District Goals:
Ensure continuous improvement in student learning
Ensure that Plano ISD efficiently uses its financial resources/budgeting

Initiative: Academies – Schools of Choice

District Goal:
Ensure continuous improvement in student learning

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

WSBC Strategic Areas:
Student Learning, Community Connectedness
WSBC Benchmarks:
Ensuring Learning for All Students (SL), Incorporating Innovative Practice (SL), Providing Community-Based Learning Opportunities (CC), Building Community Partnerships (CC)

Background:
We have committed to three very distinct student choice academy programs scheduled to be available for 9th and 10th grade students for the 2013-14 school year.

Plano ISD Academy High School
The Plano ISD Academy High School came about as a result of the work completed by the Board's Academy Visioning Committee in 2010-11. This academy is designed as a grade 9-12 standalone high school program. The instructional method used will be problem-based learning, with the problems set in a science, technology, engineering, arts, and math context.

Current 8th and 9th grade students will complete an application process late fall 2012 as the academy will begin with a grades 9-10 program. Due to the specific nature of the instructional method and course delivery, students must enter the program as 9th graders following the initial year of transition. No transfers will be allowed from existing high school programs.

Principal Renee Godi has selected her faculty to begin the curriculum development process along with Jim Wussow and our secondary academic services team. The team of teachers has this development as their assignment for the 2012-13 school year.

IB Academy
The IB Academy is the method by which we plan to strengthen the experience of our students who choose to participate in the International Baccalaureate Diploma program. This academy is

a school-within-a-school concept located at PESH and designed as a grade 9-12 cohort experience. Although there is no formal IB program available for grades 9-10 students, we plan to develop IB strands within existing curriculum to help our students be better prepared for the full academic rigor of the IB Diploma Program in grades 11-12.

Current 8th grade students will complete an application process late fall 2012 similar to the application process already in place to determine eligibility for the IB program. Current 9th grade students already accepted into the program will not have to re-qualify. Our intention is continue to allow current 10th graders from all of our high schools to apply for entry into the IB program as juniors.

Jim Wussow, our executive director for academic services, will lead the development of this program along with staff in the Advanced Academics department and current IB staff at PESH.

Medical Careers Academy
The Medical Careers Academy is our first academy focused on a specific set of career paths. The Health field was endorsed as a possible academy concept by the Board's Academy Visioning Committee in 2010-11. This academy will provide a required grades 9-10 medical course sequence at Williams High Schools followed by elective course options in grades 11-12 at Plano East Senior High School that enable our students to choose from a wide variety of certificated technical paths, as well as pre-medical college paths.

Current 8th and 9th grade students will complete an application process late fall 2012 as the academy will begin with a grade 9-10 program. Due to the required course sequence in grades 9-10 for admission, students will not be able to transfer into the grades 11-12 program at PESH from our other high schools.

Mary Hewett, our executive director for instructional technology and CTE programs, will lead the development of the grades 9-10 required courses sequence and work with staff at local colleges for articulation opportunities at that level. In addition, our intention is to provide a wide variety of dual credit options for the grades 11-12 students in both certificated and academic courses.

Evidence:
Quarterly reports provided to the Board. Annual report provided to TI in November 2012. Academy staff begins full time development work on August 17, 2012. More detailed student and parent information availability begins in September 2012. Student application process begins late November 2012. Student acceptance and initial cohorts identified in January 2013. Academies open to first classes of grades 9-10 students in August 2013.

Initiative: Technology Plan Update – 2013-16

District Goal:
Ensure continuous improvement in student learning

Guiding Principles:
Digital Learning Environment, Learning Standards

WSBC Strategic Areas:
Student Learning, Capacity Development, Community Connectedness, Data-Informed Decision-Making
WSBC Benchmarks:
Ensuring Learning for All Students (SL), Incorporating Innovative Practice (SL), Integrating Technology (SL), Expanding Organizational Effectiveness (CD), Improving Professional/Organizational Development (CD), Developing a Strong Community (CC), Using a Variety of Data Effectively (DIDM), Relating Investments, Improvement Strategies & Outcomes (DIDM)

Background:
Compliance with federal regulation requires that the district update its technology plan every three years. The Technology Steering Committee has responsibility for providing the contents of this plan to the Cabinet for endorsement followed by adoption by the Board of Trustees.

Input for the plan is provided by the various district stakeholders through a process of focus groups along with electronic surveys. A significant effort is made to ensure that all stakeholders have prior knowledge of past and current district initiatives guided by previous plans through published documents and videos available via the web site (http://k-12.pisd.edu/techplan2010/).

The recommendations from the technology plan are used to inform the work of district bond committees as they create the requirements of future bond programs.

Evidence:
Focus group and survey input will be complete by January 2013. The technology steering committee will consolidate all input and create the plan by March 2013. Cabinet review and Board adoption will occur in April 2013.

Initiative: Western States Benchmarking Consortium – Systems Leadership Towards Instructional Quality and Campus Leadership Capacity

District Goal:
Ensure continuous improvement in student learning

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

WSBC Strategic Areas:
Student Learning, Capacity Development, Community Connectedness, Data-Informed Decision-Making

WSBC Benchmarks:
Ensuring Learning for All Students (SL), Integrating Standards (SL), Incorporating Innovative Practice (SL), Developing a Coherent Curriculum (SL), Expanding Organizational Effectiveness (CD), Promoting Innovation (CD), Improving Professional/Organizational Development (CD), Developing a Strong Community (CC), Understanding & Using Assessment Results (CC), Using a Variety of Data Effectively (DIDM), Using Information to Improve Instructional Practice (DIDM), Using Data to Affect Student Performance (DIDM), Relating Investments, Outcomes, & Improvement Strategies (DIDM)

Background:
The Western States Benchmarking Consortium is beginning a collaborative effort towards shared practices around systems leadership as it specifically relates to instructional quality and campus leadership capacity.

This work is focused on principals as the fulcrum of change in teaching and learning, but includes leadership at the campus level (building leadership teams, teacher leaders) and at the district level (as leaders and collaborators with campuses).

The consortium will be reviewing a model framework (RCAT) from the Riverside County Office of Education. The framework focuses on roles and responsibilities. The roles include: principal, leadership team, collaborative teams (PLC's or cadres), instructional coaches, and teachers. The responsibilities focus on leadership for learning, data-driven decision making, embedded collaboration, research-based pedagogy, system-wide improvement through monitoring and response, sustainability of culture change through systems of support.

Those responsibilities are then recast into a diagnostic self-assessment tool. There is close alignment between the WSBC and RCAT frameworks, although packaged/constructed differently.

This model could serve as a beginning framework that will identify from a whole systems perspective a set of roles and responsibilities around instructional quality and intentional building of new "patterns, processes and structures" to sustain it systemically. It would need to include central office teaching and learning leaders, superintendent, and Board.

Our work will also involve the review of a recent Wallace Foundation study titled "Central Office Transformation for District-wide Teaching and Learning Improvement".

<u>Evidence</u>:
The WSBC meeting in October 2012 will generate the agenda for the working group composed of staff members from each district to begin this task. The working group will convene prior to the Spring WSBC meeting and present their findings at that meeting. Work will be on-going through the 2013-14 school year.

Initiative: Community Based Accountability System (CBAS)

District Goal:
Ensure continuous improvement in student learning

Guiding Principles:
Learning Standards, Assessments for Learning, Accountability for Learning

WSBC Strategic Areas:
Student Learning, Capacity Development, Community Connectedness, Data-Informed Decision-Making

WSBC Benchmarks:
Integrating Standards (SL), Incorporating Innovative Practice (SL), Promoting Innovation (CD), Developing a Strong Community (CC), Understanding and Using Assessment Results (CC), Using a Variety of Data Effectively (DIDM), Using Information to Improve Instructional Practice (DIDM), Using Data to Affect Student Performance (DIDM), Relating Investments, Outcomes, & Improvement Strategies (DIDM)

Background:
This initiative serves as a collaborative effort of local school districts coordinated through Region 10. The initial work is informed through these common discussion items:
As you imagine a community-based accountability system, please consider:

1. What should schools be held accountable for?
2. What are the best measurement tools and practices for these standards?
     a. Current assessments (SAT, ACT, MAP, etc.)
     b. Testing every student, every year
     c. Stratified random sampling
     d. Customization of testing for individual readiness of students
3.   What is the return on investment (ROI) for resource allocation to the accountability system(s)?
     a. Time – student, parent, teacher, staff
     b. Money – state and local funds
     c. Student Learning
     d. Campus and district accountability
4. What would your local district accountability to the community look like without the current state accountability system data?

If one thinks about what we want our school to do well, we might want to consider some local factors that are meaningful.

1. Early recognition and development of a student's strengths and talents with opportunities to demonstrate and enhance
2. Deep rigorous learning amongst rich resources, facilitative teachers, and collaboration with other students and outside experts
3. Dedicated, skilled faculty that relate to students, love their content, and give their best

4. Family and community are actively engaged and have a real voice

Evidence:
Ongoing meetings of the collaborative to consolidate findings and produce alternative accountability measures for consideration by the legislature as well as local district use. This will include sharing our work with the Texas High Performance Schools Consortium.

Initiative: STAAR End of Course Acceleration Program

District Goal:
Ensure continuous improvement in student learning

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

WSBC Strategic Areas:
Student Learning, Capacity Development, Community Connectedness, Data-Informed Decision-Making

WSBC Benchmarks:
Ensuring Learning for All Students (SL), Integrating Standards (SL), Incorporating Innovative Practice (SL), Integrating Technology (SL), Developing A Coherent Curriculum (SL), Promoting Innovation (CD), Understanding and Using Assessment Results (CC), Using a Variety of Data Effectively (DIDM), Using Information to Improve Instructional Practice (DIDM), Using Data to Affect Student Performance (DIDM), Relating Investments, Outcomes, & Improvement Strategies (DIDM)

Background:
The district is required to offer accelerated learning to any student who has not met the Satisfactory standard on each end of course exam. Students have re-test opportunities only three times each year, so an accelerated learning program must be designed to provide students with alternatives that fit their schedule during the school year as well as the summer months.

We will continue to investigate online accelerated learning options as well as face-to-face instruction and look to data derived from subsequent EOC administrations to provide the most effective interventions for these students.

Evidence:
Review of student performance after each EOC administration. Clearly defined options for accelerated learning available for student choice.

Initiative: Legislative Initiatives

District Goals:
Ensure continuous improvement in student learning
Ensure that Plano ISD efficiently uses its financial resources/budgeting

Guiding Principles:
A More Balanced and Reinvigorated State/Local Partnership

WSBC Strategic Areas:
Student Learning, Community Connectedness
WSBC Benchmarks:
Ensuring Learning for All Students (SL), Developing a Strong Community (CC)

Background:
In preparation for previous legislative sessions, the PISD Board of Trustees, in conjunction with the Cabinet, has prepared an issue platform reflecting the district's priorities. These priorities have been communicated using digital communication tools, print collateral and via presentations to community stakeholders.

The PISD Board of Trustees in collaboration with the Cabinet has established the following priorities in preparation for the 2013 legislation session:
- Assessment and Accountability
- Adequate Funding
- College and Career Readiness
- Local Control

The approach to the 2013 session will be to include a strong representation of the Plano ISD corporate and parent community in unison with the district's message for needed change.

Superintendent Richard Matkin and Karla Oliver pursued an aggressive meeting schedule to connect with Plano ISD corporate citizens and key community influencers to create a unified voice in support of public education and our legislative priorities that are of mutual interest.

Evidence:
TASA/TASB Legislative participation
Joint area meetings by administrators and trustees
Joint effort with Texas School Coalition

Initiative: Budget

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

Guiding Principles:
A More Balanced and Reinvigorated State/Local Partnership, Organizational Transformation

WSBC Strategic Areas:
Capacity Development, Community Connectedness, Data-Informed Decision-Making
WSBC Benchmarks:
Incorporating Innovative Practice (SL), Promoting Innovation (CD), Expanding Organizational Effectiveness, Improving Professional/Organizational Development (CD), Relating Investments, Outcomes, & Improvement Strategies (DIDM)

Background:
The District has been negatively impacted by state funding reductions of $59 million over the 2011-13 biennium. Without an increase in formula funding, these reductions will continue to present a challenge for the 2013-15 biennium.

The District is pursuing relief through both legal and legislative channels. Absent such relief, a financial plan must be in place to take the District through the 2014-15 school year.

Evidence:
Adoption of 2013-14 budget with two year outlook.
Consideration of legal/legislative funding revisions.

Initiative: Strategic Planning

District Goals:
Ensure continuous improvement in student learning
Ensure that Plano ISD efficiently uses its financial resources/budgeting

Guiding Principles:
Digital Learning Environment, Learning Standards, Assessments for Learning, Accountability for Learning, Organizational Transformation, A More Balanced and Reinvigorated State/Local Partnership

WSBC Strategic Areas:
Student Learning, Capacity Development, Community Connectedness, Data-Informed Decision-Making
WSBC Benchmarks:
Ensuring Learning for All Students (SL), Integrating Standards (SL), Incorporating Innovative Practice (SL), Integrating Technology (SL), Developing A Coherent Curriculum (SL), Expanding Organizational Effectiveness (CD), Promoting Innovation (CD), Improving Professional/Organizational Development (CD), Developing a Strong Community (CC), Understanding & Using Assessment Results (CC), Providing Community-Based Learning Opportunities (CC), Building Community Partnerships (CC), Using a Variety of Data Effectively (DIDM), Using Information to Improve Instructional Practice (DIDM), Using Data to Affect Student Performance (DIDM), Relating Investments, Outcomes, & Improvement Strategies (DIDM)

Background:
The current strategic plan, authored and approved in the 2007/08 academic year, was put into action with an expectation by the PISD Board of Trustees for a five-year revision. The initial consensus to begin the revision process was achieved at the June 2012 Board of Trustees and Cabinet Retreat wherein parameters were established to begin the strategic planning process.

At the August 21 PISD Board of Trustees Work Session, the trustees established the framework of the planning process to be based upon the Western States Benchmarking Consortium Strategic Areas of: 1) Student Learning; 2) Capacity Development; 3) Community Connectedness; 4) Data-Informed Decision-Making. Additionally, the Texas Association of School Administrators, Visioning "Principles and Premises," authored by the Public Education Visioning Institute, be infused as scaffolding statements as elements of support. They are as follows:
- A digital learning environment
- New learning standards
- Assessments for learning
- Accountability for learning
- Organizational transformation
- Balanced and invigorated state and local partnerships

The following calendar was accepted as a first step including the agreement of the trustees regarding the components of the plan to be included:

- August 2012 – October 2012: Board of Trustees and Cabinet work
- November 2012 – January 2013: Focus Groups and Community Survey
- February 2013 – April 2013: Review and Finalize Plan
- May 2013 – September 2013: Approval and Initial Implementation

Components of the Plan:
- Strategic Planning
- Vital Signs
- Beliefs
- Mission
- Vision Statement
- Strategic Goals
- Principles & Premises

Evidence:
Focus group listing and members (forthcoming in late September 2012)
Official meeting dates and locations (forthcoming in late September 2012)
The presentation of a draft plan will be presented to the PISD Board of Trustees in the spring of 2013 for consideration and approval.

Initiative: Issuance and Implementation of 2008 Bond Funds

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

Guiding Principles:
Organizational Transformation

WSBC Strategic Areas:
Capacity Development, Community Connectedness
WSBC Benchmarks:
Promoting Innovation (CD), Building Community Partnerships (CC), Relating Investments,
Outcomes, & Improvement Strategies (DIDM)

Background:
The District's most recent bond election was held in 2008. Of the $490 million approved
$76,035,000 remains to be issued. Plans are to issue $56,765,000 in the summer of 2013, with
the remaining balance of $19,270,000 being set aside for a future new school construction
project.

The original bond program was to have provided for needs covering a five year period. Due to a
decline in property value growth and a weak economy, projects have now been extended to a six
year period. This has had the effect of deferring several projects.

Capital projects planned for 2012-13 will include expansion/renovation at PWSH to
accommodate enrollment growth resulting from attendance boundary realignment. In addition,
renovations will be designed and initiated at the Plano ISD Academy High School. Also in 2012-
13, twenty year renovations will be completed for Mitchell and Rasor Elementary Schools,
which will add capacity.

Evidence:
- Issuance of $56,765,000 of bonds in summer 2013.
- Implementation of projects to accommodate attendance boundary changes and
  schools/academies of choice.