

2011-2012 Proposed District Initiatives

District Goal: Ensure continuous improvement in

student learning

Initiative: Continue development of the initial Plano ISD Academy. This development will include the naming of an internal steering committee to manage and direct the ongoing work. Expected development this school year includes the naming of the Academy principal and the initial Academy faculty members. These members will receive training in PBL (project/problem based learning) and begin the work of course development in spring 2012 and continue through summer 2013.

Guiding Principles: Digital Learning Environment, Learning Standards, Assessments for Learning

Background: Initial discussions around the concept of an academy began in 2008 as program and design planning for our sixth high school became finalized. At that time, the thought was to create an academy to draw students to Williams High School as half of the existing student population would be re-zoned to attend the new high school and the excess capacity could be used to house this new program.

After many months of internal meetings, neither single direction nor implementation recommendation was determined and the discussion was tabled.

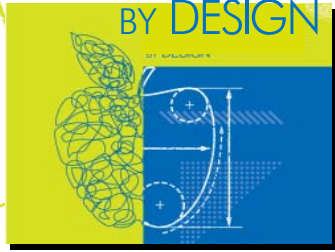
As realignment discussions for the new high school were brought to the Board for consideration in the fall of 2009, the concept of an academy was brought into the mix. Ultimately, the Board determined that an academy program should be offered as a choice for students and parents for their high school experience.

A joint citizen-staff academy visioning committee was named in May 2010 for the designated purpose of determining the program to be offered for the initial Grades 9-12 Academy. The committee presented their findings to the Board in a series of presentations starting in October 2010 and continuing through April 2011. The Board at that time approved the initial academy to house a grades 9-12 STEAM-focused, PBL-based program beginning in fall 2013. In addition, the Board approved the purchase of a separate facility to house this first academy.

Evidence: Quarterly reports provided to the Board beginning in October 2011. Initial PBL training provider and content will be determined by March 2012. Naming of the Academy principal and initial staff will be complete by May 2012. Grades 9-10 course development will commence in June 2012 and

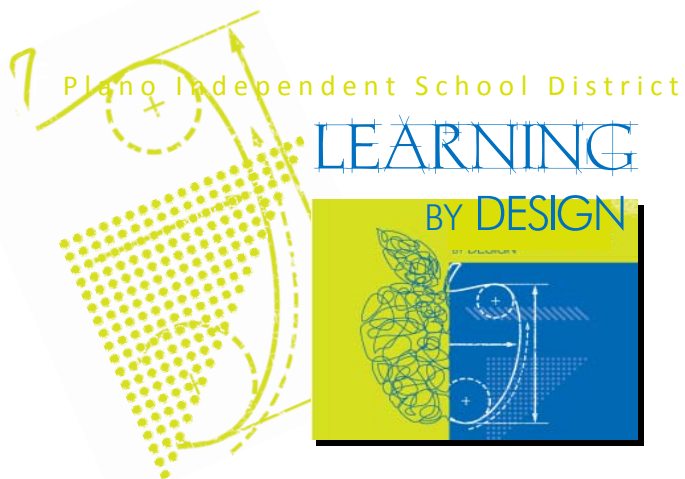
LEARNING

BY DESIGN



continue through August 2012. Target date of August 2013 for course development for grades 9-10 to be complete.

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Initiative: Assess the overall EC (Early Childhood) programs to identify underserved student groups. Develop a pilot Kindergarten preparatory program/session to meet the needs of the identified groups.

Guiding Principles: Learning Standards, Accountability for Learning

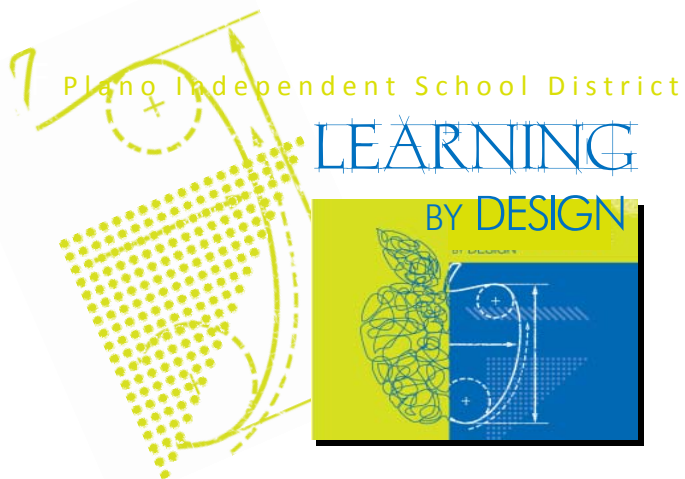
Background: With increasing numbers of students from low SES backgrounds and higher mobility rates, the need for Kindergarten preparedness is apparent. A growing number of Kindergarten students come to school without pre-school experience and/or a lack of background knowledge.

Current Pre K programs:

- Early Childhood programs for 3 and 4 year olds
- Head Start designed for low SES students, 3 and 4 years of age
- Pre-Kindergarten multi-lingual summer school (state mandate)
- Plano Family Literacy Program for ages 2, 3, and 4

Evidence:

- Identified groups not being served
- Model/program to address needs of identified student groups



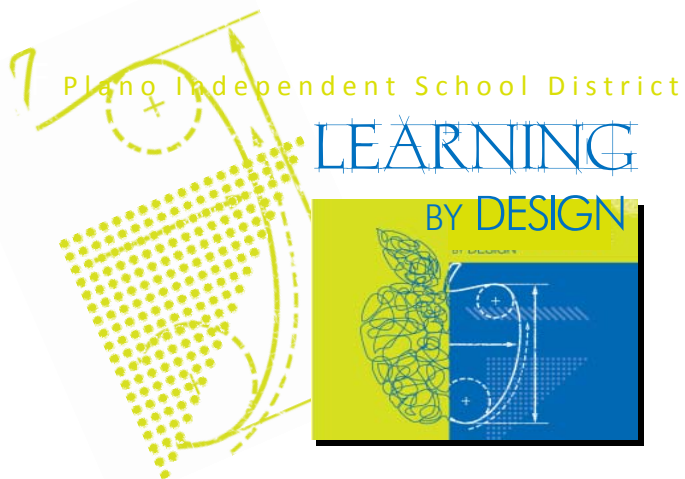
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Initiative: Raise community awareness and promote the advantages of the district's character education program. Identify the existing opportunities for our students to experience character education. Ensure vertically aligned, age appropriate progression of knowledge and experience PK-12. Assess the overall program to pinpoint gaps and areas not addressed.

Guiding Principles: Learning Standards, Accountability for Learning

Background: Character education has been a cornerstone of our district for over a century. The specific curriculum and programs utilized have changed as the needs of our society, the community and our children have changed. Our current program includes curriculum delivered through social studies and health classes, classroom guidance lessons directed by the campus counselors, peer leadership and mediation, community service projects, specific lessons on topics of harassment and bully prevention and more.

Evidence: Documentation of a vertically aligned curriculum. Documentation of promotion of program through district communication resources.



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Initiative: Require ESL Supplemental Certification for all elementary teachers and discontinue the current practice of a pull-out ESL program at the elementary level. Beginning with the 2012-13 school year, all new elementary teacher hires would be required to have this certification as a part of their contract. By the 2014-15 school year, all existing elementary teachers would be required to have received ESL Supplemental Certification.

The current pullout ESL program will be discontinued at each campus as their staffing and training patterns provide adequate ESL certified teachers within each grade level.

Guiding Principles: Learning Standards, Accountability for Learning, Organizational Transformation

Background: Our need for ESL support in our campuses continues to grow as our student population diversifies and languages other than English are the first language of students.

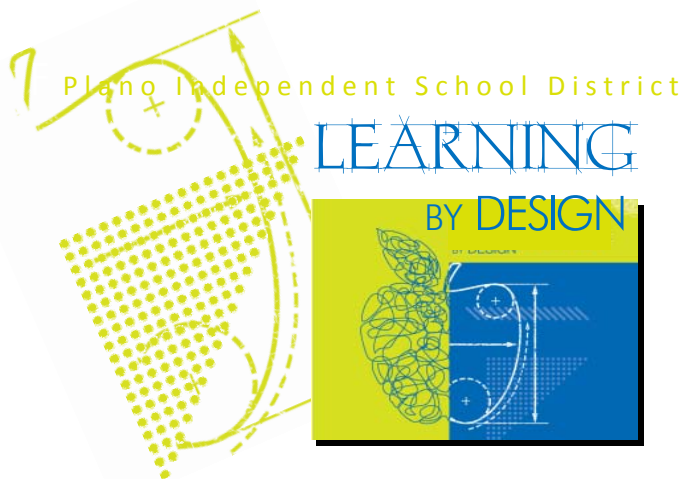
Our current secondary ESL program provides ESL certified teachers at campuses based on a student ratio of approximately 18:1 and serves students in a formal ESOL class.

Our current elementary ESL program provides ESL certified teachers at campuses based on ratios of approximately 50:1 and serves students in a pull-out type of program.

The learning needs of our elementary ESL students would be better served if they could continue their instruction throughout the day in their assigned classroom with their assigned teacher so as not to lose the continuity of instruction that occurs with the current pull-out program.

This would require that all elementary teachers be at least ESL Supplemental Certified.

Evidence: Data will be collected and compared on the academic performance of elementary ESL students from the 2011-12 school year through the 2014-15 school year. Trending will be used throughout the years to determine the impact of this initiative on the academic performance of our ESL students.



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Initiative: Identify and group campuses with common characteristics (like schools) with geographic location not being a limiting factor to develop and work as a professional learning community in order to:

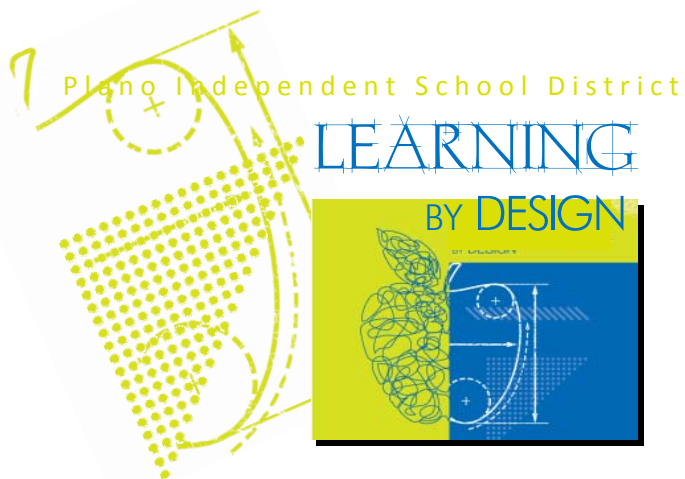
- Share best practices
- Learn from one another
- Share strategies
- Generate new and creative ideas so that instructional leadership capacity is grown and enhanced to increase student achievement.

Guiding Principles: Accountability for Learning, Organizational Transformation

Background: Historically campuses have been grouped into three geographic clusters to better accommodate and serve the student population during years of rapid growth. Beginning with 2011-12 school year our organizational transformation has moved to horizontal alignment of campuses (levels) so that both student and campus needs can best be met.

Evidence:

- Meetings
- Review of student achievement at end of year
- Review of adoption of shared and best practices



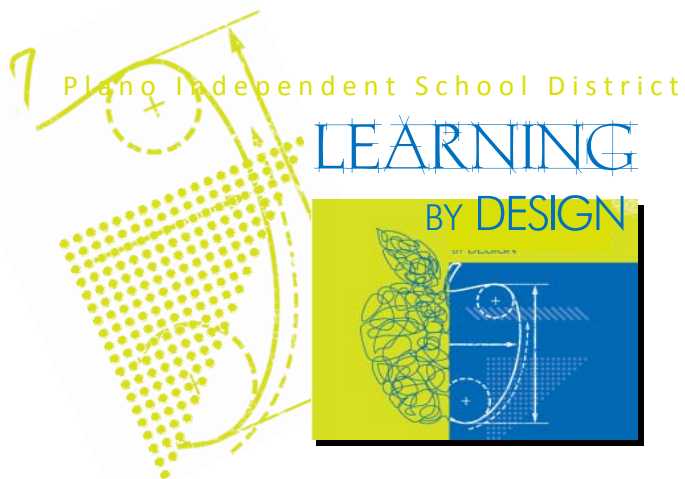
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Initiative: Research and implement additional methods of providing relevant and useful information to internal and external audiences using digital tools such as dashboards, electronic media and multi-platform communications.

Guiding Principle: Learning Standards

Background: Including a social media platform was timely and relevant as a meaningful component to the district's communication plan.

Evidence: The reach of the Plano ISD Communications plan continues to grow as the fan base of our Facebook presence continues to increase. The district dashboard was launched spring of 2011 and contains annually reported data frequently requested by audiences. Digital video is continuing to be used widespread to better communicate meeting agendas, current issues of community interest and to support news related stories in the district.



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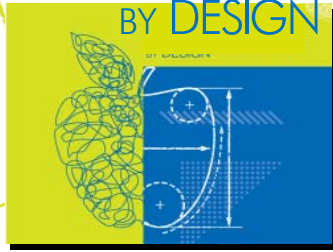
District Goal: Ensure that Plano ISD efficiently uses its financial resources/budgeting

Initiative: Develop and implement a financial budget plan for the current biennium. This is an ongoing initiative.

Guiding Principle: Balanced and Reinvigorated State and Local Partnerships

Background: Due to the State deficit, the district developed financial strategies for the current biennium. Reduction strategies need to be in place, which will still allow for an excellent and comprehensive education experience. The budget for the first year of the biennium was adopted in June 2011. Legislative action has dictated that additional action will be necessary by the district. Budget strategies will be developed to address the second year of the biennium.

Evidence: Reduction strategies tracked as the district absorbs the reduced amount of State Funding over the 2011-13 biennium.



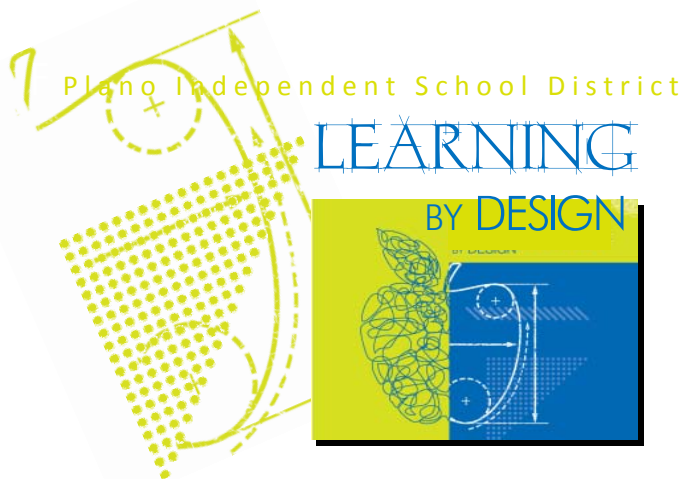
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Initiative: Implementation of TEAMS (Texas Education Administrative Management Solution) for payroll and finance purchasing. This is a new initiative.

Guiding Principle: Organizational Transformation

Background: The district has been implementing different portions of the TEAMS module and we are now at the stage to implement the payroll and finance purchasing portions.

Evidence: Tracking the success for the payroll and finance purchasing portion within the TEAMS module.



2011-2012 Proposed District Initiatives

Initiative: Expand and strengthen relationships, in conjunction with the Plano ISD Education Foundation and PTAs, to encourage awareness in seeking new and dynamic donors and volunteers to ultimately support the academic programs and events of the district.

Guiding Principle: Balanced and Reinvigorated State and Local Partnerships

Background: The Plano ISD Education Foundation and Plano PTAs are direct support organizations that can cultivate much needed financial and volunteer resources as our district looks for new and stronger means of community connections.

Evidence: The profile and influence of the Plano ISD Education Foundation continues to build in the community at-large as continued partners maintain or increase their investment and new donors join in the effort. The 2010-11 school year marked the initiation of the foundation's First-Annual CEO Breakfast bringing corporate CEO's into the education conversation. New donors emerged from this group and corporate citizens pledged support during challenging budget times with the creation of a Business Advisory Council. New names to the donor list include Encana Oil & Gas (USA), Inc., Alliance Data, Bank of America, Huawei and others. Plano ISD employees further met the challenge by increasing their foundation support by donating \$120,230, exceeding their annual internal campaign goal and last years' pledges. The Plano ISD Education Foundation raised in excess of \$900,000 this year.