Plano Independent School District
District-Based Improvement Plan

Plano ISD

2700 W. 15th Street

Plano, TX 75075

2018-2019

Plano ISD Vision Statement

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

Plano ISD Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

District Goals

Plano ISD has two major ongoing district goals:

- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on DBIC*	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Chad Hurst (Centennial)	Elementary School Teacher	2017	X	X	X
Georgia Beauchamp (Memorial)	Elementary School Teacher	2019	X	X	
Alexander Kirton (Weatherford)	Elementary School Teacher	2019	X	X	X
Shelby Robbins (Schell)	Elementary School Teacher	2019	X	X	
Jamie Hales (Mendenhall)	Elementary School Teacher	2019	X		
Heather Culp (Mitchell)	Elementary School Teacher	2019	X	X	X
Allison Blank (Barksdale)	Elementary School Teacher	2019	X	X	X
Teri Coker (Mendenhall)	Elementary School Teacher	2019		X	
Ana Gurrola (Thomas)	Elementary School Teacher Alternate, non-voting	2017	X	X	X
Micaela Lester (Hendrick)	Middle School Teacher	2019	X	X	X
Jennifer Penny (Rice)	Middle School Teacher	2019	X	X	X
Shibha Tyagi (Frankford)	Middle School Teacher	2019	X	X	X
Shelby Rose (Schimelpfenig)	Middle School Teacher	2019	X	X	X
Marette Watson (Frankford)	Middle School Teacher, non-voting	2019	X		X
Candace Neal (PSHS)	High School/Senior High School Teacher	2017	X	X	
Robyn Shipley-Gerko (PSHS)	High School/Senior High School Teacher	2018	X		X
Debbie O'Reilly (PSHS)	High School/Senior High School Teacher	2018	X		X
Wendy McKim (PSHS)	High School/Senior High School Teacher	2019	X		
Phyllis Mabbitt (PSHS)	High School/Senior High School Teacher, Alternate non-voting	2018	X		X
Andrea Cockrell (Jackson)	Campus Principal, Elementary	2019	X	X	X
Jill Engelking (Renner)	Campus Principal, Middle School	2017	X		X
John Tedford (Clark)	Campus Principal, High School/Senior High School	2019	X	X	X
Kim Peake (Frankford)	Non-teaching Campus Based Profesional	2017		X	X
Vacant	Non-teaching Campus Based Professional Alternate, non-voting	-			
Kathy Perkins (Senior Auditor)	Non-teaching District Based Professional	2017	X		X
Matthew Sipes (Campus Services)	Non-teaching District Based Professional	2019	X	X	
Robin Garcia (Campus Services)	Non-teaching District Based Professional	2019	X	X	X
Dr. Saul Laredo (Campus Services)	Non-teaching District Based Professional	2018	X	X	X
Vacant	Non-teaching District Based Professional Alternate, non-voting	-			
Anna Garza Clinton	Community Member, Superintendent Appointment	2019	X	X	X
Tracey Dry	Community Member, Superintendent Appointment	2019	X	X	
Abe Johnson	Business Member, nominated by Superintendent	2019	X	X	X
Al Ely	Business Member, nominated by Superintendent	2019	X	X	X
Kelley Thomas	President of the PTA Council of Plano or Designee	2019	X	X	
Kaci Lahpor	Parent Designee nominated by PTA Council President	2019	X		

* Members are elected for three year terms.

District Representatives (Non Voting)

Sara Bonser	District Superintendent
Dr. Theresa Williams	Chief Operating Officer
Dr. Katrina Hasley	Assistant Superintendent for Academic Services
Susan Modisette	Assistant Superintendent for Campus Services
Dr. Dash Weerasinghe	Senior Executive Director Assessment Research and Program Evaluation
Laurie Taylor	Executive Director Elementary Academic Services
Dr. Lisa Thibodeaux	Executive Director Secondary Academic Services
Selenda Anderson	Executive Director of School Improvement and Innovation
Talle Gomez	Executive Director of Multilingual Services
Paula Long	Executive Director Special Education Services
Dr. Paul Dabbs	Director of Research and Campus Data Support
Becky Jackson	Assessment, Research, and Program Evaluation

The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.
Objective #2 - Students will be encouraged and challenged to meet their full educational potential.
Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.
Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

Goal #1 - **Recruit**, **support**, and **retain** Teachers and principals.
Goal #2 **-** Build a **foundation** of **reading** and **mathematics**.
Goal #3 - Connect high school to career and college.
Goal #4 - Improve low-performing schools.

Information regarding the TEA Strategic Plan may be accessed here: http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

2018-2019 District Initiatives

A collaborative research and planning process involving stakeholders from the board of trustees to classroom teachers, designed the district initiatives for the 2018-2019 school year. Aligned with the district's long-term plan, the strategic process resulted in the following three initiatives.

<u>**Student Learning**</u>

- **Instructional Coaching**
  Research suggests that among school-related factors, teachers have the greatest impact on student's academic performance and overall achievement. Additionally, a teacher's on-the-job performance is a stronger indicator of student's expected performance than the teacher's college experience or licensure route.
  Instructional coaches are used to increase the capacity for teacher performance; additionally, they are able to create greater opportunities for cross-district collaboration, to raise the understanding of high expectations for teachers, to facilitate on the job training for teachers in need, and to ensure that all teachers are aware of the current research and trends in the field.

<u>**Innovative, Learning, and Mission-Driven Culture**</u>

- **Professional Learning**
  Professional Learning is a reflective and continuous growth process where learning extends into practice and positively impacting student success. The vision of the professional learning is to cultivate a culture that empowers and supports all staff through collaborative, innovative, reflective learning.
  - Professional Learning Commission through reflection and revision will intentionally create a learning culture by designing systems that equip and empower all employees to provide each student with an excellent education.

- **Build support and value an innovative learning and mission-driven organizational culture.**
  This initiative has been a significant focus for several departments within the organization. The commitment is to be a learning organization with a mission-driven culture that feeds a common continuous improvement methodology. In this type of high-performing culture, innovation can occur in both a top-down or bottom-up process with support for scaling effective practice to other classrooms, campuses and departments.

- **Campus Improvement Planning**

  Campus Improvement Planning serves as the blueprint for how district's campuses will identify and address areas of need. An effective plan can bring focus and coherence to reform activities and help ensure unity of purpose, alignment, and clear accountability. The plan is developed with the involvement of parents and other members of the community, and individuals who will implement the plan, including teachers, principals, and administrators.
  - The district will implement a comprehensive campus improvement planning process and provide ongoing support to campuses to design, review, and evaluate the plan and implementation.

Commitment2Equity

- **Diverse Programming**

  Plano ISD seeks to create a culture of high expectations and success for our students as they pursue college and career opportunities. The foundation for these expectations is in the classroom; however, access to many college opportunities is influenced by college entrance exams. To ensure that all students have access to college opportunities the district will provide the capacity and professional skill to support students in increasing participation and achieving success in college entrance examinations, including SAT, ACT, and TSIA.
  - The district will study the processes, programs, and professional practices that are currently implemented in PISD and those implemented in other school systems to increase participation and ensure success in taking college entrance examinations. In addition, district staff will review relevant research literature to evaluate alignment with evidence based practices. To measure implementation the district will review available data sources and evidence-based measurement methods that provide reasonable evidence of how well the district accomplishes program objectives for content, participation, and performance.

State Compensatory Education Program Information (TEA Requirement, TEC Chapter 11)

Under Section 29.081 of the Texas Education Code (TEC), compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose is to increase the academic achievement and reduce the dropout rate of these students. The goal of SCE is to reduce any disparity in performance on assessment instruments or disparity in the rate of high school completion between students at risk of dropping out of school and all other Plano ISD students.

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD's compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state's eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or

13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

For 2018-19 Plano ISD has been allocated the amount of $17,969,937 in SCE funding. Of this amount $13,815,960 has been budgeted for a total of 215.5 positions on campuses that support students who qualify for services. Some of the Plano ISD positions that are paid from SCE funds are:

- Academic Support Teacher on secondary campuses
- Assistant Classroom
- Bilingual Instructional Support
- ESL Specialist
- Instructional Support
- Pre-K Bilingual or ESL Teachers
- Staff at Guinn Special Programs or Bird Special Programs

Migrant Education Program (TEA Requirement, Title I Part C)

Region 10 ESC - PFS Action Plan for Migrant Students

Plano ISD did not have any migrant students enrolled in the 2017-2018 school year. As of October 18, 2018 Plano ISD does not have any migrant students enrolled. Districts that receive Title I funding are required under ESSA to have a plan in place to meet the needs of migrant students who may enroll in a district through the school year. Attached at the end of this plan is the Priority for Service (PFS) Action Plan for Migrant Students.

Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
Demographics/Staff Quality	There is a high degree of diversity and cultural exposure among our student body.	Increase culturally responsive teaching. Increase teacher responsiveness to adjust pacing of instruction when students are not grasping the content. Strengthen teacher understanding of state standards.	Increase culturally responsive teaching. Increase teacher responsiveness to adjust pacing of instruction when students are not grasping the content. Strengthen teacher understanding of state standards.
Student Achievement	All campuses met the state standard. The majority of campus have increased STAAR performance ratings over the last year.	Increase teacher understanding of remediation strategies.Teachers need additional reading data points for monitoring student learning	Increase teacher understanding of remediation strategies.Teachers need additional reading data points for monitoring student learning
Perceptions **(School Culture and Climate/ Family and Community Involvement)**	Most staff and students feel well prepared for emergencies. Schools use websites and social networking to involve parents, students and community. Schools are orderly and students have the ability to report incidents in person or anonymously.	Standard Response Protocol needs to be continually taught and re-taught throughout the school year due to student absences, new student enrollments, and general refreshers about safety and security.	Ensure student safety inside the building through the continuous improvement of safety procedures.
Processes & Programs	Top three uses for technology on a daily basis are use drill and practice or tutorial software, communicate with experts, and conduct online research.	Ensure that devices and other equipment are in places where they are needed. Decrease the number of usernames and passwords to access different systems.	One2Web initiative places an Internet-enabled device per student at each campus to address access. Proliferation of Webdesk (a custom web portal with Single Sign-On to curriculum resources).

Critical Action 1: Increase the achievement for all students by 2% at the Meets Level and 1% at the Masters Level and for economically disadvantaged students by 3% at the Meets Level and 2% at the Masters Level as measured on the first administration of the 2019 STAAR Reading in grades 3 - 8.

Problem Statement	The 2017-2018 district STAAR ELA/Reading performance data indicate that 86% of all students scored at the Approaches Standard, 65% at the Meets standard and 35% at the Masters standard compared to 71%, 41%, and 14% for Economically Disadvantaged students.
	Domain 3 Indicators:
	   The American Indian Academic Growth in ELA/Reading (62%) was below the Domain 3 target of 67%.
	   The Pacific Islander Student Success Indicator percentage (45%) was below the Domain 3 target of 48%.

Root Cause and Strategy	Inconsistent application of effective instruction across all classrooms Inconsistent implementation of effective interventions for students who are in need
Project Lead	Executive Director of School Improvement and Innovation, Reading Coordinators, Special Education Coordinators, Multilingual Coordinators
Staff	District Instructional Coaches, Campus Reading and English/Language Arts Department/Team leaders
Materials and Resources	District curriculum, Various Data sources
Targeted Student Groups	American Indian, Pacific Islander

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
Identify and monitor best practices in reading instruction in order to build capacity and shared knowledge of effective instructional strategies.	February 2019	Professional development attendance records	Elementary: Huffman Elementary received follow-up training from Jan Richardson consultant. The consultant provided coaching for planning and modeled guided reading groups for 2 days. All 5th grade teachers received professional learning focused on instructional practices that increase comprehension when reading in the content areas. Strategies from "Talk,Read,Talk, Write" by Nancy Motley. Participants were provided with resources for future reference. (completed Feb 2019)

			Secondary: 150 MS and 25 HS teachers received PD focused on instructional practices that build capacity and shared team knowledge of effective instructional strategies (completed Feb 2019)
Identify, develop, and provide professional learning on the use of formative assessments in reading instruction.	March 2019	Records of related trainings	Elementary: Record of Protocol 1 and Protocol 2 (formative assessment) for campuses to date; Training also provided to principals, assistant principals, campus specialists and team leaders within this past year. Campus training dates documented within the Protocol Planning document. Secondary: (a) MS Reading teachers in 2 days of professional development on the use of formative assessments and responsive instruction in reading. (b) MS Level 2 an 3 teams w/ district curr team identified areas for formative assessment and focused reading instruction. (c) MS department chair training to respond to identified student needs for focused instruction in reading.
Monitor the use of formative assessments in reading via team planning meetings, classroom visits, conversations with teachers, and/or student artifacts.	May 2019	Record of monitoring visits and conversations; end of year conclusion statements	Elementary: Review of guided reading: assessing using IRIs, analyzing IRIs and miscues, monitoring accuracy, fluency, and comprehension in order to plan for acceleration of students delivered as appropriate to teams, or staffs during planning or by request as documented within the Campus Support Request Document.

Critical Action 2: Increase the achievement for all students by 2% at the Meets Level and 2% at the Masters Level and for economically disadvantaged students by 3% at the Meets Level and 3% at the Masters Level as measured on the first administration of the 2019 STAAR Mathematics in grades 3 - 8 and Algebra 1 EOC

Problem Statement	The 2017-2018 district STAAR math performance (grades 3-8 and Algebra I EOC) data indicate that 88% of all students scored at the Approaches standard, 64% scored at the Meets standard, and 40% scored at the Masters standard compared to 76%, 41%, and 18% for Economically Disadvantaged students. Domain 3 Indicator: The Pacific Islander Student Success Indicator percentage (45%) was below the Domain 3 target of 48%.
Root Cause and Strategy	Students exhibit lower achievement when required to transfer understandings to tasks that require more complex thinking. Inconsistent incorporation of instructional practices that result in students exploring and making sense of multiple representations, mathematical strategies, and precise mathematical language.
Project Lead	Executive Director of School Improvement and Innovation, Mathematics Coordinators, Special Education Coordinators, Multilingual Coordinators
Staff	District Instructional Coaches, Campus Mathematics Department/Team leaders
Materials and Resources	District curriculum, Various Data sources
Targeted Student Groups	Pacific Islander

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
Identify, develop, and provide professional learning related to the mathematical process standards.	February 2019	Records of related trainings	Elementary: District PD on February 18th for 5th grade Math teachers focused on instructional practices that develop the thinking, reasoning, and communication of the process standards. Two professional learning sessions were provided at the January Saturday Trade Learning that focused on engaging students in the reasoning, justification, and communication outlined in the process standards.

			Secondary: Examination of the mathematical process standards was incorporated into several trainings throughout the year, including pull-outs with department chairs, curriculum writers, middle school teachers, and Algebra I teachers, as well as at optional after school PD sessions. All sessions at district math PD on February 18 focused on instructional practices that support attention to the mathematical process standards.
Increase teacher capacity in the use of research-based practices (including formative assessment and differentiation) designed to support all learners.	February 2019	Records of related trainings	Elementary: Curriculum Coordinator and instructional specialists have provided campus based extended planning and grade level planning to provide support with best practices for engaging all learners, differentiation, and formative assessment. Campus based professional learning for all staff on Protocol II, formative assessment. Development of district unit assessment resources for K-5 to provide end of unit expectations on which to use when determining formative measures for evidence of learning. Secondary: After school learning sessions were offered to develop teacher understanding of the connections between formative assessment, differentiation, and intervention. Middle school and Algebra I teacher training days focused on developing teachers' assessment practices and equipping teachers to attend to the complexity of the process standards within both instruction and assessment. Coordinator also developed additional

			assessment resources, including common interim assessments, to provide exemplars for measuring acceptable evidence of student understanding.
Monitor the use of instruction related to mathematical process standards (at appropriate levels of complexity) via team planning meetings and classroom visits.	May 2019	Record of monitoring visits and conversations; end of year conclusion statements	Elementary: Curriculum Coordinator and instructional specialists have provided ongoing planning support at campuses to encourage and monitor the inclusion of instructional strategies that support the mathematical process standards in unit and lesson design. Support documented within the Campus Support Request Document. Secondary: While curriculum coordinator and instructional specialists visit classrooms and participate in various campus team planning, observations are made about the incorporation of the process standards to target the appropriate depth of instruction. Teacher practice varied in their attention to the process standards. Observations informed the coordinator about needed professional learning, and also guided instructional coaching conversations.

Critical Action 3: Increase the achievement for all students by 2% at the Meets Level and 1% at the Masters Level and for economically disadvantaged students by 3% at the Meets Level and 2% at the Masters Level as measured on 2019 STAAR Writing in grades 4 and 7. Increase the achievement for LEP students by 11% and SPED students by 16% as measured on 2019 PBMAS report in writing.

Problem Statement	The 2017-2018 district STAAR writing performance (grades 4 and 7) data indicate that 78% of all students scored at the Approaches standard, 59% scored at the Meets standard, and 26% scored at the Masters standard compared to 57%, 33%, and 9% for Economically Disadvantaged students. There is an achievement gap between the all student group(78%) and the ESL(39%) , bilingual(28%), LEP not served(57.8%)and SPED(38.8%) passing rate of Writing Grades 4 & 7. Domain 3 Indicators: The Pacific Islander Student Success Indicator percentage (45%) was below the Domain 3 target of 48%.
Root Cause and Strategy	Inconsistent application of effective instruction across all classrooms Inconsistent implementation of effective interventions for students who are in need
Project Lead	Executive Director of School Improvement and Innovation, Elementary and Secondary Coordinators, Special Education Coordinators, Multilingual Coordinators
Staff	District Instructional Coaches, Campus English/Language Arts Department/Team leaders
Materials and Resources	District curriculum, Various Data sources
Targeted Student Groups	Pacific Islander

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
Identify and monitor best practices in writing instruction in order to build capacity and shared knowledge of effective instructional strategies.	February 2019	Professional development attendance records	Elementary: In October, 2018 all 3rd and 4th grade teachers, and on February 18th, 2019 all K - 4 teachers received professional learning focused on standards alignment, grade level goals, and research-based instructional strategies for writing instruction. The Writing Workshop framework was also explored, with emphasis on modeling, student choice,

			content literacy, and frequent opportunities for writing and writing feedback. Secondary: (a) 30 ELA 6-12 writing teachers two days of training focused on effective strategies and best practices in writing instruction, formative assessment, and feedback. (b) 150 MS and 25 HS teachers attended PD focused on instructional practices that build capacity and shared team knowledge of effective instructional strategies in writing. (Completed February 2019)
Identify, develop, and provide training on the use of formative assessments in writing instruction.	March 2019	Training attendance records	Elementary: Within curriculum units and during training, identified areas for formative assessment and focused writing instruction was included. Training on focused instruction for identified areas of need based on data was also part of the writing training on February 18, 2019. Secondary: (a)Identified areas for formative assessment and focused writing instruction. Provided training to middle school department chairs to respond to identified student needs for focused instruction in writing. (b) A representative group of ELA writing teachers spent one pull-out day in a training focused on assessing student writing and providing meaningful feedback that moves writers forward. (c) June - ELA teacher group to identify and include embedded formative assessments in ELA curriculum

			writing in response to new TEKS. (d) Summer - continued training on the use of formative assessments in writing instruction that supports the implementation of new and revised curriculum in response to new TEKS.
Monitor the use of formative assessments in writing via team planning meetings, classroom visits, conversations with teachers, and/or student artifacts.	May 2019	Record of monitoring visits and conversations; end of year conclusion statements	Through campus support as embedded within collaborative team planning, discussion around when to use formative assessment and what to use continues. Campus support documented within the Campus Request Document.

Critical Action 4: Increase the achievement for LEP students by 5% and SPED students by 14% as measured on 2019 PBMAS report in English/Language Arts EOC

Problem Statement	There is an achievement gap between the all student group(80%) and the ESL(35.2%) and SPED(38.3%) passing rate of EOC English I and English II.
Root Cause and Strategy	Inconsistent application of effective instruction across all classrooms. Inconsistent implementation of effective interventions for diverse learners.
Project Lead	Executive Director of Multilingual Services, Executive Director of Special Education Services
Staff	Coordinators and Specialists from the multilingual and special education service departments
Materials and Resources	

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
Conduct a review of the placement of ELs in English I and II courses	May 2019	Records of review of schedules	Multilingual Department has pulled records for the last three years to identify student placement in English I and II courses. We are working with other departments and campuses to identify intake process, scores, and schedules to help support student placement.
Identify, design, & provide professional learning on the use of formative assessments.	March 2019	Records of related trainings, sign-in sheets, training content & materials	Multilingual collaboration /training with secondary sheltered teachers in formative assessment; Collaboration across departments for elementary & middle school reading teachers received 2 days of professional development on developing formative assessments and responsive instruction

Identify, design, & provide professional learning on high yield, differentiated instructional strategies.	March 2019	Records of related trainings, sign-in sheets, training content & materials	Collaboration among departments on the teaching and learning cycle to use as a framework for teachers. Summer learning opportunities are available for teachers to build a stronger understanding of differentiation.

Critical Action 5: **Increase the achievement for LEP students by 10% and SPED students by 9% as measured on 2019 PBMAS report in Science EOC and Science grades 3-8.**

Problem Statement	There is an achievement gap between the all student group(87%) and the ESL(52%), Bilingual(50.2%), LEP not served(53.3%)and SPED(47.2%) passing rate in Science 3-8. There is an achievement gap between the all student group(93%) and the LEP(64.4%) and SPED(66.7%) passing rate in Science EOC.
Root Cause and Strategy	Inconsistent application of effective instruction across all classrooms. Inconsistent implementation of effective interventions for diverse learners.
Project Lead	Executive Director of Multilingual Services, Executive Director of Special Education Services
Staff	Coordinators and Specialists from the multilingual and special education service departments
Materials and Resources	

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
Conduct a review of the placement of ELs in science courses	May 2019	records of review of schedules	Multilingual Department has pulled records for the last three years to identify student placement in courses. We are working with other departments and campuses to identify intake process, scores, and schedules to help support student placement. We are also working with other departments to have a shared understanding and message to campuses on recommended sheltered courses.
Identify, design, & provide professional learning on the use of formative assessments.	March 2019	Records of related trainings, sign-in sheets, training content & materials	Collaboration across departments for professional learning on developing formative assessments and responsive instruction

Identify, design, & provide professional learning on high yield, differentiated instructional strategies	March 2019	Records of related trainings, sign-in sheets, training content & materials	Collaboration among departments on the teaching and learning cycle to use as a framework for teachers. Summer learning opportunities are available for teachers to build a stronger understanding of differentiation.

Critical Action 6: Increase the achievement for LEP students by 5% and SPED students by 14% as measured on PBMAS report in social studies grades 3-8.

Problem Statement	There is an achievement gap between the all student group(87%) and the ESL(44%), LEP not served(41.2%) and SPED(51%) passing rate of Social Studies 3-8.
Root Cause and Strategy	Inconsistent application of effective instruction across all classrooms. Inconsistent implementation of effective interventions for diverse learners.
Project Lead	Executive Director of Multilingual Services, Executive Director of Special Education Services
Staff	Coordinators and Specialists from the multilingual and special education service departments
Materials and Resources	

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
Identify, design, & provide professional learning on the use of formative assessments.	March 2019	Records of related trainings, sign-in sheets, training content & materials	Collaboration across departments for professional learning on developing formative assessments and responsive instruction
Identify, design, & provide professional learning on high yield, differentiated instructional strategies	March 2019	Records of related trainings, sign-in sheets, training content & materials	Collaboration among departments on the teaching and learning cycle to use as a framework for teachers. Summer learning opportunities are available for teachers to build a stronger understanding of differentiation.

Critical Action 7: Plano ISD will have structures and systems in place to ensure students with disabilities will graduate with College, Career, and Military Readiness standards.

Problem Statement	The district's College, Career, and Military Readiness for students with special education needs indicate that 12% (48 students of 399 graduates) met the criteria compared to the state target of 27%.
Root Cause and Strategy	We will address the need to increase the the number of students with disabilities graduating with credit in CTE courses by ensuring equitable access to CTE courses taught by a certified CTE teacher, raise student awareness of CTE pathways, and monitor student graduation plans.
Project Lead	CTE Leadership; Special Education Leadership; District Coordinator for School Improvement
Staff	CTE Leadership; Special Education Leadership; District Coordinator for School Improvement
Materials and Resources	Teacher certifications and schedules, graduation plans
Targeted Student Groups	Special Education

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
Establish a needs assessment team comprised of district academic services team, grades 8-12 campus staff, and district coordinator of school improvement to conduct a Data/Root Cause Analysis to determine the specific problem area and draft a problem statement that will be further examined and addressed in the improvement plan.	Data analysis completed November 16, 2018	-Root Cause Analysis - sign in sheets	Complete-District level team conducted a needs assessment
Using the identified Root Cause(s), the Needs Assessment Team and District leadership team will identify strategies, actions, resources (i.e. staff, materials, funds, etc.) that will be used to develop the district improvement plan. The leadership teams will: A. set annual goals; B. set interim status result checkpoints to track progress;	November 30, 2018	Meeting agenda, materials, meeting minutes, various notes and documentation; proposal/plan	Complete-Identify effective strategies that will be examined further at the district level to determine capacity, resources, processes and procedures.

C. determine who will be monitoring the status of the plan and identified strategies; and D. consider the data that will need to be collected to track the progress of the improvement plan as well as data to enhance the needs assessment process.			
Consult with Texas A&M and Region 10 to develop CTE/SPED guidance, processes and procedures.	February 2019	District Guidance Document	The A&M training /resource center no longer exists. Met with ESC 10 to brainstorm ways that CTE and SPED were connected in rules and regulations. A draft overview document was developed. Checklists for class formats and basic skills from career technology special populations (CTSP) to help inform ARD committees about CTE classes and potential areas to address with accommodations and/or modifications for students are being designed. Campus teacher leaders will be asked to provide feedback on documents. Collaborative meetings with counseling and guidance provided information about student schedules, class availability, and CTE access. Class selection flow charts with guiding questions for ARD committees are under construction. An action plan has been developed and research completed for developing CTED courses (for special education eligible students only) for the 2019-20 school year. All middle school, high school, and senior high SPED team leaders were provided the opportunity to tour cluster specific CTE courses in February 2019. During this time they were able learn about the different programs, the curriculum, and opportunities for all students. After the tours, department leaders debriefed at the ATC. Feedback on the process and content was collected for consideration by CTE and SPED department leaders.

Audit CTE course codes to identify teachers and courses that do not meet the CTE requirements for a certified teacher.	October 2018	Spreadsheet containing results	Completed-Met multiple times with cross departmental stakeholders and PEIMS coordinator. Identified courses and planned next steps for addressing
Explore innovative course opportunities to expand CTE and/or non-CTE offerings to students.	May 2019	Course recommendations to course committee	The action plan team has collaborated with ESC 10 to explore innovative course opportunities for consideration of expanding CTE and/or non-CTE offering through course request process for new courses by October 1, 2019. Courses identified are: ○ The 'General Employability Skills' course would be appropriate, however it is listed on the PEIMS co22 chart as a CTE course ○ The 'Making Connections I, II, III, and IV' courses could support some students – would need PISD approval to offer ○ The 'MAPS' course is currently an approved PISD innovative course and would be appropriate for some students – 1 credit – taught by any certified teacher – could look at developing modified curriculum – currently limited offerings at 9/10 level only – would need to talk to campuses about offering ○ Connecting All Students to Employability I and II (if course approved by July, 2019) Additional CTED courses such as horticulture, small animal management, business information management, etc
Work with HR to align staffing for CTE certified teacher sections to ensure all CTE/CTED courses are taught by CTE certified teachers.	December 2018	Staffing counts and allocations	Met with campus services and HR to discuss options for ensuring CTE certified teachers deliver CTE content to students with disabilities in 2019-20. Discussed 3 options: (1) incentivize SPED teachers to obtain CTE certs, (2) district local certification of SPED teachers via DOI, and

			(3) hire 3 additional CTE teachers. Convened meeting with Katrina, Dan, Anna, Karen, Paula to discuss the options and the current course coding. The option deemed most appropriate was local certification of SPED teachers under the district of innovation (DOI) as soon as possible. Action plan committee have reviewed all current CTE courses (list provided by Anna in PEIMS) being taught by SPED teachers to determine if appropriately coded & titled. Action plan committee will collaborate with HR to design plan for local teacher certification and curriculum implementation support.
Design training opportunities for CTED/CTE staff to learn evidence based strategies for working with students with disabilities.	February 2019	Professional Learning Plan	In planning process
Identify required certifications for CTE courses.	October 2018	Spreadsheet containing certifications per course	Complete- in collaboration with CTE department the secondary team identified courses and certifications necessary
Compile and report Teacher certifications and schedules	End of year		Complete

Critical Action 8: PISD will meet the state target graduation rates for all student groups, including students receiving Special Education.

Problem Statement	Special Education federal four-year graduation rates as reported on Domain 3 (83.5%) was below the target 90%.
Root Cause and Strategy	We will address the need to increase the graduation rate for Special Education students by ensuring graduation codes for eligible students are accurate and by increasing the availability and opportunity to access functional curriculum.
Project Lead	Special Education Leadership; District Coordinator for School Improvement
Staff	Campus Administration, Campus Special Education Leadership and Staff
Materials and Resources	District graduation data, TEA Documents, Region 10 Guidance and Documents, Prerequisite Curriculum Framework, AFLS Assessment Data
Targeted Student Groups	Special Education

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
Conduct a Data Analysis to determine validity of graduation coding for students eligible for Special Education Services. ● Evaluate procedures currently in place to ensure graduation codes are entered correctly for students eligible for special education. ● Collaborate and gain feedback from Special Education Leaders and counseling departments to develop procedural guidelines for graduation coding ● Provide professional learning for Senior High Special Education Team Leaders and school counselors on guidelines and graduation requirements for students eligible for special education.	October - May -October 2018 -March 2019 -May 2019	-Root Cause Analysis -Procedural guidelines for entering graduation codes -Professional learning presentation, feedback, and sign in sheets	**Expected Outcome –** Increase accuracy and validity of graduation codes for students eligible for special education services.

Determine eligibility and graduation plans for students with disabilities. ● Collaborate with peer districts, Region 10, and TEA to research the state definition of the graduation options available to special education students. ● Develop guidance documents for key stakeholders to define the graduation options for special education students. ● Provide professional learning for Senior High Special Education Team Leaders and counselors on graduation options for students eligible for special education.	October - May -November 2018 -January 2019 -May 2019	-Notes/ minutes from collaborative meeting -Guidance documents and procedural guidelines -Professional learning presentation, feedback, and sign in sheets	**Expected Outcome –** Ensure students have the necessary functional skills to achieve their post-secondary goals.
Embed functional living skills throughout the alternate curriculum in grades 9-12 and ensure implementation. ● Develop plan for additional schools to participation in the Assessment of Functional living Skills (AFLS) to increase functional skills in the classroom. ● Train the use of the AFLS assessment ● alignment documents needed in grades 9-12 ● Plan and define training needs for alternate curriculum [basic and developmental classrooms] and implementation of individualized functional skills.	September - May September 2018 -September - May -May 2019 -May 2019	-AFLS implementation plan -Training notes/ documents -Alignment documents -Planning documents for future implementation	

Critical Action 9: PISD will meet the state target graduation rates for all student groups, including students receiving English Language Learner services.

Problem Statement	English Language Learners in High School (students that were identified as ELs any time in grades 9-12, including exited students in 9-12) four-year federal graduation rates as reported on Domain 3 (82%) was below the target 90%.
Root Cause and Strategy	We will address the need to increase student performance by identifying causes and determining effective strategies at the district level that will be implemented with fidelity.
Project Lead	Executive Director of Multilingual Education; District Coordinator for School Improvement
Staff	Campus Administration, Multilingual Education Staff, District Coordinator of School Improvement
Materials and Resources	District graduation data, TEA Documents, Region 10 Guidance and Documents, Prerequisite Curriculum Framework
Targeted Student Groups	Ever ELLs in High School (grades 9-12)

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
District will establish a Needs Assessment Team comprised of District Academic Services team, grades 8-12 Campus staff, and District Coordinator of School Improvement.	Data analysis completed November 16, 2018	Drafted Problem Statement	**Expected Outcome** – Ensure district support systems are in place by conducting a root causes analysis to determine effective strategies.
Needs Assessment team will conduct a district level Root Cause Analysis A. Conduct a 10,5,5 Protocol to determine possible reason(s) why the problem might be occurring. As part of the protocol, continue to narrow the list of possible reasons a problem is occurring by consolidating similar reasons into groups. B. Use the consolidated list of possible reasons why the problem is occurring and identify the sphere of control or influence the campus or district has for each possible reason. The team will need to identify the reason(s) that can be	November 30, 2018	Member list of the Multilingual Needs Assessment team, Meeting date for the Root Cause Analysis Meeting	**Expected Outcome** – Conducted a district level data analysis and begin to identify problem areas and possible reasons why the problem is occurring. Root Causes identified. Secondary ESL leads, administrators, multilingual staff and counselors have met in person and through e-mail to look specifically at students from last two school years. We went through the protocol and identified reasons students are not able to graduate. We continue working together to identify and

directly controlled thus allowing for greater impact of desired results. C. The team will select a possible reason from the "control" and conduct the 5 WHYS protocol which will result in a Root Cause to the problem. The 5 WHYs protocol will consist of a dialogue around processes surrounding the identified problem statement and gaps. Through the dialog potential strategies and actions may be identified.			create processes that will support campuses placing students in the appropriate classes, filling gaps and providing the learning environment and supports that students need.
Using the identified Root Cause(s), the Needs Assessment Team and District leadership team will identify strategies, actions, resources (i.e. staff, materials, funds, etc.) that will be used to develop the district improvement plan. The leadership teams will: E. set annual goals; F. set interim status result checkpoints to track progress; G. determine who will be monitoring the status of the plan and identified strategies; and H. consider the data that will need to be collected to track the progress of the improvement plan as well as data to enhance the needs assessment process.	Root Cause Analysis day, November 2018	MLP log, sign in sheet, meeting agenda, materials, meeting minutes, various protocol notes and documentation	Identify effective strategies that will be examined further at the district level to determine capacity, resources, processes and procedures.
Present to District Based Improvement Committee the designed plan to address the needs at the Mid-Year meeting.	Various district level meetings by December 7, 2018	Meeting minutes and documentation, drafted district-level improvement plan	Develop and implement a district-wide targeted plan of action that will increase student achievement by ensuring that support systems are effectively in place.

Critical Action 10: By May 2019, we will have collaboratively provided ongoing professional learning for our campus leaders as well as embedded Professional Learning Community (PLC) processes in campus collaborative teams. At the end of the 18-19 school year 100% of schools will be participating in HRS Level 1 Implementation.

Problem Statement	High Reliability Schools Level 1 Survey indicate the need to ensure that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, instruction, and achievement of students.
Root Cause and Strategy	Need to define a professional learning culture at each campus and Necessity to define a framework to design and implement effective collaborative teams in a consistent standard at all schools.
Project Lead	Assessment, Research, and Program Evaluation; Campus Services; Academic Services;
Staff	Assessment, Research, and Program Evaluation; Campus Services; Academic Services; Special Education team; Multilingual team; Professional Learning; Employee Services
Materials and Resources	HRS Level 1 Survey

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
Identify leading indicators targeted by each campus leadership team	October 2018	Leading indicators grouped by campuses	campuses shared quick data methodology, surveys, and systems of gathering quick data and the frequency of gathering the evidence at iLead meetings in small focus groups
Facilitate collaboration among campuses with similar targeted leading indicators	November 2018	Collaborating campus meeting schedule	Groups were arranged by feeder campuses rather than similar leading indicators. Most campuses were focused on collaborative team meetings. Campuses shared evidence related to their action steps in their campus improvement plan.
Assist campus leadership in developing and implementing lagging indicators to monitor targeted indicators.	Monthly	Agenda and meeting documentation	

Collaborate with Campus Services to assist campus leadership teams in implementing and monitoring performance scales for targeted indicators (Leading a High Reliability School).	Monthly	Agenda and meeting documentation	
Conduct HRS Year-End Survey	March 2019	Survey Results	completed HRS 1 survey April 2019. HRS Level 2 Survey completed April 29-May 8
Design and deliver professional learning experiences and provide resources for campus administrators supporting the implementation of PLC process and the work of collaborative teams	ongoing	Training materials; rosters of attendance; implementation of collaborative processes at district and campus level meetings	iLead trainings Phil Warrick Planning Protocol training including sample agendas and guiding questions provided
Embed PLC process tools and strategies in professional learning experiences designed for teachers	ongoing	Training materials; evidence of collaborative processes in district events and as observed at campus team meetings	
Collaboratively develop district wide framework for the collaborative teams process	December 2018	PISD Framework	

Priority for Service (PFS) Action Plan
for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	• Who have made a qualifying move within the previous 1-year period; AND • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; AND • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; or • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following template is provided as a resource for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This tool can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

Goal(s)	Objective(s):
To implement the required strategies of the Priority for Service (PFS) Action Plan in order to advance the academic growth of the students as determined by the Priority for Service Criteria.	To advance student success the following will be implemented: 1. The progress of the student will be monitored by the ESC MEP in coordination with appropriate school district personnel who have Priority for Service students. Since progress will be determined by the grading system of the school district, it will be monitored using the PFS Progress Review Sheets. Academic goals will be revised according to the academic success of the students as outlined in their respective PFS Progress Review Sheets. 2. The progress and determined needs of the PFS will be communicated to appropriate personnel identified in the Action Plan in order to support academic success. 3. The services and/or resources provided the PFS will be aligned with the identified academic needs of the student in order to meet the requirements of the rigorous curricula implemented in the state of Texas. (See Migrant Education Program PFS/Migrant Plan of Action-SDP)

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	September 1-August 31 of program year	NGS Specialist	PFS Tracking Report
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. Migrant funds must be targeted to serve PFS Students first and format before serving migrant students who no not fall in this category.	Beginning of each academic school year	Migrant Administrator, migrant program consultant(s), other ESC MEP staff and district program contacts	Completed Action Plan, Monthly PFS Report, Individual PFS Progress Review Sheets, Quarterly Reports, PFS Evaluation Sheet, Filed copies in the district and ESC.
Additional Activities			

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
▪ During the academic calendar, the **district's** Title I, Part C Migrant Coordinator and/or program contact **in coordination with the** MEP staff **at the ESC** will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	September 1-August 31 of the program year	NGS Specialist, Recruiter, migrant administrator, migrant program consultant(s), other ESC MEP staff, district program contacts	Agendas, sign-in sheets, PFS Tracking Report, Telephone Logs
▪ During the academic calendar, the **district's** Title I, Part C Migrant Coordinator and/or program contact **in coordination with the** MEP staff **at the ESC** will provide parents of PFS information on the Priority for Service criteria.	September 1-August 31 of the program year	NGS specialist, Recruiter, migrant administrator, migrant consultant(s), district program contacts	Agendas and sign-in sheets for PAC meetings, telephone and mail logs, parent signatures of home visits

• During the academic calendar, the district's Title I, Part C Migrant Coordinator and/or program contact **in coordination with the** MEP staff **at the ESC** will make individualized home and/or community visits to update parents on the academic progress of their children.	September 1- August 31 of the program year	NGS Specialist, Recruiter, migrant administrator, migrant consultant(s), district program contacts	Telephone and mail logs, parent signatures of home visits
Additional Activities			

services to PFS migrant students.

• The district's Title I, Part C Migrant Coordinator and/or program contact **in coordination with the** MEP staff **at the ESC** will use the PFS reports to give priority placement to these students in migrant education program activities.	September 1- August 31 of the program year	Migrant Administrator, migrant consultant(s),other ESC MEP staff, district program contacts	Individual Priority for Service Student Progress Review Sheets, agendas, sign-in sheets, telephone and mail logs
• The district's Title I, Part C Migrant Coordinator and/or program contact **in coordination with the** MEP staff **at the ESC** will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. What type of assistance/service is the LEA/ESC providing the PFS student in each of the grade configurations i.e., K-3 and 3-12, etc.? And, how is this assistance/service different from the support given other migrant students?	September 1- August 31 of the program year	NGS Specialist, Recruiter, migrant administrator, migrant consultant(s), other ESC MEP staff, district program contacts	Individual Priority for Service Student Progress Review Sheets
• The district's Title I, Part C Migrant Coordinator and/or program contact **in coordination with the** MEP staff **at the ESC** will determine what federal, state, or local programs serve PFS students.	September 1- August 31 of program year	Recruiter, migrant administrator, migrant consultant(s), other ESC MEP staff, district program contacts	Individual Priority for Service Student Progress Review Sheets
Additional Activities			

Sara M. Bonser   9/7/18

LEA Signature   **Date Completed**   **ESC Signature**   **Date Received**