projected by Fall 2022 MAP to 55% on STAAR by June 2022. The Special Education student group performance will increase from 23% as projected by Fall 2022 MAP to 25% on STAAR by June 2022. The Economically Disadvantaged student group performance will increase from 29% as projected by Fall 2022 MAP to 31% on STAAR by June 2022. The African American student group performance will increase from 28% as projected by Fall 2022 MAP to 30% on STAAR by June 2022.

HB3 Goal

Evaluation Data Sources: 2022 STAAR Math

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Develop and provide tools, strategies, and professional learning to equip teachers to design learning experiences with attention to the math process standards and effective instructional practices. **Strategy's Expected Result/Impact:** Increase in MAP growth (3-5); unit assessments (3-5) Teachers/teams design and deliver student-centered Tier 1 instruction with effective strategies that connect to the process standards. **Staff Responsible for Monitoring:** Executive Director Elementary Academic Services; Elementary Math Coordinator			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Develop and provide tools, strategies, and professional learning to equip campus teams to monitor student progress and plan instruction as part of the PLC process. **Strategy's Expected Result/Impact:** Increase in MAP growth (3-5); unit assessments (3-5) Teachers monitor progress of student learning and utilize data to inform, plan and adjust classroom instruction. **Staff Responsible for Monitoring:** Executive Directors: Elementary Academic Services; Special Ed; Multilingual; Elementary Math Coordinator		50%	75%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 7: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.

Performance Objective 2: The percent of 6th grade students that score meets grade level or above on STAAR Math will increase from 55% as projected by Fall 2022 MAP to 57% on STAAR by June 2022. The Special Education student group performance will increase from 24% as projected by Fall 2022 MAP to 26% on STAAR by June 2022. The Economically Disadvantaged student group performance will increase from 31% as projected by Fall 2022 MAP to 33% on STAAR by June 2022. The African American student group performance will increase from 29% as projected by Fall 2022 MAP to 31% on STAAR by June 2022.

The percent of 7th grade students that score meets grade level or above on STAAR Math will increase from 54% as projected by Fall 2022 MAP to 56% on STAAR by June 2022. The Special Education student group performance will increase from 20% as projected by Fall 2022 MAP to 22% on STAAR by June 2022. The Economically Disadvantaged student group performance will increase from 29% as projected by Fall 2022 MAP to 31% on STAAR by June 2022. The African American student group performance will increase from 23% as projected by Fall 2022 MAP to 25% on STAAR by June 2022.

The percent of 8th grade students that score meets grade level or above on STAAR Math will increase from 60% as projected by Fall 2022 MAP to 62% on STAAR by June 2022. The Special Education student group performance will increase from 19% as projected by Fall 2022 MAP to 21% on STAAR by June 2022. The Economically Disadvantaged student group performance will increase from 35% as projected by Fall 2022 MAP to 37% on STAAR by June 2022. The African American student group performance will increase from 30% as projected by Fall 2022 MAP to 32% on STAAR by June 2022.

Evaluation Data Sources: 2022 STAAR Math

Strategy 1 Details	Formative Reviews		
Strategy 1: Design and implement professional learning to equip teachers to analyze and use data from multiple sources.	Formative		
Strategy's Expected Result/Impact: Teachers know where to find data in Edugence and understand what the data means. Teachers will utilize multiple assessment types to measure progress of student learning. **Staff Responsible for Monitoring:** Executive Director, Secondary Academic Services Coordinator, Secondary Mathematics ARPE Department Staff	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Equip teachers to design learning experiences designed to reach every student, through attention to the math process standards by planning the use of effective instructional strategies. **Strategy's Expected Result/Impact:** Teachers/teams design and deliver student-centered Tier 1 instruction with effective strategies that connect to the process standards. As measured by: Collaborative team planning that includes attention to instructional strategies in conjunction with process standards, and by classroom walkthroughs using process standards "look fors" **Staff Responsible for Monitoring:** Executive Director, Secondary Academic Services Coordinator, Secondary Mathematics		50%	50%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Develop and implement tools, strategies, and professional learning that enable campus teams to monitor student progress as part of the PLC process. **Strategy's Expected Result/Impact:** Teachers utilize assessment to plan Tier One Instruction. Teachers monitor progress of student learning and utilize data to inform and adjust classroom instruction. **Staff Responsible for Monitoring:** Executive Director, Secondary Academic Services Coordinator, Secondary Mathematics		50%	80%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Analyze special education resource and inclusion practices across all grade levels. **Strategy's Expected Result/Impact:** Analysis complete; written report of results; identified areas of concern to address **Staff Responsible for Monitoring:** Executive Director for Special Education; Assistant Director for Secondary Special Ed Curriculum; Assistant Director for Elementary Special Ed Curriculum; Elementary and Secondary Special Ed Specialists			50%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 7: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.

Performance Objective 3: The percent of students that score Meets grade level or above on STAAR/EOC Algebra I will increase from 57% in 2021 to 65% by June 2022. The Special Education student group performance will increase from 10% in 2021 to 12% in 2022. The African American student group performance will increase from 29% in 2021 to 31% in 2022.

Evaluation Data Sources: 2022 STAAR/EOC Algebra I

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Design and implement professional learning to equip teachers to analyze and use data from multiple sources. **Strategy's Expected Result/Impact:** Teachers know where to find data in Edugence and understand what the data means. Teachers will utilize multiple assessment types to measure progress of student learning. **Staff Responsible for Monitoring:** Executive Director, Secondary Academic Services Coordinator, Secondary Mathematics ARPE Department Staff		50%	50%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Equip teachers to design learning experiences designed to reach every student, through attention to the math process standards by planning the use of effective instructional strategies. **Strategy's Expected Result/Impact:** Teachers/teams design and deliver student-centered Tier 1 instruction with effective strategies that connect to the process standards. As measured by: Collaborative team planning that includes attention to instructional strategies in conjunction with process standards, and by classroom walkthroughs using process standards "look fors" **Staff Responsible for Monitoring:** Executive Director, Secondary Academic Services Coordinator, Secondary Mathematics		50%	50%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Develop and implement tools, strategies, and professional learning that enable campus teams to monitor student progress as part of the PLC process. **Strategy's Expected Result/Impact:** Teachers utilize assessment to plan Tier One Instruction.			

Teachers monitor progress of student learning and utilize data to inform and adjust classroom instruction. **Staff Responsible for Monitoring:** Executive Director, Secondary Academic Services Coordinator, Secondary Mathematics		50%	75%

 No Progress Accomplished Continue/Modify Discontinue

Goal 8: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2022.

Performance Objective 1: The percent of 5th grade students that score meets grade level or above on STAAR Science will increase from 42% as projected by Fall 2022 MAP to 44% on STAAR by June 2022. The Special Education student group performance will increase from 19% as projected by Fall 2022 MAP to 21% on STAAR by June 2022. The Economically Disadvantaged student group performance will increase from 19% as projected by Fall 2022 MAP to 21% on STAAR by June 2022. The African American student group performance will increase from 19% as projected by Fall 2022 MAP to 21% on STAAR by June 2022.

Evaluation Data Sources: 2022 STAAR Science

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Develop and provide tools, strategies, and professional learning that equip campus teams to monitor student progress and plan instruction as part of the PLC process. **Strategy's Expected Result/Impact:** Increase in MAP growth (3-5); unit assessments (3-5) Teachers monitor progress of student learning and utilize data to inform, plan and adjust classroom instruction. **Staff Responsible for Monitoring:** Executive Directors: Elementary Academic Services; Special Ed, Multilingual Services		50%	65%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Develop and provide tools, strategies, and professional learning that supports developing academic language through effective instruction in Science. **Strategy's Expected Result/Impact:** Increase in MAP growth (3-5); unit assessments (3-5) Teachers intentionally plan and routinely embed academic language supports within Science content instruction. **Staff Responsible for Monitoring:** Executive Director Elementary Academic Services, Elementary Science Coordinator		35%	55%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 8: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2022.

Performance Objective 2: The percent of 8th grade students that score meets grade level or above on STAAR Science will increase from 63% as projected by Fall 2022 MAP to 65% on STAAR by June 2022. The Special Education student group performance will increase from 25% as projected by Fall 2022 MAP to 27% on STAAR by June 2022. The Economically Disadvantaged student group performance will increase from 40% as projected by Fall 2022 MAP to 42% on STAAR by June 2022. The African American student group performance will increase from 38% as projected by Fall 2022 MAP to 40% on STAAR by June 2022.

Evaluation Data Sources: 2022 STAAR Science

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Design and implement professional learning to equip teachers to analyze and use data from multiple sources. **Strategy's Expected Result/Impact:** Teachers know where to find data in Edugence and understand what the data means. Teachers will utilize multiple assessment types to measure progress of student learning. **Staff Responsible for Monitoring:** Executive Director, Secondary Academic Services Coordinator, Secondary Science ARPE Department Staff	Nov	Feb	June
		50%	60%

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Develop and implement tools, strategies, and professional learning that enable campus teams to monitor student progress as part of the PLC process. **Strategy's Expected Result/Impact:** Teachers utilize assessment to plan Tier One Instruction. Teachers monitor progress of student learning and utilize data to inform and adjust classroom instruction. **Staff Responsible for Monitoring:** Executive Director, Secondary Academic Services Coordinator, Secondary Science	Nov	Feb	June
		50%	60%

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Design and implement professional learning that supports academic language and literacy strategies and routines to increase effective instruction in Science. **Strategy's Expected Result/Impact:** Teachers intentionally plan and embed academic language and literacy strategies within Science content instruction. **Staff Responsible for Monitoring:** Executive Director, Secondary Academic Services Coordinator, Secondary Science	Nov	Feb	June
		35%	60%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 8: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2022.

Performance Objective 3: The percent of students that score Meets grade level or above on STAAR/EOC Biology will increase from 70% in 2021 to 75% by June 2022. The Special Education student group performance will increase from 20% in 2021 to 22% in 2022. The English Learner student group will increase from 20% in 2021 to 22% in 2022.

Evaluation Data Sources: 2022 STAAR/EOC Biology

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Design and implement professional learning to equip teachers to analyze and use data from multiple sources. **Strategy's Expected Result/Impact:** Teachers know where to find data in Edugence and understand what the data means. Teachers will utilize multiple assessment types to measure progress of student learning. **Staff Responsible for Monitoring:** Executive Director, Secondary Academic Services Coordinator, Secondary Science ARPE Department Staff		50%	60%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Develop and implement tools, strategies, and professional learning that enable campus teams to monitor student progress as part of the PLC process. **Strategy's Expected Result/Impact:** Teachers utilize assessment to plan Tier One Instruction. Teachers monitor progress of student learning and utilize data to inform and adjust classroom instruction. **Staff Responsible for Monitoring:** Executive Director, Secondary Academic Services Coordinator, Secondary Science		50%	60%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Design and implement professional learning that supports academic language and literacy strategies and routines to increase effective instruction in Science. **Strategy's Expected Result/Impact:** Teachers intentionally plan and embed academic language and literacy strategies within Science content instruction. **Staff Responsible for Monitoring:** Executive Director, Secondary Academic Services Coordinator, Secondary Science		35%	60%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 9: DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies and STAAR/EOC U.S. History from 2019 to 2022.

Performance Objective 1: The percent of students that score Meets grade level or above on STAAR Social Studies 8 will increase from 55% in 2019 to 56% by June 2022. The Special Education student group performance will increase from 18% in 2019 to 19% in 2022. The English Learner student group will increase from 24% in 2019 to 25% in 2022. The Economically Disadvantaged student group performance will increase from 28% in 2019 to 29% in 2022.

Evaluation Data Sources: 2022 8th Grade STAAR Social Studies

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Design and implement professional learning to equip teachers to analyze and use data from multiple sources. **Strategy's Expected Result/Impact:** Teachers know where to find data in Edugence and understand what the data means. Teachers will utilize multiple assessment types to measure progress of student learning. **Staff Responsible for Monitoring:** Executive Director, Secondary Academic Services Coordinator, Secondary Social Studies ARPE Department Staff		65%	75%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Design and implement professional learning that supports academic language and literacy strategies and routines to increase effective instruction in Social Studies. **Strategy's Expected Result/Impact:** Teachers intentionally plan and embed academic language and literacy strategies within Social Studies content instruction. **Staff Responsible for Monitoring:** Executive Director, Secondary Academic Services Coordinator, Secondary Social Studies Multilingual Department Staff		70%	85%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Develop and implement tools, strategies, and professional learning that enable campus teams to monitor student progress as part of the PLC process. **Strategy's Expected Result/Impact:** Teachers utilize assessment to plan Tier One Instruction. Teachers monitor progress of student learning and utilize data to inform and adjust classroom instruction. **Staff Responsible for Monitoring:** Executive Director, Secondary Academic Services Coordinator, Secondary Social Studies		50%	60%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 9: DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies and STAAR/EOC U.S. History from 2019 to 2022.

Performance Objective 2: The percent of students that score Meets grade level or above on STAAR/EOC U.S. History will increase from 83% in 2021 to 88% by June 2022. The Special Education student group performance will increase from 35% in 2021 to 40% in 2022. The English Learner student group will increase from 38% in 2019 to 43% in 2022.

Evaluation Data Sources: 2022 STAAR/EOC U.S. History

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Design and implement professional learning to equip teachers to analyze and use data from multiple sources. **Strategy's Expected Result/Impact:** Teachers know where to find data in Edugence and understand what the data means. Teachers will utilize multiple assessment types to measure progress of student learning. **Staff Responsible for Monitoring:** Executive Director, Secondary Academic Services Coordinator, Secondary Social Studies ARPE Department Staff		60%	75%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Design and implement professional learning that supports academic language and literacy strategies and routines to increase effective instruction in Social Studies. **Strategy's Expected Result/Impact:** Teachers intentionally plan and embed academic language and literacy strategies within Social Studies content instruction. **Staff Responsible for Monitoring:** Executive Director, Secondary Academic Services Coordinator, Secondary Social Studies Multilingual Department Staff		70%	85%

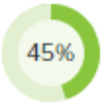
Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Develop and implement tools, strategies, and professional learning that enable campus teams to monitor student progress as part of the PLC process. **Strategy's Expected Result/Impact:** Teachers utilize assessment to plan Tier One Instruction. Teachers monitor progress of student learning and utilize data to inform and adjust classroom instruction. **Staff Responsible for Monitoring:** Executive Director, Secondary Academic Services Coordinator, Secondary Social Studies		50%	60%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 10: DIP - Plano ISD will reach and maintain the graduation rate for all students and each student group at 94% or higher.

Performance Objective 1: DIP - Plano ISD will increase the Hispanic 4-year graduation rate from 93.4% for the class of 2020 to 93.6% or higher for the class of 2022.

Plano ISD will increase the Economically Disadvantaged 4-year graduation rate from 93.1% for the class of 2020 to 93.3% or higher for the class of 2022.

Strategy 1 Details	Formative Reviews		
Strategy 1: Design and implement professional learning, tools, and resources for content area teachers supporting research-based assessment practices, including formative assessment and common assessment.	Formative		
Strategy's Expected Result/Impact: Teachers provide authentic assessment opportunities that demonstrate student progress toward mastery, and utilize data to inform and adjust classroom instruction. **Staff Responsible for Monitoring:** Executive Director: Secondary Academic Services Secondary Academic Coordinators	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Design and facilitate campus based data protocols to disaggregate assessment data and identify instructional priorities.	Formative		
Strategy's Expected Result/Impact: Teachers will adjust instruction to support individual student needs. **Staff Responsible for Monitoring:** Executive Director: Secondary Academic Services Secondary Academic Coordinators	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Increase student and parent engagement in post-secondary planning.	Formative		
Strategy's Expected Result/Impact: Executive Director for Advanced Academics & CCMR, Executive Director for Student, Family and Community Services	Nov	Feb	June

 No Progress Accomplished Continue/Modify Discontinue

Goal 10: DIP - Plano ISD will reach and maintain the graduation rate for all students and each student group at 94% or higher.

Performance Objective 2: DIP - Plano ISD will increase the EL (current and anytime in high school) 4-year graduation rate from 88.2% for the class of 2020 to 89.7% for the class of 2022.

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Monitor the implementation of the newcomer program on HS/SHS campuses as well as the attendance and academic progress of students participating in the newcomer program during year 1 of implementation. **Strategy's Expected Result/Impact:** Implementation of newcomer program will be monitored by number of students in the newcomer program on the appropriate graduation pathway. Attendance and academic progress of students measured through pinnacle for attendance and grades and edugence for semester exam and EOC data. **Staff Responsible for Monitoring:** Executive Director for Multilingual Academic Services; Coordinators & Specialists for Multilingual Academic Services		50%	100%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Evaluate the history of students listed as "continued HS" or "dropped out" who contributed to the 4 year graduation rate to identify barriers. **Strategy's Expected Result/Impact:** Patterns and trends of transcripts and student history will help us determine barriers and create solutions. **Staff Responsible for Monitoring:** Executive Director for Multilingual Academic Services; Coordinators & Specialists for Multilingual Academic Services		40%	100%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Identify risk factors for long-term English learners that contribute to "drop out" list or have a need for "continued HS" in order to offer effective strategies for intervention. **Strategy's Expected Result/Impact:** List of effective strategies for intervention. **Staff Responsible for Monitoring:** Executive Director for Multilingual Academic Services; Coordinator & Specialists for Multilingual Academic Services		25%	80%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 10: DIP - Plano ISD will reach and maintain the graduation rate for all students and each student group at 94% or higher.

Performance Objective 3: DIP - Plano ISD will increase the Special Education 4-year graduation rate from 77.7% for the class of 2020 to 81.0% for the class of 2022.

Evaluation Data Sources: Advisory Committee agendas; evidence of at-risk communication protocol; develop protocols for early identification

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Analyze current practices with special education students including: student progress toward graduation requirements; alignment of post-secondary goals and course study; and grading criteria for ARD revisions prior to loss of credit for failing. **Strategy's Expected Result/Impact:** Data analysis completed; barriers identified **Staff Responsible for Monitoring:** Executive Director for Special Education; Assistant Director for Secondary Special Ed Curriculum; Assistant Director for Elementary Special Ed Curriculum; Secondary and Elementary Special Ed Specialists		20%	60%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Develop system for early identification and response to special education students not making adequate progress toward graduation requirements. **Strategy's Expected Result/Impact:** Early identification system developed and implemented at campus level **Staff Responsible for Monitoring:** Executive Director for Special Education; Assistant Director for Secondary Special Ed Curriculum			50%

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 11: DIP - The percentage of Plano ISD graduates that meet the criteria for CCMR will increase from 76% in the 2019 Accountability to 80% by the 2022 Accountability (based on graduating class of 2021). The English Learners student group performance will increase from 37% in 2019 to 43% in 2022 Accountability. The Economically Disadvantaged student group performance will increase from 55% in 2019 to 67% in 2022 Accountability.

Performance Objective 1: Increase the percentage of graduates meeting the criteria for CCMR.

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: The district team will continue to analyze, evaluate and use data to improve CCMR procedures and progress on campuses. **Strategy's Expected Result/Impact:** Each campus will have detailed data regarding which students have met / not met CCMR on their campus. Each campus will understand the next steps needed to move CCMR 'not met' students toward at least one marker for CCMR. **Staff Responsible for Monitoring:** College and Career Readiness Advisor Executive Director for AACCMR; Senior Executive Director for Assessment, Research and Program Evaluation			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Conduct meetings with CCMR campus administrators to deliver current CCMR data on enrolled students, provide strategies to increase CCMR percentages and training CCMR tools utilized in the district. **Strategy's Expected Result/Impact:** Campuses will use CCMR tracking system/data for crucial conversations and academic planning to help students meet CCMR. **Staff Responsible for Monitoring:** Executive Director for AACCMR; Senior Executive Director for Assessment, Research and Program Evaluation			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Increase participation in English and Math College Preparatory courses for students who have not met TSI requirements through other means such as - SAT, ACT, TSIA2. **Strategy's Expected Result/Impact:** Use prep courses as Eng IV or 4th year math course OR use an elective so that seniors who want to attend an institution of higher ed (IHE) but have not yet met TSI will have the opportunity to do so prior to graduation.			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Increase TSI administration on all HS/SHS campuses in 2021-22. **Strategy's Expected Result/Impact:** Increase opportunities and number of students taking TSI-A on PISD campuses. **Staff Responsible for Monitoring:** College and Career Readiness Advisor Executive Director for AA/CCMR			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Examine and update the opportunities to take industry based certifications to support students' graduation and post-secondary goals. **Strategy's Expected Result/Impact:** Ensure that we offer all possible IBC's. Ensure that students have IBC information and are prepared to take and pass the test(s). **Staff Responsible for Monitoring:** Director of CTE			

 No Progress Accomplished Continue/Modify Discontinue

Goal 12: Federal and State Mandates

Performance Objective 1: Federal and State Program Implementation Process

Strategy 1 Details	Formative Reviews		
Strategy 1: All Title I campuses will receive training and day-to-day support from the federal programs administrator, who will attend trainings at the region, state and National level to ensure that all PISD federal programs are in compliance. Training materials, office supplies, Title I Crate software, travel expenditures, and other administrative costs are expected.	Formative		
	Nov	Feb	June
	0%	0%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Title I funding will be used to purchase support materials and resources that serve all Title I students in Elementary and Middle School.	Formative		
	Nov	Feb	June
	0%	0%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Title IV funding will be used to implement programs and activities to support the well rounded child.	Formative		
	Nov	Feb	June
	0%	0%	

Strategy 4 Details	Formative Reviews		
Strategy 4: Title IV funding will be used to support effective use of technology.	Formative		
	Nov	Feb	June
	0%	0%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

2021-22 DBIC

Committee Role	Name	Position
Classroom Teacher	Jason Lee	Gifted Specialist / PACE
Classroom Teacher	Laura Dizien	Gifted Specialist / PACE
Classroom Teacher	Shvuel Ribak	Elementary Teacher
Classroom Teacher	Meghann Budenski	Elementary Teacher
Classroom Teacher	Megan Allen	Elementary Teacher
Classroom Teacher	Nicole Kaufman	Elementary Teacher
Classroom Teacher	Ashley Torres	Elementary Teacher
Classroom Teacher	Dawn Raschke	Special Education Teacher
Classroom Teacher	Aungenae Davenport	Secondary Teacher
Classroom Teacher	Ashley Shaw	Secondary Teacher
Classroom Teacher	Martha Gonzalez	ESL Teacher
Classroom Teacher	Clarice Perry	Secondary Teacher
Classroom Teacher	Ann Boles	Secondary Teacher (Non-Voting Alternate)
Classroom Teacher	Alex Neece	Secondary Teacher
Classroom Teacher	Will Smith	Secondary Teacher
Classroom Teacher	Jonathan Cao	Secondary Teacher
Classroom Teacher	Trey O'Bar	CTE Work-Based Learning Teacher
Classroom Teacher	Sarah Stricklin	Secondary Teacher (Non-Voting Alternate)
Administrator	M'Cheyl Herrera	Assistant Principal Elementary
Administrator	Katie Morales	Assistant Principal Secondary
Administrator	Brandon Johnson	Assistant Principal Secondary
Non-classroom Professional	Nina Tabanian	ESL Specialist
Non-classroom Professional	Candace Neal	Non-Teaching Campus-Based Professional (Non-Voting Alternate)
District-level Professional	Marcus Miller	Coordinator Professional Learning
District-level Professional	Rebecca McCarty	Diagnostician
District-level Professional	Spruce Haley	Help Desk Specialist
District-level Professional	Talle Gomez	Executive Director Multilingual Services
Community Representative	Anna Garza Clinton	Community Member

Committee Role	Name	Position
Parent	Tarrah Lantz	President of PTA
Parent	Ross Cornell	PTA designee

District Funding Summary

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,000.00
				+/- Difference	$5,000.00

255 - Title II, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	professional learning, workshops, trainings, books, materials and supplies, HRS Marzano consultant, Lead4Ward consultant, staff, leadership development books, travel & registration for conferences		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,376,994.00
				+/- Difference	$1,376,994.00

289 - Title IV, Part A-SSAEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	4	3	professional development, programs, an activities that focus on safe and healthy students		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$411,682.00
				+/- Difference	$411,682.00
				Grand Total Budgeted	$1,793,676.00
				Grand Total Spent	$0.00
				+/- Difference	$1,793,676.00

Addendums

DUTIES OF SROs and SECURITY PERSONNEL:

School Resource Officers (SROs) shall have the following law enforcement duties:

1. *Protecting the safety and welfare of any person in the jurisdiction of the peace officer.*

2. *Protecting the property of the school district.*

3. *Investigation of criminal offenses and incidents affecting the safety and welfare of students, staff and others.*

4. *Performing any duty required by law of peace officers*

5. *Presenting approved educational or safety programs to students or staff members where such programs promote the safety and welfare of students, staff or others.*

Contract Peace Officers Serving as Security Personnel shall have the following law enforcement duties:

1. *Protecting the safety and welfare of any person in the jurisdiction of the peace officer.*

2. *Protecting the property of the school district.*

3. *Performing any duty required by law of peace officers.*

The school district may not assign School Resource Officers or Contract Peace Officers Serving as Security Personnel to perform duties that involve routine school discipline, school administrative tasks, or contact with students unrelated to the law enforcement duties of the officer. However, this shall not prohibit officers from having informal contact with a student even if unrelated to the assigned duties of the officer or an incident involving student behavior or law enforcement.

Security Personnel who are not law enforcement officers shall have duties and responsibilities within the proper scope of their role or position, including activities that promote the safety and welfare of persons on district property, and the protection of district property.

DISTRICT APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	**Bullying** **Staff Prevention** ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations **Staff Education** ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process **Staff Intervention** ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies **Student Prevention** ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas **Student Education** ● Explain referral process/contacts ● Anonymous Tip Line **Student Intervention** ● Apply classroom interventions	TEC 11.252(a)(3)(E)	The district will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students		
Executive Director for Student & Family Services	**Dropout Prevention** ● Communities in Schools at Armstrong, Bowman, Carpenter, Frankford, Otto, Wilson Middle Schools; Shepton, Williams and McMillen High Schools; Plano East Senior High School, Hendrick Middle, Renner Middle, Clark High, Plano Senior High School, Vines High and Plano West Senior High School ● District-wide procedures for secondary campuses, as applicable	TEC 11.252 BQ(Legal)	The school will follow board policy EHBC.
Coordinator Dyslexia Services	**Dyslexia Treatment Programs** ● Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	The school will follow Board Policy EHB, F, EHBC, and EKB.
Federal and Special Programs Specialist	**Migrant Plan (Title I, Part C)** ● An identification and recruitment plan ● New Generation System (NGS) ● Early Childhood Education ● Parental Involvement ● Graduation Enhancement ● Secondary Credit Exchange and Accrual ● Migrant Services Coordination ● A priority services action plan with instructional interventions based upon disaggregated migrant student data	P.L. 107-110, Section 1415(b)	
Executive Director for Student & Family Services	**Pregnancy Related Services** ● District-wide procedures for campuses, as applicable		The school will follow board policy EHBC.
Executive Director for Student & Family Services	**Post-Secondary Preparedness/Higher Ed Information/Career Education**	TEC 11.252(4) TEC 11.252(3)(G)	The school will follow Board Policies: EIC, BQ, FFEA

And
Director of Guidance and Education Services
	• Strategies for providing to elementary school, middle school, junior high and high school students, teachers, counselors and parents information about:
	  ○ Higher education admissions and financial aid, including sources of information
	  ○ TEXAS grant program
	  ○ Teach for Texas grant programs
	  ○ The need to make informed curriculum choices for beyond high school
	  ○ Sources of information on higher education admissions and financial aid
	• Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities		

Executive Director for Student & Family Services	**Sexual Abuse and Maltreatment of Children**
	• Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children including
	  ○ Prevention techniques
	  ○ Knowledge of likely warning signs
	  ○ Using resources
	• Actions that a child who is a victim should take to obtain assistance and intervention
	• Available counseling options for student affected by sexual abuse, sex trafficking, or other maltreatment
	• Training concerning prevention and recognition must be provided to all new and existing employees and cover the following:
	  ○ Factors indicating a child is at risk
	  ○ Likely warning signs indicating a child may be a victim
	  ○ Internal procedures for seeking assistance for a child who is at risk
	  ○ Techniques for reducing a child's risk
	  ○ Community organizations or other
		TEC 38.0041(c)
		TEC 11.252(9)
		BQ(Legal)
			The district will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.

	education that have researched-based programs and training ○ Documentation of training participants		
Executive Director for Student & Family Services	**Student Welfare: Crisis Intervention Programs & Training** ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/ guardian notification procedures ● Training for teachers, school counselors, principals and all other appropriate personne**l.**	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	The district will follow Board Policy FFB, FFBA and FNF.
Executive Director for Student & Family Services	**Student Welfare: Discipline/Conflict/Violence Management** ● Methods for addressing ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) BQ(Legal) TEC 37.001 Family Code 71.0021 TEC 37.0831	The district will follow Board Policies: FFB, FOC, FOCA, DMA and FFE
Executive Director for Student & Family Services	**Texas Behavior Support Initiative (TBSI)** ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) Board Policy DMA(Legal)	The district will follow Board Policy DMA(Legal)
Executive Director for Student & Family Services	**Dating Violence Policy** ● Provide a definition of dating violence that includes the intentional use of physical, sexual,	TEC 11.252 TEC 37.0831 BQ(Legal)	The school will Board Policy FFH

	verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship ● Address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness of education for students and parents ● Provide a statement that dating violence is not tolerated ● Develop procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator ● Establish guidelines for students who are victims. ● Make available to students age-appropriate educational materials on the dangers of dating violence and resources for students seeking help.		
Executive Director Instructional Technology	**Technology Integration in Instructional and Administrative Programs**	TEC 11.252(a)(3)(D) TEC 28.001 BQ(Legal)	
Assistant Superintendent for Employee Services	**Staff Development for professional staff of a district**	BQ(Legal)	