2015-2016 District Initiatives

Initiative: Better operationalize our Strategic Plan and develop a longitudinal approach to measuring our success.

Background:
While our Strategic Plan outlines commendable and important goals for student learning and efficient use of resources, there is limited systemic connection between these goals and important district and school planning and improvement efforts. Additionally, there has been limited capture and reporting of outcome metrics to help us measure and report our success at attaining more critical aspects of each goal.

Action Items:
- Develop new operational expectations to help focus and drive planning and action
- Create an inclusive process to develop qualitative and quantitative outcome indicators that will allow us to measure longitudinal success
- Involve advisory groups and other internal and external stakeholder leaders in the development of outcome indicators.
- Connect operational expectations and desired outcomes to important district, school and individual planning and improvement efforts.
- Utilize outcome measures in strategic communication efforts related to school and district effectiveness.

District Operational Expectations Supported (ALL):
- **Student Learning**
  1.1   Maintain high expectations for all students through creative and effective instructional delivery, rigorous learning outcomes and a focus on eliminating opportunity and achievement gaps
  1.2   Foster student acquisition of 21st century skills
  1.3   Provide quality, diverse programming that maximizes choice and provides students with a personalized, well-rounded education
  1.4   Focus on responsible citizenship by developing and recognizing character traits of integrity, ethics and service and a strong appreciation for all cultures
- **Efficient Use of Resources**
  2.1   Demonstrate fiscal responsibility through efficiency and mission-driven priorities (financial resources/budgeting)
  2.2   Attract and retain highly qualified staff and focus on strengthening the capacity of all employees (human capital)
  2.3   Provide students and staff with high quality, safe and productive learning environments (facilities and time)
  2.4   Maximize community connections to strengthen, support and promote our educational mission (community and private sector)

Initiative: Identify and evaluate current communication efforts at the district and campus levels while researching methods to further engage external and internal audiences.

Background:
In a sincere effort to maintain and enhance quality communications to the Plano ISD communities, the district will inventory known methods of outreach and seek additional opportunities to engage audiences. The district acknowledges that new technologies and tools exist to further extend efforts to communicate.

Action Items:
- Create an inventory of outreach or engagement efforts to internal and external audiences which communicate district news and information.
- Evaluate the effectiveness of district communication tools and investigate innovative ways to enhance existing methods or emerge new systems to best reach audiences.
- Collaborate with multiple audiences to learn their preferences in regard to meaningful communication from and with the district.
- Identify ways to mobilize and best utilize the district's web presence for all users.
- Seek appropriate training to support existing and newly emergent tools as communication professionals.

District Operational Expectations Supported:
- **Efficient Use of Resources**
  2.4   Maximize community connections to strengthen, support and promote our educational mission (community and private sector)

Initiative: Development and preparation for implementation of the new teacher appraisal instrument T-TESS (Teacher Evaluation and Support System)

Background:
The Texas Education Agency's approved instrument for evaluating teachers, the Professional Development and Appraisal System (PDAS), is currently used by nearly 90% of local Texas school districts and has been in place since 1997. As research has routinely emphasized, the number one in-school factor for increasing student achievement is the effectiveness of the teacher. In acknowledging the critical roles teachers play in student achievement, and based on feedback from teachers in the field, TEA has revisited the approved evaluation instrument and during the 2015-16 school year, is completing the pilot process of the new approved evaluation system, the Teacher Evaluation and Support System (T-TESS). The framework of T-TESS is built around four major domains; Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities.

Action Items:
Working within the framework of T-TESS, and in order to build teacher capacity, components to be considered for the 2016-17 implementations include:
- Creation of a meaningful rubric connected to the goal-setting aspect of T-TESS that better represents its importance in the appraisal framework
- Collaboration with PISD groups; teacher leaders, campus administrators, curriculum/instruction staff, assessment/accountability staff
- Provide consistent and informative communication leading up to the implementation
- Provide timely training to T-TESS appraisers
- Provide a process that guides teachers to create meaningful and focused goals
- Begin to identify and create Student Learning Outcomes (SLOs) in preparation of the Value-Added/Student Growth components of the T-TESS appraisal instrument to be implemented in the 2017-18 school year

Operational Expectations:
- **Student Learning**
  1.1   Maintain high expectations for all students through creative and effective instructional delivery, rigorous learning outcomes and a focus on eliminating opportunity and achievement gaps
  1.2   Foster student acquisition of 21st century skills
- **Efficient Use of Resources**
  2.2   Attract and retain highly qualified staff and focus on strengthening the capacity of all employees

Initiative: Focused Learner Supports

Background:
The number of Plano ISD students considered low socio-economic status (SES) continues to grow and is approaching thirty percent of our population. Additionally, PISD continues to grow in demographic diversity.

Title funds to support additional staff, programming and services are devoted mainly to the elementary level. While need has increased, Title funding has not kept pace. As we strive to more fully meet the needs of all our learners, it has become increasingly clear that existing programming has limitations. This analysis of limitations led us to identify several areas of expanded programming and investigation for the 2015-16 school year.

Action Items:
- BLAST Jr. (Otto MS) and BLAST (Shepton HS)
  This strengths-based growth mindset peer-tutoring program will focus on the students who do not qualify for AVID. Current programming and supports have not allowed these students to reach their full potential.
- Continue to support and expand the district AVID program.
- Equal Opportunity Schools (district-wide 9-12)
  We have a participation gap in advanced courses with our Hispanic, African American, and low SES students. Current efforts alone have not narrowed this gap sufficiently. Our intent is to partner with an outside agency that will examine our processes, procedures, and mindsets in an effort to close our participation gap. The identified agency has a strong track record of success with this work in other school districts.
- Engage community stakeholders in support of opportunity and achievement efforts.
- Research expanded early childhood programming for 4 (and 3) year olds.
  We have an increasing need for quality full-day early childhood programming for our low SES student. Our data supports that these programs make a significant difference in kindergarten readiness.
- Explore opportunities with the PISD Education Foundation such as a teacher store, scholarship programs, and other focused efforts to support students striving to overcome challenges.
- Provide enhanced monitoring and support for School Improvement Plan teams and initiatives at elementary schools that fall below 80% of their students meeting the index one target.

District Operational Expectations Supported:
- **Student Learning**

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1.1   Maintain high expectations for all students through creative and effective instructional deliver, rigorous learning outcomes and a focus on eliminating opportunity and achievement gaps

1.3   Provide quality, diverse programming that maximizes choice and provides students with a personalized, well-rounded education

1.4   Focus on responsible citizenship by developing and recognizing character traits of integrity, ethics and service and a strong appreciation for all cultures

- **Efficient Use of Resources**

2.3   Provide students and staff with high quality, safe and productive learning environments (facilities and time)

2.4   Maximize community connections to strengthen, support, and promote our educational mission