Plano Independent School District

District Improvement Plan

2019-2020 Improvement Plan

Board Approval Date: October 1, 2019

Mission Statement

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

Vision

Committed to Excellence

Dedicated to Caring

Powered by Learning

Plano ISD Proud.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Total number of tests taken on 2019 STAAR for each student group.

	READING # of Tests			
	All Students	EL (Current through M4)	Special Ed	Econ Disadv
Total	32,117	6,956	3,825	10,833

	MATHEMATICS # of Tests			
	All Students	EL (Current through M4)	Special Ed	Econ Disadv
Total	25,313	6,150	3,283	8,807

	SCIENCE # of Tests			
	All Students	EL (Current through M4)	Special Ed	Econ Disadv
Total	12,191	2,394	1,340	4,040

	SOCIAL STUDIES # of Tests			
	All Students	EL (Current through M4)	Special Ed	Econ Disadv
Total	7,902	973	708	2,283

	WRITING # of Tests			
	All Students	EL (Current through M4)	Special Ed	Econ Disadv
Total	7,465	1,837	906	2,492

Student Academic Achievement

Student Academic Achievement Summary

Reading:

All Students: The 2019 Student Achievement Domain - STAAR Component (average of Approaches/Meets/Masters performance levels) is 62%, resulting in a Scale Score of 91 (A). The goal for Reading is to increase the scale score to 92. To achieve a scale score of 92, the STAAR Component must increase to 66%. That is a collective achievement increase of 12% across the three performance levels. Based on trend data, this is an ambitious goal that can be accomplished in **two years** by annual increases of Approaches rate by 3%, Meets Rate by 2%, and Masters rate by 1%.

Economically Disadvantaged Students: The 2019 Student Achievement Domain - STAAR Component is 42%, resulting in a Scale Score of 73 (C). The goal for Reading is to increase the scale score to 80 (B). To achieve a scale score of 80, the STAAR Component must increase to 48%. That is a collective achievement increase of 18% across the three performance levels. Based on trend data, this is an ambitious goal that can be accomplished in **three years** by annual increases of Approaches rate by 3%, Meets Rate by 2%, and Masters rate by 1%.

	2019 READING STAAR			
	All Students	EL (Current through M4)	Special Ed	Econ Disadv
Approaches	85%	71%	48%	71%
Meets	65%	41%	26%	41%
Masters	36%	20%	9%	15%
Average	62%	44%	28%	42%

Mathematics:

All Students: The 2019 Student Achievement Domain - STAAR Component (average of Approaches/Meets/Masters performance levels) is 66%, resulting in a Scale Score of 92 (A). The goal for Mathematics is to increase the scale score to 93. To achieve a scale score of 93, the STAAR Component must increase to 70%. That is a collective achievement increase of 12% across the three performance levels. Based on trend data, this is an ambitious goal that can be accomplished in **two years** by annual increases of Approaches rate by 2%, Meets Rate by 3%, and Masters rate by 1%.

Economically Disadvantaged Students: The 2019 Student Achievement Domain - STAAR Component is 48%, resulting in a Scale Score of 80 (B). The goal for Mathematics is to increase the scale score to 85 (B). To achieve a scale score of 85, the STAAR Component must increase to 54%. That is a collective achievement increase of 18% across the three performance levels. Based on trend data, this is an ambitious goal that can be accomplished in **three years** by annual increases of Approaches rate by 3%, Meets Rate by 2%, and Masters rate by 1%. Performance for current and monitored English learner students performance will increase by 3% at Approaches, 2% at Meets, and 1% at Masters. Performance for special education students performance will increase by 3% at Approaches, 2% at Meets, and 1% at Masters.

	2019 MATHEMATICS STAAR			
	All Students	EL (Current through M4)	Special Ed	Econ Disadv
Approaches	88%	83%	57%	71%
Meets	66%	55%	31%	41%
Masters	43%	32%	13%	15%
Average	66%	57%	34%	42%

Science:

All Students: The 2019 Student Achievement Domain - STAAR Component (average of Approaches/Meets/Masters performance levels) is 63%, resulting in a Scale Score of 91 (A). The goal for Science is to increase the scale score to 92. To achieve a scale score of 92, the STAAR Component must increase to 66%. That is a collective achievement increase of 9% across the three performance levels. Based on trend data, this is an ambitious goal that can be accomplished in **two years** by annual increases of Approaches rate by 2%, Meets Rate by 2%, and Masters rate by 1%.

Economically Disadvantaged Students: The 2019 Student Achievement Domain - STAAR Component is 43%, resulting in a Scale Score of 74 (C). The goal for Science is to increase the scale score to 80 (B). To achieve a scale score of 80, the STAAR Component must increase to 48%. That is a collective achievement increase of 15% across the three performance levels. Based on trend data, this is an ambitious goal that can be accomplished in **three years** by annual increases of Approaches rate by 2%, Meets Rate by 2%, and Masters rate by 1%. Performance for current and monitored English learner students performance will increase by 2% at Approaches, 2% at Meets, and 1% at Masters. Performance for special education students performance will increase by 2% at Approaches, 2% at Meets, and 1% at Masters.

	2019 SCIENCE STAAR			
	All Students	**EL (Current through M4)**	**Special Ed**	**Econ Disadv**
Approaches	87%	74%	52%	74%
Meets	66%	41%	26%	41%
Masters	37%	17%	8%	14%
Average	63%	44%	29%	43%

Social Studies:

All Students: The 2019 Student Achievement Domain - STAAR Component (average of Approaches/Meets/Masters performance levels) is 71%, resulting in a Scale Score of 93 (A). The goal for Social Studies is to increase the scale score to 94. To achieve a scale score of 94, the STAAR Component must increase to 74%. That is a collective achievement increase of 9% across the three performance levels. Based on trend data, this is an ambitious goal that can be accomplished in **two years** by annual increases of Approaches rate by 2%, Meets Rate by 2%, and Masters rate by 1%.

Economically Disadvantaged Students: The 2019 Student Achievement Domain - STAAR Component is 50%, resulting in a Scale Score of 82 (B). The goal for Social Studies is to increase the scale score to 90 (A). To achieve a scale score of 90, the STAAR Component must increase to 60%. That is a collective achievement increase of 30% across the three performance levels. Based on trend data, this is an ambitious goal that can be accomplished in **three years** by annual increases of Approaches rate by 4%, Meets Rate by 3%, and Masters rate by 3%.

	2019 SOCIAL STUDIES STAAR			
	All Students	**EL (Current through M4)**	**Special Ed**	**Econ Disadv**
Approaches	89%	68%	52%	76%
Meets	72%	37%	28%	48%
Masters	51%	19%	11%	27%
Average	71%	41%	30%	50%

Writing:

All Students: The 2019 Student Achievement Domain - STAAR Component (average of Approaches/Meets/Masters performance levels) is 53%, resulting in a Scale Score of 84 (A). The goal for Writing is to increase the scale score to 90. To achieve a scale score of 90, the STAAR Component must increase to 60%. That is a collective achievement increase of 21% across the three performance levels. Based on trend data, this is an ambitious goal that can be accomplished in **three years** by annual increases of Approaches rate by 3%, Meets Rate by 2%, and Masters rate by 2%.

Economically Disadvantaged Students: The 2019 Student Achievement Domain - STAAR Component is 32%, resulting in a Scale Score of 57 (F). The goal for Writing is to increase the scale score to 70 (C). To achieve a scale score of 70, the STAAR Component must increase to 40%. That is a collective achievement increase of 24% across the three performance levels. Based on trend data, this is an ambitious goal that can be accomplished in **three years** by annual increases of Approaches rate by 5%, Meets Rate by 4%, and Masters rate by 3%.

	2019 WRITING STAAR		
	All Students	**EL (Current through M4)**	**Special Ed**	**Econ Disadv**
Approaches	79%	65%	40%	59%
Meets	55%	36%	23%	29%
Masters	26%	13%	6%	9%
Average	53%	38%	23%	32%

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline,attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: September 16, 2019

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

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

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

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

> **Evaluation Data Source(s) 1:** K-5 Reading Records (Beginning, Middle and End of Year), K-5 MAP reading data , PreK CIRCLE data, 2020 Reading STAAR data, gr. 3-5

> **Summative Evaluation 1:**

> **TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	Monitor	Strategy's Expected Result/Impact
TEA Priorities Build a foundation of reading and math 1) Design and provide professional learning for Pre-K through 5th grade administrators and teachers on implementing a balanced literacy model of instruction through face-to-face and embedded, ongoing support from district coordinators and instructional specialists. Equip campus instructional specialists and lead teachers to support the implementation.	Executive Director for Elementary Academic Services Elementary Literacy Coordinator	Effective planning and teaching of literacy in all classrooms; Effective use of literacy assessment tools to monitor progress and guide instructional decisions; Evidence of student growth in reading and writing

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

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

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

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

Evaluation Data Source(s) 2: Evidence of intervention goals and progress monitoring in Edugence; Secondary RtI Task Force agendas, work products and Secondary RtI Handbook

Summative Evaluation 2:

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	Monitor	Strategy's Expected Result/Impact
TEA Priorities Build a foundation of reading and math 1) Implement Elementary RtI system in all elementary campuses through district-designed professional learning for administrators and campus teams.	Executive Director for Elementary Academic Services	Successful identification of students in need of intervention; Development and implementation of intervention plans at campus and team levels; Evidence of goal setting and progress monitoring in Edugence
TEA Priorities Build a foundation of reading and math 2) Utilize Secondary RtI Task Force to study needs, learn together, develop secondary system and create Secondary RtI Handbook for implementation in the 2020-21 school year.	Executive Director for Secondary Academic Services	Campus awareness of need for consistent system of RtI; Secondary RtI Handbook

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

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

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

Performance Objective 3: Action Plan 1.2.3 Develop district wide common understanding and use common formative assessments in order to guide instructional decisions.

>   **Evaluation Data Source(s) 3:** Professional learning agendas/training; Edugence evidence of common formative assessment use at campus level

>   **Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) All teams in the Academic Services Department (Elementary , Secondary, Multilingual, Special Ed, AACCMR) will study formative assessment and common formative assessment in collaboration with Assessment, Research and Program Evaluation Department, to develop common understandings and professional learning plans for campus administrators and teachers.	Assistant Superintendent for Academic Services Academic Services Executive Directors (Elementary, Secondary, Multilingual, Special Education, Advanced Academics and CCMR)	Common language and expectations for use of assessment; Long range professional learning plan for supporting teachers and campus leaders in assessment practices at all levels
2) Elementary Academic Services Team will design and implement professional learning on the use of common formative assessments to all campus administrators and teachers by the end of the 2019-20 school year.	Executive Director for Elementary Academic Services Elementary Content Coordinators	Teacher teams will begin designing and using common formative assessments in order to determine student need and guide instructional decisions.

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

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

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

Performance Objective 4: Action Plan 1.1.3 Evaluate and revise Gifted Services plan.

Evaluation Data Source(s) 4: GT Board Advisory Committee agendas and work products; draft of revised Gifted Services plan by end of 2019-20; 1 to 3 year plan for implementing revisions; course list and student enrollment

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) The GT Board Advisory Committee and district staff will analyze current Gifted Services plan, research surrounding districts, and study the State Gifted Plan in order to determine needs for revision in PISD plan to align with the new state requirements.	Executive Director for Advanced Academics and CCMR Gifted Specialist	Recommendations for revisions to PISD Gifted Services Plan; 1 to 3 year implementation plan

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

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

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

Performance Objective 5: Action Plan 1.1.4 Explore additional possibilities for schools and programs of choice while overtly marketing our existing programs in order to provide greater accessibility and meet more individualized student needs.

    Evaluation Data Source(s) 5: Marketing plan

    Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Examine existing programs of study and actively market those pathways to students.	Executive Director for Advanced Academics and CCMR	Improved marketing plan

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

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

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

Performance Objective 6: DIP - Plano ISD will increase student learning in Reading/ELA as evidenced by an increase in student performance on 2020 STAAR/EOC for All Students by 3% at Approaches, 2% at Meets, and 1% at Masters.

Economically Disadvantaged student performance will increase by 3% at Approaches, 2% at Meets, and 1% at Masters.

Current and Monitored English Learner performance will increase by 3% at Approaches, 2% at Meets, and 1% at Masters.

Special Education student performance will increase by 3% at Approaches, 2% at Meets, and 1% at Masters.

Evaluation Data Source(s) 6: 2020 STAAR Reading and English I and II EOC

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact
TEA Priorities Build a foundation of reading and math 1) Design and provide professional learning for Pre-K through 5th grade administrators and teachers on implementing a balanced literacy model of instruction through face-to-face and embedded, ongoing support from district coordinators and instructional specialists. Equip campus instructional specialists and lead teachers to support the implementation.	Executive Director for Elementary Academic Services Elementary Literacy Coordinator	Effective planning and teaching of literacy in all classrooms; Effective use of literacy assessment tools to monitor progress and guide instructional decisions; Evidence of student growth in reading and writing
TEA Priorities Build a foundation of reading and math 2) Equip K-5 teachers and administrators with knowledge and expertise in using reading records to monitor and evaluate student reading levels in order to guide instruction.	Executive Director for Elementary Academic Services Elementary Literacy Coordinator	Measurable growth in student reading levels, evidenced by students' instructional reading levels from Next Step Guided Reading Assessment reading records from beginning, middle and end-of-year data.

Strategy Description	Monitor	Strategy's Expected Result/Impact
3) Identify and support master teachers at Transformation Model campuses in order to develop "Model Demonstration Classrooms" for balanced literacy, K-2 and 3-5, so that other K-5 teachers may observe strong instructional practices in literacy.	Academic Services Executive Directors (Elementary and Multilingual, Special Education); Elementary Literacy Coordinator; Professional Learning Department	Improved student achievement in literacy through increased teacher efficacy evidenced by classroom schedule, lesson design, and intentional instructional focus; Creation of video library from model classrooms
TEA Priorities Build a foundation of reading and math 4) Develop the framework for secondary reading workshop and provide professional learning to increase grade 6-8 teacher and administrator knowledge of and expertise in best practices in reading instruction in the middle school level.	Executive Director for Secondary Academic Services; Secondary ELA Coordinator	Increased teacher efficacy in planning for multi-level reading intervention using the secondary reading workshop framework and associated resources; Increased usage of specific intervention strategies within the reading workshop structure.
5) Design and implement professional learning, tools, and resources for reading teachers supporting research-based assessment practices, including formative assessment and common assessment.	Academic Services Executive Directors (Elementary, Secondary, Multilingual, Special Education); Elementary Literacy Coordinator; Secondary ELA Coordinator; Professional Learning Department	Increased teacher efficacy as evidenced by collaborative teams' formative assessment, data, agendas, and discussions of data and instructional shifts
TEA Priorities Build a foundation of reading and math 6) Support elementary Response to Intervention (RtI) implementation by equipping teachers and administrators in developing targeted foundational intervention goals and progress monitoring measures in Edugence through professional learning and working with teams of teachers.	Academic Services Executive Directors (Elementary, Multilingual, Special Education); Elementary Literacy Coordinator	Increased student achievement in literacy evidenced by targeted intervention goals and progress monitoring data from Edugence.
TEA Priorities Build a foundation of reading and math 7) Utilize Secondary Response to Intervention (RtI) Task Force to study needs, learn together, develop secondary system and create Secondary RtI Handbook for implementation in 2020-21 school year.	Academic Services Executive Directors (Secondary, Multilingual, Special Education)	Campus awareness of need for consistent system of RtI; Secondary RtI Handbook

Strategy Description	Monitor	Strategy's Expected Result/Impact
8) Continue designing and implementing professional learning and supplemental resources on the use of the Collaborative Team Framework. Embed Collaborative Team Framework in appropriate content/instructional professional learning and campus support. Identify and utilize effective practices in collaborative team planning when supporting campus teams.	Academic Services Executive Directors (Elementary, Secondary, Multilingual, Special Education, Advanced Academics and CCMR); Elementary Literacy Coordinator; Secondary ELA Coordinator; Professional Learning Department	Teacher teams effectively utilize the Collaborative Team Framework in their practice
9) Develop resources aligned to the PISD Instructional Model to support teacher implementation of the instructional practices, effective learning structures and instructional routines for research-based strategies.	Academic Services Executive Directors (Elementary, Secondary, Multilingual, Special Education, Advanced Academics and CCMR); Elementary Literacy Coordinator; Secondary ELA Coordinator	Collaborative teams planning for specific strategies; Individual teachers incorporating structures and routines to support instructional strategies

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

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

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

Performance Objective 7: DIP - Plano ISD will increase student learning in Writing as evidenced by an increase in student performance on 2020 STAAR/EOC for All students by 3% at Approaches, 2% at Meets, and 2% at Masters.

Economically Disadvantaged students performance will increase by 5% at Approaches, 4% at Meets, and 3% at Masters.

Current and Monitored English Learner performance will increase by 5% at Approaches, 4% at Meets, and 3% at Masters.

Special Education student performance will increase by 5% at Approaches, 4% at Meets, and 3% at Masters.

Evaluation Data Source(s) 7: 2020 STAAR Writing

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Equip teachers and administrators to understand and effectively utilize the K-2 Developmental Writing Rubric and 3-5 Composition Assessment Rubric to guide instructional best practices.	Executive Director Elementary Academic Services; Elementary Literacy Coordinator	Measurable growth in student writing levels evidenced by students' portfolio composition data from beginning, middle and end-of-year
2) Identify and support master teachers at Transformation Model campuses in order to develop "Model Demonstration Classrooms" for balanced literacy, K-2 and 3-5, so that other K-5 teachers may observe strong instructional practices in literacy.	Academic Services Executive Directors (Elementary and Multilingual, Special Education); Elementary Literacy Coordinator; Professional Learning Department	Improved student achievement in literacy through increased teacher efficacy evidenced by classroom schedule, lesson design, and intentional instructional focus; Creation of video library from model classrooms

Strategy Description	Monitor	Strategy's Expected Result/Impact
3) Design and provide professional learning to increase administrator and teacher knowledge and expertise of best practices in writing instruction and on effective use of informational writing rubrics in grades 4, 7, 9, and 10.	Academic Services Executive Directors (Elementary, Secondary); Elementary Literacy Coordinator; Secondary ELA Coordinator	Increased teacher efficacy in planning for differentiated writing instruction using best practices; Increased student achievement in writing evidenced by collaborative teams' formative assessments, data, and discussions of data
4) Design and implement professional learning, tools, and resources for writing teachers supporting research-based assessment practices, including formative assessment and common assessment.	Academic Services Executive Directors (Elementary, Secondary, Multilingual, Special Education); Elementary Literacy Coordinator; Secondary ELA Coordinator; Professional Learning Department	Increased teacher efficacy as evidenced by collaborative team developed formative assessments, data, agendas and discussions of data; Improved instructional practices
5) Continue designing and implementing professional learning and supplemental resources on the use of the Collaborative Team Framework. Embed Collaborative Team Framework in appropriate content/instructional professional learning and campus support. Identify and utilize effective practices in collaborative team planning when supporting campus teams.	Academic Services Executive Directors (Elementary, Secondary, Multilingual, Special Education, Advanced Academics and CCMR); Elementary Literacy Coordinator; Secondary ELA Coordinator; Professional Learning Department	Collaborative teams planning for specific strategies; Individual teachers incorporating structures and routines to support instructional strategies

Strategy Description	Monitor	Strategy's Expected Result/Impact
6) Develop resources aligned to the PISD Instructional Model to support teacher implementation of the instructional practices, effective learning structures and instructional routines for research-based strategies.	Academic Services Executive Directors (Elementary, Secondary, Multilingual, Special Education, Advanced Academics and CCMR); Elementary Literacy Coordinator; Secondary ELA Coordinator	Collaborative teams planning for specific strategies; Individual teachers incorporating structures and routines to support instructional strategies

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

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

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

Performance Objective 8: DIP - Plano ISD will increase student learning in Mathematics as evidenced by an increase in student performance on 2020 STAAR/EOC for All students by 2% at Approaches, 3% at Meets, and 1% at Masters.

Economically Disadvantaged student performance will increase by 3% at Approaches, 2% at Meets, and 1% at Masters.

Current and Monitored English Learner performance will increase by 3% at Approaches, 2% at Meets, and 1% at Masters.

Special Education student performance will increase by 3% at Approaches, 2% at Meets, and 1% at Masters.

Evaluation Data Source(s) 8: 2020 STAAR Mathematics

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact
TEA Priorities Build a foundation of reading and math 1) Identify, develop, and provide professional learning for collaborative teams and administrators related to the mathematical process standards.	Academic Services Executive Directors (Elementary, Multilingual, Special Education); Elementary Math Coordinator	Improved student achievement in mathematics through increased teacher efficacy
TEA Priorities Build a foundation of reading and math 2) Identify and support master teachers at Transformation Model campuses in order to develop "Model Demonstration Classrooms" for mathematics, K-2 and 3-5, so that other K-5 teachers may observe strong instructional practices in mathematics.	Academic Services Executive Directors (Elementary, Multilingual, Special Education); Elementary Math Coordinator; Professional Learning Department	Improved student achievement in mathematics through increased teacher efficacy; Creation of video library from model classrooms

Strategy Description	Monitor	Strategy's Expected Result/Impact
TEA Priorities Build a foundation of reading and math 3) Design and implement professional learning, tools, and resources for math teachers supporting research-based assessment practices, including formative assessment and common assessment.	Academic Services Executive Directors (Elementary, Secondary, Multilingual, Special Education); Elementary and Secondary Math Coordinators; Professional Learning Department	Increased teacher efficacy as evidenced by collaborative teams' formative assessments, data, agendas and discussions of data and instructional shifts; Secondary: Teacher reflections and self-identified next steps developed at assessment workshops (Middle School and Algebra 1), coordinator and specialist observations of assessment practices within campus collaborative planning teams
TEA Priorities Build a foundation of reading and math 4) Support elementary Response to Intervention (RtI) implementation by equipping teachers and administrators in developing targeted foundational intervention goals and progress monitoring measures in Edugence through professional learning and working with teams of teachers.	Academic Services Executive Directors (Elementary, Multilingual, Special Education); Elementary Math Coordinator	Increased student achievement in math as evidenced by Assessing Math Concepts (AMC) data; Intervention plans and goals documented in Edugence
TEA Priorities Build a foundation of reading and math 5) Utilize Secondary Response to Intervention (RtI) Task Force to study needs, learn together, develop secondary system and create Secondary RtI Handbook for implementation in the 2020-21 school year.	Academic Services Executive Directors (Secondary, Multilingual, Special Education)	Campus awareness of need for consistent system of RtI; Secondary RtI Handbook
6) Continue designing and implementing professional learning and supplemental resources on the use of the Collaborative Team Framework. Embed Collaborative Team Framework in appropriate content/instructional professional learning and campus support. Identify and utilize effective practices in collaborative team planning when supporting campus teams.	Academic Services Executive Directors (Elementary, Secondary, Multilingual, Special Education, Advanced Academics and CCMR); Elementary and Secondary Math Coordinators; Professional Learning Department	Teacher teams effectively utilize the Collaborative Team Framework in their practice
7) Develop resources aligned to the PISD Instructional Model to support teacher implementation of the instructional practices, effective learning structures and instructional routines for research-based strategies.	Academic Services Executive Directors (Elementary, Secondary, Multilingual, Special Education, Advanced Academics and CCMR); Elementary and Secondary Math Coordinators	Collaborative teams planning for specific strategies; Individual teachers incorporating structures and routines to support instructional strategies

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

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

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

Performance Objective 9: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in student performance on 2020 STAAR/EOC for All students by 2% at Approaches, 2% at Meets, and 1% at Masters.

Economically Disadvantaged students performance will increase by 2% at Approaches, 2% at Meets, and 1% at Masters.

Current and Monitored English Learner performance will increase by 2% at Approaches, 2% at Meets, and 1% at Masters.

Special Education student performance will increase by 2% at Approaches, 2% at Meets, and 1% at Masters.

Evaluation Data Source(s) 9: 2020 STAAR Science

Summative Evaluation 9:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Identify and implement research based strategies and routines to increase effective instruction on academic vocabulary in science.	Academic Services Executive Directors (Elementary, Secondary, Multilingual, Special Education) Elementary and Secondary Science Coordinators	Increased teacher use of instructional strategies; Increased student use of content academic vocabulary as evidenced by written work and classroom discussions
2) Design and implement targeted professional learning around differentiated instructional strategies to increase student access to science content and process skills.	Academic Services Executive Directors (Elementary, Secondary, Multilingual, Special Education); Elementary and Secondary Science Coordinators	Increased teacher efficacy in use of differentiation strategies in content and delivery, as evidenced by collaborative team agendas, planning, and classroom instruction

Strategy Description	Monitor	Strategy's Expected Result/Impact
3) Design and implement professional learning, tools, and resources for science teachers supporting research-based assessment practices, including formative assessment and common assessment.	Academic Services Executive Directors (Elementary, Secondary, Multilingual, Special Education); Elementary and Secondary Science Coordinators; Professional Learning Department	Increased teacher efficacy as evidenced by collaborative team developed formative assessments, data, agendas and discussions of data; Improved instructional practices
4) Continue designing and implementing professional learning and supplemental resources on the use of the Collaborative Team Framework. Embed Collaborative Team Framework in appropriate content/instructional professional learning and campus support. Identify and utilize effective practices in collaborative team planning when supporting campus teams.	Academic Services Executive Directors (Elementary, Secondary, Multilingual, Special Education, Advanced Academics and CCMR); Elementary and Secondary Science Coordinators; Professional Learning Department	Teacher teams effectively utilize the Collaborative Team Framework in their practice
5) Develop resources aligned to the PISD Instructional Model to support teacher implementation of the instructional practices, effective learning structures and instructional routines for research-based strategies.	Academic Services Executive Directors (Elementary, Secondary, Multilingual, Special Education, Advanced Academics and CCMR); Elementary and Secondary Science Coordinators	Collaborative teams planning for specific strategies; Individual teachers incorporating structures and routines to support instructional strategies

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

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

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

Performance Objective 10: DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in student performance on 2020 STAAR/EOC for All students by 2% at Approaches, 2% at Meets, and 1% at Masters.

Economically Disadvantaged students performance will increase by 4% at Approaches, 3% at Meets, and 3% at Masters.

Current and Monitored English Learner performance will increase by 4% at Approaches, 3% at Meets, and 3% at Masters.

Special Education student performance will increase by 4% at Approaches, 3% at Meets, and 3% at Masters.

Evaluation Data Source(s) 10: 2020 STAAR Social Studies

Summative Evaluation 10:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Support academic vocabulary development by identifying critical academic vocabulary by grade-level and including it in PISD curriculum; Identify and implement research based strategies and routines to increase effective instruction on academic vocabulary in social studies.	Academic Services Executive Directors (Elementary, Secondary) Elementary and Secondary Social Studies Coordinators	Increased teacher use of instructional strategies; Increased student use of content academic vocabulary as evidenced by written work and classroom discussions
2) Support social studies teachers in implementing research-based instructional practices for teaching nonfiction text through district-designed professional learning and campus support.	Secondary Social Studies Coordinator	Increased teacher use of strategies when instruction includes reading non-fiction, content based text

Strategy Description	Monitor	Strategy's Expected Result/Impact
3) Design and implement professional learning, tools, and resources for social studies teachers supporting research-based assessment practices, including formative assessment and common assessment.	Academic Services Executive Directors (Elementary, Secondary, Multilingual, Special Education); Elementary and Secondary Social Studies Coordinators; Professional Learning Department	Increased teacher efficacy as evidenced by collaborative teams' formative assessments, data, agendas and discussions of data
4) Continue designing and implementing professional learning and supplemental resources on the use of the Collaborative Team Framework. Embed Collaborative Team Framework in appropriate content/instructional professional learning and campus support. Identify and utilize effective practices in collaborative team planning when supporting campus teams.	Academic Services Executive Directors (Elementary, Secondary, Multilingual, Special Education, Advanced Academics and CCMR); Elementary and Secondary Social Studies Coordinators; Professional Learning Department	Teacher teams effectively utilize the Collaborative Team Framework in their practice
5) Develop resources aligned to the PISD Instructional Model to support teacher implementation of the instructional practices, effective learning structures and instructional routines for research-based strategies.	Academic Services Executive Directors (Elementary, Secondary, Multilingual, Special Education, Advanced Academics and CCMR); Elementary and Secondary Social Studies Coordinators	Collaborative teams planning for specific strategies; Individual teachers incorporating structures and routines to support instructional strategies

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

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

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

Performance Objective 11: DIP - Plano ISD will increase the Federal 4-Year graduation rate for students identified as English Language Learner in grades 9-12 (Ever ELs) from 85.2% (class of 2018) to 90% (class of 2020) .

    Evaluation Data Source(s) 11: District graduation data, TEA Documents, Region 10 guidance and documents, Prerequisite Curriculum Framework,

    Summative Evaluation 11:

    TEA Priorities: 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Obtain records of newcomer students who were not able to graduate in 4 years and conduct a root cause analysis on each individual student record.	Multilingual Academic Services Department	Root causes identified
2) Assess district practices of evaluating transcripts and awarding credits for Newcomers and develop effective procedures.	Multilingual Academic Services Department	Written procedures for transcript evaluation of Newcomers

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

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

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

Performance Objective 12: DIP - Plano ISD will increase the Federal 4-Year graduation rate for students receiving Special Education Services from 77.5% (class of 2018) to 82% (class of 2020) .

> **Evaluation Data Source(s) 12:** District graduation data, TEA Documents, Region 10 guidance and documents, AFLS Assessment Data

> **Summative Evaluation 12:**

> **TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Obtain records of students served in special education that were not able to graduate in 4 years and conduct a root cause analysis on each individual student record.	Executive Director for Special Education; Assistant Director for Secondary Special Education Curriculum & Instruction	Root causes identified

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

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

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

Performance Objective 13: DIP - The percentage of graduates that meet the criteria for CCMR will increase from 79% in the 2019 Accountability to 88% by the 2024 Accountability (based on graduating class of 2023).

> **Evaluation Data Source(s) 13:** 2024 Accountability; PEIMS Reporting, CTE, TSIA, IB and AP Assessment Results, Dual Credits earned

> **Summative Evaluation 13:**

> **TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact
TEA Priorities Connect high school to career and college 1) Form a district team to evaluate current status of CCMR procedures and progress.	Executive Director of Advanced Academics and CCMR	Baseline assessment of Plano ISD CCMR status
TEA Priorities Connect high school to career and college 2) Develop a district system and plan for implementation to track student performance on CCMR measures by the end of 2019-2020.	Executive Director of Advanced Academics and CCMR	Detailed system for monitoring student CCMR progress; Implementation time line
TEA Priorities Connect high school to career and college 3) Develop and implement training for counselors and campus administrators on CCMR indicators and tracking system by the end of 2019-2020.	Executive Director of Advanced Academics and CCMR	Counselors will have intentional CCMR conversations as part of academic conversations and track student CCMR progress

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

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

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

Performance Objective 1: Action Plan 2.1.1 Design a Portrait of a Graduate framework that articulates student success in terms of life readiness skills and competencies.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) A Design Team will be created to develop the district's process and time line for the development of the Portrait of a Graduate..	Assistant Superintendent for Technology Services; Executive Director for Instructional Technology; Director for Family and Social Services	Summary report including key processes, outcomes, landscape shifts, and community feedback results, as well as next steps for the design of the Portrait of a Graduate.
2) By April 2020, the Design Team in partnership with community and stakeholders will complete the final Plano ISD Portrait of a Graduate.	Assistant Superintendent for Technology Services; Executive Director for Instructional Technology; Director for Family and Social Services	The Plano ISD Portrait of Graduate

Strategy Description	Monitor	Strategy's Expected Result/Impact
3) By May 2020, the Design Team will identify local assets that support the cultivation of competencies as identified in the design of the Portrait of a Graduate that will support the development of Learner Profiles.	Assistant Superintendent for Technology Services; Executive Director for Instructional Technology; Director for Family and Social Services	Summary report including skills and attributes that reflects the communities expectations of PISD graduates that will be used to develop grade level Learner Profiles.

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

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

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

Performance Objective 2: Action Plan 2.2.1 Develop Learner Profiles that reflect Portrait competencies at each grade level.

 Evaluation Data Source(s) 2:

 Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) By May 2020, articulate a methodology for unpacking life ready skills and competencies into discrete, leveled student learning objectives to be included in curriculum by content and grade level.	Assistant Superintendent for Technology Services; Executive Director for Instructional Technology; Director for Family and Social Services Assistant Superintendent for Academic Services	Methodology Report including research design framework.

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

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

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

Performance Objective 3: Action Plan 2.2.2 Build capacity to teach and model life readiness skills through daily interactions, curricular alignment, and instructional strategies in order to help students achieve success in life.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) By June 2020, outline the Learner Profile development, time line, and curriculum integration.	Assistant Superintendent for Technology Services; Executive Director for Instructional Technology; Director for Family and Social Services	Learner Profile project development plan aimed at advancing concepts by grade level and content areas as part of operationalizing our Portrait of a Graduate.
2) Increase student and parent engagement in post secondary readiness and planning.	Director of Guidance and Family Education	Increase Naviance Parent usage 25% through expanded communication. Increase students completing College and Career tasks assigned through Naviance to 85% of students in each grade level. Increase FAFSA Completion from 57% to 65% of all 12th grade students through increasing parent workshop, collaboration with Collin College Advisers and ongoing monitoring. A revised PK - 12 Scope and Sequence for the guidance program will be built based on competencies for each grade level.

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

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

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

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

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

   Evaluation Data Source(s) 1:

   Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Conduct stay interviews to determine employee interest in the district, their choice to work here and their reason(s) for remaining in the district.	Director for Recruitment & Retention	Refined stay interview instrument for widespread use in 2020-21.
2) Evaluate available applicant tracking systems.	Director for Recruitment & Retention	Select the best applicant tracking system to meet current district and campus needs.
3) Develop system for posting and tracking location-specific positions.	Director for Recruitment & Retention	Connect principals with applicants specifically interested in their campus. Limited in 2019-20 to Transformation Schools and highly specialized positions (i.e. dual credit, teacher leadership positions, etc.).
4) Revise base compensation plan to simplify and be more competitive in the marketplace.	Assistant Superintendent for Employee Services	Updated/revised base compensation plan structure.
5) Review and refine stipend processes and amounts to provide additional compensation for hard-to-fill positions and for additional duties.	Executive Director for Human Resources	Stipend program that is both equitable and accomplishes PISD goals for talent acquisition and recognition.
6) Review and refine adult temp and extra-duty processes and amounts to provide equitable compensation for necessary additional work and services.	Executive Director for Human Resources	Extra-duty (employees) and adult temp (non-employees) processes that are competitive and equitable.

Strategy Description	Monitor	Strategy's Expected Result/Impact
7) Examine innovative methods to recruit hard-to-fill areas (i.e. auxiliary, special education, bilingual education).	Executive Director for Human Resources	Certification initiative to recruit current employees into hard to fill areas. A pay structure for maintenance employees that provides immediate advancement based on industry certification.

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

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

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

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

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Create and implement an engaging on-boarding process in Plano ISD that is supported by the district and all hiring managers.	Director for Recruitment & Retention and Director for Professional Learning	Formalized on-boarding plan for special education classroom paraprofessionals, office managers, and substitutes leading to increased effectiveness in these roles from the beginning of employment.
2) Survey new classroom paraprofessionals, office managers, and substitutes to solicit feedback regarding the on-boarding experience, current needs and remaining questions they may have.	Director for Recruitment & Retention and Director for Professional Learning	Incorporate feedback on experiences and needs into the new on-boarding plan for these groups.
3) Develop guidelines, resources and expectations for hiring managers to assist with on-boarding new employees.	Executive Director for Human Resources	Equip hiring managers with resources to support new employees.
4) Obtain/review feedback on New Teacher Mentoring Program and adjust accordingly.	Director for Professional Learning	Revised program aligned to new teacher needs (both research driven and PISD driven).
5) Design and publish a comprehensive PISD Employee Handbook.	Executive Director for Human Resources	PISD Employee Handbook that may be revised from year to year (expanded from the current employee policy guide).

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

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

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

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

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

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Determine professional learning needs at Transformation Schools utilizing available data, participant feedback, district/campus/professional goals and researched best practices.	Director for Professional Learning	Campus professional learning aligned to the individualized needs of the 4 Transformation Schools. Developed template to guide decision-making in the area of professional learning.
2) Expand the use of technology (online courses, blended learning, and video) for self-directed growth and support of district initiatives.	Director for Professional Learning	Developed guidelines for PISD-written online Professional Learning courses and developed structure for catalog of exemplars of Instructional Model in practice.
3) Develop learning pathways for teacher leadership and campus leadership pipelines.	Assistant Superintendent for Employee Services	Developed pathways for multi-year development of teacher leaders, aspiring assistant principals, novice assistant principals, aspiring principals, and new principals.

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

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

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

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

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

> **Evaluation Data Source(s) 4:**

> **Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Create district guidelines for design and facilitation of professional learning quality in PISD.	Director for Professional Learning	PISD expectations (written and taught) for leading adult learners in a variety of learning models.

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

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

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

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

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

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Gather input from employees across Plano ISD regarding their perception of the district as an employer related to existing supports for physical, mental, emotional, and financial health.	Director for Benefits and Risk Management	Survey data that will inform the next steps in developing strategies for employee wellness.
2) Increase marketing/visibility of Employee Assistance Program to all employees leading to an increase in use.	Director for Benefits and Risk Management	Increased employee support in a variety of areas.

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

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

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

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

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

> **Evaluation Data Source(s) 6:**
>
> **Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Collect feedback from current employees who have grown within Plano ISD to identify factors that made their growth possible and contributed to retention. Include this with stay interviews.	Director for Recruitment & Retention and Director for Professional Learning	Identified areas of valued opportunity to expand upon.
2) Establish a plan for growing facilities/maintenance employees through training, certification opportunities, and position advancement based on experience and knowledge/skills.	Director for Recruitment & Retention and Director for Professional Learning	Comprehensive plan for career advancement for those employees in the manual trades.

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

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

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

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

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

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Publish the Model Code of Educator Ethics (MCEE).	Executive Director for Human Resources	Plano ISD Employee Handbook including the MCEE.
2) Increase leadership capacity to understand and utilize the MCEE framework.	Director for Professional Learning	Professional Learning sessions for district and campus leaders on the MCEE and its intended use in PISD.

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

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

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

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

    Evaluation Data Source(s) 1:

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Assess current communications and engagement practices district-wide to determine opportunities, gaps, risks and the district's current framework for engagement.	Executive Director for Communications	Report that highlights key issues and determines critical areas for action in order to ensure stakeholder needs are being met. Communication plan that addresses gaps and implements best practices.
2) Develop standards and guidelines for communications and engagement for each campus and department.	Executive Director for Communications	Standard guidelines and practices across schools and departments related to communications, website, social media, etc., to create equitable engagement experiences for all constituents. Better informed constituents.
3) Research and employ an accessible online tool to filter and track questions, concerns, suggestions or other feedback from stakeholders in order to ensure efficient, accurate and timely responses, which could be shared with broader audiences as needed.	Executive Director of Communications	Implement a tool such as "Let's Talk" in order to facilitate better two-way communication. Eliminate use of AskPISD, which is an outdated and inefficient email system.

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

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

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

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

 Evaluation Data Source(s) 2:

 Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Collaborate with communications department to market new student and family resources. For example, SMU clinic, PlanoUP! project, Children's Telehealth Pilots	Assistant Superintendent Student and Family Support Services	Distribution of communication materials to stakeholders; Ensure website includes resource information for stakeholders
2) Analyze stakeholder perceptions of Plano ISD through surveys, focus groups, etc., to better understand the district's internal and external audiences and to inform the development of a consistent and cohesive brand identity.	Executive Director for Communications	Data and research that inform decisions related to the Plano ISD brand.
3) Research branding and communications strategies, including conducting competitive analyses of other organizations and school systems, in order to gain insight and establish best practices for defining and presenting the Plano ISD brand.	Executive Director for Communications	Report summarizing industry strengths, weaknesses, trends and best practices in order to maintain and promote Plano ISD's position as a premier public education system on state and national levels.
4) Collaborate with leadership districtwide to help market the strategic plan and related district initiatives and outcomes.	Executive Director for Communications	Stakeholder awareness and understanding of the strategic plan. Community connectedness emphasizing the district's commitment to excellence, transparency and a high level of trust that prioritizes student growth and learning.
5) Develop a clear and concise "elevator pitch" for Plano ISD that resonates with all audiences and influences a unified perspective of who and what Plano ISD represents.	Executive Director for Communications	Concise and consistent messaging allowing all Plano ISD representatives to engage audiences and conduct informed conversations about the district.

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

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

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

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

Evaluation Data Source(s) 3: Artifacts from comprehensive needs assessment, uniform needs assessment screener developed and implemented, recommended wraparound services models based on research from other districts, protocols, tools, and training for threat assessment and management and tiered behavior interventions; Artifacts such as developed web tools/presence and marketing tools for parents

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Conduct a comprehensive needs assessment to determine current wraparound services and where our greatest needs or gaps exist.	Assistant Superintendent Student and Family Support Services; Executive Director Student and Family Service	Inclusive list of district resources; Map of district human resources by campus and feeder pattern; Specific assessment of needs and obstacles for each campus; Needs assessment screener to be used district-wide by campus support personnel to identify student and family needs; Defined roles and responsibilities for Plano ISD campus student support roles
2) Explore, research and compare wraparound service delivery models in other school districts including commissioning a report from Hanover Research and partnering with Vancouver Public Schools.	Assistant Superintendent Student and Family Support Services; Executive Director Student and Family Service	Report from Hanover Research on models; Recommended practices based on research of other districts models.
3) Create proactive protocol, systems and trainings to positively impact student well-being	Assistant Superintendent Student and Family Support Services; Executive Director Student and Family Service	District-wide threat management and assessment protocol implemented on all campuses; Outreach tools to increase parental awareness of the threat management and assessment process; Tools and trainings to expand tiered behavior interventions

Strategy Description	Monitor	Strategy's Expected Result/Impact
4) Increase internal and external awareness and access to wraparound services by establishing a web presence by December 2019	Assistant Superintendent Student and Family Support Services; Executive Director Student and Family Service	Inclusive search-able list of community services; Inclusive search-able list of Plano ISD resources for support in areas of academics, behavior, social emotional health, mental health, and basic needs
5) Review current 504 and CMIT processes and procedures to create improved protocols with fidelity.	Director of Family and Social Services	Revised protocols and associated trainings for implementation at all campuses.
6) Build teacher capacity in identifying, supporting, and referring students impacted by trauma by designing and facilitate professional development in evidence-based Trauma Informed Practices and Youth Mental Health First Aid.	Director of Family and Social Services	Professional learning offerings and attendance.

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

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

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

Performance Objective 4: Action Plan 4.2.2 Simplify and maintain ways for students, families and the community to contribute to the school/district which utilize their talents and resources and lift up their own unique value.

> **Evaluation Data Source(s) 4:** Usage data from SMU Counseling and Arbitration Clinic services, PlanoUP program delivery data, usage data from the telehealth pilot schools, attendance at Back to School Fairs, baseline data on student and family school engagement

> **Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Implement and study non-traditional means to provide and access services	Assistant Superintendent Student and Family Support Services; Executive Director Student and Family Service	Establishment of physical setup and offering services for counseling and arbitration at the SMU Clinic at Cox; Reduction in levels of depression in youth 12-18 yo in zip code 75074 as measured by the PHQ-9 through provision of services through implementation of the Texas Health Resources collaborative partners grant; Usage of services for Children's Health telebehavioral health and telehealth at the four pilot locations; Partner with area universities to obtain social work and counseling interns
2) Discover and capitalize on opportunities to increase collaborative structures between and among internal and external providers for wraparound services	Assistant Superintendent Student and Family Support Services; Executive Director Student and Family Service	Hold Back to School fairs in two different feeder patterns; Explore for implementation a partnership between Plano ISD and UTD to provide experiences aimed at increasing social emotional health for high school age beginning language learners
3) Understand and identify current family engagement systems and processes to connect and contribute to the school community.	Assistant Superintendent Student and Family Support Services; Executive Director Student and Family Service	Establish baseline data on ways students and families engage in contributing to the school district.

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

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

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

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Examine methods to increase our capacity to develop and deepen long-term community and corporate relationships and recognize that this function is separate from the solicitation of more marketing-driven annual sponsorships.	Assistant Superintendent for Strategic and Community Engagement	List of new or partners matched with identified needs within the district.
2) Identify and implement a district-wide volunteer management solution that allows schools and district programs to easily advertise engagement or partnership opportunities, and where stakeholders can find, join and track engagement and participation.	Assistant Superintendent for Strategic and Community Engagement	Implementation of a volunteer management system.
3) Target communication efforts with current and potential long-term partners including regular updates on programs supported, student achievement and PR efforts.	Assistant Superintendent for Strategic and Community Engagement	Log detailing the contact with existing partners and the cultivation of new relationships based upon current district needs.
4) Target communication efforts with current and potential long-term partners including regular updates on programs supported, student achievement and PR efforts.	Assistant Superintendent for Strategic and Community Engagement	Log detailing the contact with existing partners and the cultivation of new relationships based upon current district needs.
5) Create a system for district staff to use when asking for or receiving donations or volunteer hours that will allow the district to collect data to accurately gauge current engagement activity.	Assistant Superintendent for Strategic and Community Engagement	Bring forward a recommended product to implement the following year.

Strategy Description	Monitor	Strategy's Expected Result/Impact
6) Create a clearinghouse to efficiently match community resources with student and campus needs, including but not limited to traditional volunteers, guest speakers, mentorships, externships, internships, job-shadowing opportunities, expertise/talents, etc.	Assistant Superintendent for Strategic and Community Engagement	Assess the current relationships/needs of campuses and create a tracking system to inventory existing efforts.

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

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

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

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

    Evaluation Data Source(s) 2:

    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Develop resource allocation models/data-driven allocation formulas for both campus staffing/campus funding allocations and continue zero-based budgeting for departments.	Chief Financial Officer; Executive Director of Financial Services; Chief Operating Officer; Assistant Superintendent for Employee Services; Assistant Superintendent for Academic Services	More targeted spending and compliance of federal and state allotments based on student needs; Distribute allocations and provide informational sessions on how allocations are formulated; Offer training sessions to demonstrate best practices and provide assistance.
2) Enhance communication and understanding of resource allocations with all district stakeholders.	Chief Financial Officer; Executive Director of Financial Services	Compliance Training for Program Directors, Principals, and Board members.
3) Assemble a focus group to gather feedback on expenditure trends and budgeting processes to refine/enhance future processes in order to meet district goals and student needs.	Executive Director of Financial Services	Refined budgeting processes and efficient use of resources.
4) Conduct an equity study of extra curricular program participation.	Assistant Superintendent of Student Engagement; Director for Fine Arts; Athletic Director	Identify potential gaps and need for student participation and program enhancements.

Strategy Description	Monitor	Strategy's Expected Result/Impact
5) Create implementation plan of Federal Meal Program at Beaty ECS and Isaacs ECS and expand current Meal Program at Pearson ECS for the 2020 or 2021 school year.	Assistant Superintendent of Student Engagement and District Services; Director of FANS; Facilities/New Construction; Chief Financial Officer	Recommendation proposal for implementation.
6) Explore alternative transportation options for specialized routing needs (Guinn SPC, McKinney-Vento).	Assistant Superintendent of Student Engagement and District Services; Director of Transportation	Cost-efficient, reliable options available to Transportation Department.
7) Review the current meal program at PSHS.	Assistant Superintendent of Student Engagement and District Services; Director of FANS; PSHS Principal; Facilities/New Construction; Chief Financial Officer	Determine if the Federal Meal Program should return to PSHS and a recommended time line and facility needs.
8) Strengthen and implement bag policy at PISD stadiums and game fields.	Assistant Superintendent of Student Engagement and District Services; Executive Director of Safety & Security; Athletic Director	Provide additional layer of security for students, staff, and community spectators at PISD stadiums.
9) Revise District Safety Committee to meet SB11 requirements.	Assistant Superintendent of Student Engagement and District Services; Executive Director of Safety & Security; Athletic Director	Committee will be in compliance with SB11 with membership to be beyond state requirements.

Strategy Description	Monitor	Strategy's Expected Result/Impact
10) Review and revise current staffing allocation model (campus) to ensure continued differentiation based on student needs within budgetary constraints.	Assistant Superintendent Employee Services	Differentiated Staffing Allocation model
11) Revise staffing allocation process (campus) to ensure principal understanding, department input, and timeliness of "open to hire" in order to maximize opportunities to hire high-quality staff.	Assistant Superintendent Employee Services	Revised time lines and training.

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

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

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

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

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact
1) Evaluate desired outcomes against resource allocations to ensure effectiveness and to allow reassessment of resource distribution.	Chief Financial Officer; Assistant Superintendent for Student Engagement and District Services; Assistant Superintendent for Technology	Meet TEA required compliance; Evaluate student performance results and the evaluation of each type of expenditure effectiveness
2) Track student growth, campus improvement, and department effectiveness in relation to funds allocated.	Cabinet	Cost Benefit Analysis - Evaluate results obtained from additional resources provided
3) Develop expected outcomes prior to adding Full Time Equivalent (FTE) and/or resources to departments and campuses.	Cabinet	Decisions based on data- resources of funding and human capital are distributed based on fact and needs.
4) Analyze progress in Campus Improvement Plans based on resource allocations. Utilize new tools (Forecast 5/Plan4Learning) to provide historical and dashboard data to campuses and departments and to evaluate effectiveness of resources provided.	Cabinet	Framework for Strategic Abandonment that answers the guiding question: Were resources effective? If not, allocation of resources is revised and historical processes that do not achieve desired outcomes are abandoned; Data is provided in a variety of formats in order for decision makers to better understand outcomes.
5) Implementation of the district Technology Plan that integrates technology with instructional and administrative systems.	Assistant Superintendent for Technology	Fully implemented One2Web program with integration of digital textbook resources.

District Level Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Georgia Beauchamp	Elementary School Teacher (2019)
Classroom Teacher	Alexander Kirton	Elementary School Teacher (2019)
Classroom Teacher	Shelby Robbins	Elementary School Teacher (2019)
Classroom Teacher	Jamie Hales	Elementary School Teacher (2019)
Classroom Teacher	Teri Coker	Elementary School Special Education Teacher (2019)
Classroom Teacher	Micaela Lester	Middle School Teacher (2019)
Classroom Teacher	Jennifer Penny	Middle School Teacher (2019)
Classroom Teacher	Shibha Tyagi	Middle School Teacher (2019)
Classroom Teacher	Shelby Rose	Middle School Teacher (2019)
Classroom Teacher	Marette Watson	Middle School Teacher Non-Voting (2019)
Classroom Teacher	Robyn Shipley-Gerko	High School/Senior High School Teacher (2018)
Classroom Teacher	Debbie O'Reilly	High School/Senior High School Teacher (2018)
Classroom Teacher	Wendy McKim	High School/Senior High School Special Education Teacher (2019)
Classroom Teacher	Laura Dizien	Elementary School Teacher (2020)
Classroom Teacher	Jason Ramos	Elementary School Teacher (2020)
Classroom Teacher	Erin Rowe	Elementary School Teacher (2020)
Classroom Teacher	Nicole Kaufman	Elementary School Teacher Non-Voting Alternate (2020)
Classroom Teacher	Brent Love	High School Teacher (2020)
Classroom Teacher	Helmuth Kroog	High School Teacher Non-Voting Alternate (2020)

Committee Role	Name	Position
District-level Professional	Matthew Sipes	Non-Teaching District Based Professional-Campus Services (2019)
District-level Professional	Robin Garcia	Non-Teaching District Based Professional-Campus Services (2019)
District-level Professional	Dr. Saul Laredo	Non-Teaching District Based Professional-Campus Services (2018)
District-level Professional	Dr. Katrina Hasley	Assistant Superintendent for Academic Services
District-level Professional	Susan Modisette	Assistant Superintendent for Campus Services
District-level Professional	Dr. Dash Weerasinghe	Senior Exec Director Assessment Research & Program Evaluation
District-level Professional	Dr. Laurie Taylor	Executive Director Elementary Academic Services
District-level Professional	Ashley Helms	Executive Director Secondary Academic Services
District-level Professional	Talle Gomez	Executive Director Multilingual Services
District-level Professional	Janna Crow	Executive Director Special Education Services
District-level Professional	Dr. Paul Dabbs	Director Research and Campus Data Support
District-level Professional	Becky Jackson	Assessment Compliance Specialist
District-level Professional	Marcus Miller	District-Based Professional (2020)
Parent	Kelley Thomas	President of PTA
Business Representative	Abe Johnson	Business Member
Business Representative	Al Ely	Business Member
Community Representative	Anna Clinton	Community Member
Community Representative	Tracey Dry	Community Member
Administrator	Ari Weinberg	Middle School Principal (2020)
Administrator	Andrea Cockrell	Elementary Campus Principal (2019)
Administrator	John Tedford	High School/Senior High School Campus Assistant Principal (2019)
Non-classroom Professional	Nina Tabanian	Non-Teaching Campus Based Professional (2020)

Committee Role	Name	Position
Non-classroom Professional	Misty Benson	Non-Teaching Campus Professional Non-Voting Alternate (2020)

Addendums

DISTRICT APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

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

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

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)

6. **Post-Secondary Preparedness/Higher Ed Information/Career Education**
• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:
   o Higher education admissions and financial aid, including sources of information
   o TEXAS grant program
   o Teach for Texas grant programs
   o The need to make informed curriculum choices for beyond high school
   o Sources of information on higher education admissions and financial aid
• Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
	TEC 11.252(4)
	
	TEC 11.252(3)(G)
		Executive Director for Student & Family Services
		
		And
		
		Director of Guidance and Education Services
			The school will follow Board Policies: EIC, BQ, FFEA

7. **Sexual Abuse and Maltreatment of Children**	TEC 38.0041(c) TEC 11.252(9) BQ(Legal)	Executive Director for Student & Family Services	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.

8. **Student Welfare: Crisis Intervention Programs & Training**
• District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:
   o Early mental health intervention
   o Mental health promotion and positive youth development
   o Substance abuse prevention
   o Substance abuse intervention
   o Suicide prevention and suicide prevention parent/ guardian notification procedures
	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)
	
	TEC 11.252(3)(B)(i)
	
	Board Policy FFB(Legal)
	Board Policy DMA(Legal)
		Executive Director for Student & Family Services	The school will follow Board Policy FFB and FNF.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
• Training for teachers, school counselors, principals and all other appropriate personnel.			

9. **Student Welfare: Discipline/Conflict/Violence Management** (DIP)
  • Methods for addressing
    o Suicide prevention including parent/guardian notification procedure
    o Conflict resolution programs
    o Violence prevention and intervention programs
    o Unwanted physical or verbal aggression
    o Sexual harassment
    o Harassment and dating violence
	TEC 11.252(a)(3)(E)
	TEC 11.252(3)(B)
	TEC 11.252(3)(B)
	TEC 11.253(d)(8)
	BQ(Legal)
	
	TEC 37.001
	Family Code 71.0021
	TEC 37.0831
		Executive Director for Student & Family Services	The school will follow Board Policies: FFB, FOC, FOCA, DMA and FFE

10. **Texas Behavior Support Initiative (TBSI)** • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) Board Policy DMA(Legal)	Executive Director for Student & Family Services	The school will follow Board Policy DMA(Legal)
11. **Technology Integration in Instructional and Administrative Programs**	TEC 11.252(a)(3)(D) TEC 28.001 BQ(Legal)	Executive Director Instructional Technology	
12. **Staff Development for professional staff of a district**	BQ(Legal)	Assistant Superintendent for Employee Services	
13. **Dating Violence Policy**	BQ(Legal)	Executive Director for Student & Family Services	The school will Board Policy FFH

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 whom 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 in 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 before serving migrant students who no not fall into 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

Activity	Timeline	Responsible	Documentation
▪ 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.

Activity	Timeline	Responsible	Documentation
▪ 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			

_8-3079_

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

DUTIES OF SROs and SECURITY PERSONNEL:

Texas SB1707 (2019) requires that the PISD board of trustees determine the law enforcement duties of School Resource Officers (SROs) and Security Personnel, and that these duties be included in our MOU for SRO services, and in other documents such as the Student Code of Conduct and District Improvement Plan.

I propose the following language for the Student Code of Conduct and the District Improvement Plan:

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

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

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

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

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

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

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

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

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

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

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

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