

# Plano Independent School District District Improvement Plan

2022-2023



**Board Approval Date:** September 20, 2022

# 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.**

## Ongoing Goals

Plano ISD has five major ongoing district goals:

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.
2. Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.
3. Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.
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.
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.

# Table of Contents

Comprehensive Needs Assessment	4
Student Learning	4
Goals	4
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.	5
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 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.	9
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.	14
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.	22
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	30
Goal 6: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC ELAR from 2022 to 2023.	35
Goal 7: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2022 to 2023.	40
Goal 8: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2022 to 2023.	45
Goal 9: DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies and STAAR/EOC U.S. History from 2022 to 2023.	49
Goal 10: DIP - Plano ISD will reach and maintain the graduation rate for all students and each student group at 94% or higher.	50
Goal 11: DIP - Plano ISD will increase the percentage of graduates and seniors that meet the criteria for CCMR by 12% from 68% in the 2022 accountability (2021 graduates and seniors) to 80% by 2027 (2026 graduates and seniors). For economically disadvantaged students, the CCMR rates will increase by 18% from 46% in 2022 to 64% in 2027.	53
Goal 12: Federal and State Mandates	55
2022-2023 DBIC	57
Addendums	59

# Comprehensive Needs Assessment

Revised/Approved: September 6, 2022

## Student Learning

### Student Learning Summary

**District Elementary Goals Including HB3 Goals:** ([see tables in addendum](#)): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

**District Middle Goals:** ([see tables in addendum](#)): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

**District High School Goals Including HB3 CCMR Goals:** ([see tables in addendum](#)) HB 3 District and Board goals requires each district to set 5-year goals for college, career, and military readiness including targets for each school year. Plano ISD have set these goals for CCMR. Campus goals are aligned with these CCMR goals. As CCMR goals for college readiness is strongly aligned with the Meets Standard on STAAR EOCs, the district target for 2021 is based on these CCMR increases required from 2019 to 2021. The campus target for EOCs now align with the district required target for 9-10 grade levels for Algebra I, English I and English II, Biology, and US History for the All Student and Specific student groups. 2019 Baseline Data from 2018-19 TAPR

**Plano ISD goal graduation goal analysis:** From 2019 Accountability (Class of 2018) to 2022 Accountability (Class of 2021) Calculation

If between 90 <- RATE < 94: 0.1% increase/year.

- AA from 93.0  $(.1 + .1) = 93.2$
- o Hispanic from 93.7  $(.1 + .1) = 93.9$

If below 90%, then 10% reduction in gap between Current and 94%.

- EL: from 87.3%  $(94.0 - 87.3)/10 = 0.67\%$ .  $87.3\% + 0.7 = 88.0\%$
- Special Ed: from 77.5%  $(94.0 - 77.5)/10 = 1.65\%$ .  $77.5 + 1.7 = 79.2$

# Goals

**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 1.2.2 Clarify and refine expectations around learning and teaching.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Review and refine the PISD instructional model to address cognitive learning models. <b>Staff Responsible for Monitoring:</b> Chief Learning Officer	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide professional learning and coaching for principals to define a vision of instruction and system for monitoring performance and growth for their campus. (HRS, Lead4Ward, PISD Leadership Definition) <b>Staff Responsible for Monitoring:</b> Chief Learning Officer	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide professional learning to equip teachers to design rigorous learning experiences for students using the mathematical and science process standards and the PISD instructional model to improve student achievement and growth. <b>Staff Responsible for Monitoring:</b> Chief Learning Officer	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Implement strong literacy and academic language practices in PreK-12 to improve student achievement and growth. <b>Staff Responsible for Monitoring:</b> Chief Learning Officer	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Provide coaching and support for K-3 teachers and administrators for the campuses participating in the TEA Reading Academy and implement monitoring systems for growth. (15 campuses in 2022-2023) <b>Staff Responsible for Monitoring:</b> Director of Elementary Academic Services	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Develop an inclusive professional communications course for EL students to successfully complete their communications requirement for graduation. <b>Staff Responsible for Monitoring:</b> Executive Director for Multilingual Services	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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**Performance Objective 2:** Action Plan 1.1.2 / 1.2.2 Implement a district-wide consistent model for a Multi-tiered System of Supports including Response to Intervention.

**Evaluation Data Sources:** Evidence of intervention goals and progress monitoring in Edugence; Use of Data Checkpoint system at campus level; Documentation of intervention schedules

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide professional learning and support for principals on the implementation and systems of MTSS on their campuses. <b>Staff Responsible for Monitoring:</b> Director of MTSS/Section 504	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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**Performance Objective 3:** Action Plan 1.1.1: Evaluate and revise Advanced Academics programming.

**Evaluation Data Sources:** Equity root cause analysis; campus level enrollment and participation data; GT Advisory committee work products; 1 to 3 year plan for implementing revisions in advanced academics; course lists and student enrollment

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop a partnership to design and implement a Collegiate Academy option for students. <b>Staff Responsible for Monitoring:</b> Executive Director for Counseling, College, Career, and Military Readiness	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Develop a CTE long-range visioning plan that outlines CTE course offerings and pathways for middle, high, and senior high schools and includes a vision and timeline for a CTE center (pending voter approval of the bond). <b>Staff Responsible for Monitoring:</b> Director of CTE	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Define multiple pathways available for students to be college, career, and/or military ready to allow every student the opportunity to earn CCMR status. <b>Staff Responsible for Monitoring:</b> Executive Director of Counseling, College, Career, and Military Readiness	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Analyze data for advanced academics courses in order to determine strengths, needs and gaps to increase student success and participation.</p> <p><b>Strategy's Expected Result/Impact:</b> Inform instructional planning needs for advanced academics programming; Improve academic advising process to increase student participation as appropriate</p> <p><b>Staff Responsible for Monitoring:</b> Director of Advanced Academics</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Collect and analyze participation data by student groups in gifted and advanced academics courses to determine needs to ensure equity and close achievement gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Revised advising procedures; district and campus populations are more equitably represented in gifted and advanced academic courses.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Advanced Academics</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**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 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 Step 2.1.1: Increase awareness and understanding among all stakeholder groups around the Portrait of a Graduate.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Building on the Portrait of a Graduate work, develop an implementation and communication plan to build awareness and understanding among all stakeholder groups around the Portrait. <b>Staff Responsible for Monitoring:</b> Director of Instructional Technology	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

**Performance Objective 2:** Action Step 2.2.1: Develop Learner Profiles that reflect Portrait of a Graduate competencies at each grade level to ensure life readiness skills, rigorous academic content, and high levels of student engagement.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Complete Learner Profiles for each grade level by identifying student learning objectives and activities related to life ready skills and competencies and the leadership work done with Holdsworth. <b>Staff Responsible for Monitoring:</b> Director of Instructional Technology	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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**Performance Objective 3:** Action Step 2.2.2: Increase participation/engagement in extracurricular programs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Develop a tracking system for campuses to determine opportunities for increased inclusivity within clubs, programs and extracurricular activities</p> <p><b>Strategy's Expected Result/Impact:</b> New Tracking System</p> <p><b>Staff Responsible for Monitoring:</b> Director of Fine Arts and Director of Athletics</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Explore and develop expanded course offerings in Fine Arts for 6th grade students. Determine pilot campuses for the 2023-24 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Fine Arts</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Increase the awareness and recognition of academic achievement for student athletes including Academic All-District for varsity athletes as well as a recognition system for all athletes in grades 7-12.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased visibility of academic achievement and source of motivation other than 'No Pass-No Play'</p> <p><b>Staff Responsible for Monitoring:</b> Director of Athletics</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 4:** Action Step 2.2.2: Develop a "Programs of Study in the Arts" website/document to clarify course sequences and highlight pathways to jobs and careers in the arts. (2 yr goal)

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Launch of a website in combination with a marketing plan to all secondary students and collaborate with the Counseling Department to provide a consistent course selection process offering all available electives. <b>Staff Responsible for Monitoring:</b> Director of Fine Arts	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Develop an inclusive arts program that will provide access for students with special needs to a variety of secondary fine arts courses. <b>Staff Responsible for Monitoring:</b> Director of Fine Arts and Executive Director of Student Support Services	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

**Performance Objective 5:** Action Step 2.2.2: Explore solutions to increase effectiveness of programs.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Outline a vision for middle school programming that addresses engagement in course work, extracurricular activities and electives, and developmental needs and interests of students; the plan will explore programs including CTE and IB course offerings and potential master schedule adjustments.</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Leadership and Operations Deputy Superintendent of Teaching, Learning, and Life Readiness</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Rebrand vertical feeder high schools directly with their respective senior high schools by aligning mascots, school colors, uniforms, equipment, and programs to increase school spirit and engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Fine Arts Director of Athletics</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Outline a vision for elementary fine arts programming to increase the application of programmatic TEKS in theater arts.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Fine Arts</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**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.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Develop a recruitment plan and timeline that includes innovative methods to recruit hard-to-fill areas (i.e. auxiliary, special education, bilingual education).</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Human Resources</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Complete teacher and leader profiles based on the Plano ISD Portrait of a Graduate and Plano ISD Leadership Definition that assist in recruitment and professional learning efforts.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Instructional Technology Chief Learning Officer</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Develop the Teacher Incentive Allotment plan in Plano ISD with a target of initial data collection during the 2023-2024 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Human Resources</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Implement a new ERP platform for improved applicant experience. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Human Resources	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Develop a marketing plan about becoming a teacher in Plano ISD (i.e alternative certification programs, para-to-pro program, out-of-state and out-of-country educator processes). <b>Staff Responsible for Monitoring:</b> Executive Director for Human Resources	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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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.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Create a report including exit survey data, stay interview data, and turnover in hard-to-fill areas, with recommendations for employee onboarding, support and retention. <b>Staff Responsible for Monitoring:</b> Executive Director for Human Resources	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Design and implement a professional learning onboarding program for new central office staff and district leadership. <b>Staff Responsible for Monitoring:</b> Executive Director for Professional Learning	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Design and align a system for para-to-teacher support in Plano ISD in partnership with colleges and universities. <b>Staff Responsible for Monitoring:</b> Executive Director for Human Resources	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop a process that ensures reflection and feedback to enhance the learning of participants and shape future experiences. <b>Staff Responsible for Monitoring:</b> Executive Director of Professional Learning	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Identify, develop, and implement additional emergency preparedness training (including investigation and documentation procedures) for campus administration and senior district leadership for the 2022-2023 school year. <b>Staff Responsible for Monitoring:</b> Director Emergency Management and Safe School	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Design a process for communicating and marketing professional learning opportunities to increase awareness, participation and access. <b>Staff Responsible for Monitoring:</b> Executive Director for Professional Learning	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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**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.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Connect employee wellness resources and activities through a Wellness Champion on each campus/in each department. <b>Staff Responsible for Monitoring:</b> Executive Director for Human Resources	Formative		
	Nov	Feb	June
	 80%		
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide a resource page of perks/discounts available to employees. <b>Staff Responsible for Monitoring:</b> Executive Director for Human Resources	Formative		
	Nov	Feb	June
	 50%		
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Align the leadership pipeline programs to the new PISD Leadership Definition. Adjust learning targets, sequence session topics accordingly, and create opportunities for hands-on experiences.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Professional Learning</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Determine the need and feasibility for supporting future National Board Certification Teacher cohorts in Plano ISD and develop a plan to continue the work in 23-24 and beyond.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Professional Learning</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**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.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Create and implement a differentiated ethics training plan for campus staff to be trained in the Model Code of Educator Ethics (MCEE). <b>Staff Responsible for Monitoring:</b> Executive Director for Professional Learning	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**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.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Assess current communications and engagement practices district-wide to determine opportunities, gaps, risks and the district's current framework for engagement (this will be complete with the final phase of Let's Talk!).</p> <p><b>Strategy's Expected Result/Impact:</b> Report that highlights key issues and determines critical areas for action in order to ensure stakeholder needs are being met. This report will be used as a road map in a subsequent year to develop a communication plan that addresses gaps and implements best practices.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Communications Officer</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Finalize the implementation of Let's Talk! by rolling the platform out to campuses. Work with select campuses to pilot the platform for the 2022-23 school year. Complete roll-out in 2023-24.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase communication tools for families, students, staff and community members.</p> <p><b>Staff Responsible for Monitoring:</b> Director Communications</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Develop standards and guidelines for communications and engagement for each campus and department. Share style guide with campuses and departments and provide training (expand what is currently shared at <a href="http://www.pisd.edu/logos">www.pisd.edu/logos</a>).</p> <p><b>Strategy's Expected Result/Impact:</b> Standard guidelines and practices across schools and departments related to communications, website, social media, etc., to create equitable engagement experiences for all constituents; Equity in the type/amount/frequency of information that constituents (students, parents, staff, community) can access</p> <p><b>Staff Responsible for Monitoring:</b> Director Communications</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Develop, share and create a process for evaluating best practices for district and campus websites and social media handles. <b>Strategy's Expected Result/Impact:</b> Improve communication and clarity to develop the Plano ISD brand. <b>Staff Responsible for Monitoring:</b> Chief Communications Officer	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**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.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Work with a PR firm to conduct a branding audit to identify actions the district may take to strengthen the Plano ISD brand.  <b>Strategy's Expected Result/Impact:</b> A report to summarize 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.  <b>Staff Responsible for Monitoring:</b> Chief Communications Officers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Increase the storytelling footprint of the communications department by collaborating with the Career and Technical Education (CTE) department to involve students enrolled in Plano ISD's audio-video programs.  <b>Strategy's Expected Result/Impact:</b> Work with the Career and Technical Education (CTE) department to engage senior high audio-video programs as an extension of the communications department's video production team.  <b>Staff Responsible for Monitoring:</b> Director Communications</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Prepare for the opening of the West Plano Welcome &amp; Enrollment Center by designing the programs, staffing model and partnerships that will be utilized.  <b>Strategy's Expected Result/Impact:</b> Increase capacity to welcome families  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Student, Family &amp; Community Services</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Launch professional learning series for all school personnel to enhance our customer service and create atmospheres of belonging on all campuses and district facilities.  <b>Strategy's Expected Result/Impact:</b> Increase customer service quality</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

**Staff Responsible for Monitoring:** Assistant Superintendent for Student, Family & Community Services



 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**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 a system for student management that provides professional learning that will enable all staff to create an atmosphere of belonging for students and families, employ positive behavior intervention supports, integrate social emotional learning and utilize restorative practices.

**Evaluation Data Sources:** Artifacts from comprehensive needs assessment

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Train all campuses on Positive Behavior Intervention Supports (PBIS), Interventions, and Tough Kids by consulting with Safe and Civil Schools to integrate PBIS best practices. <b>Strategy's Expected Result/Impact:</b> Improve climate and culture on each campus <b>Staff Responsible for Monitoring:</b> Director SFCS - Student Management	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Develop systems and processes to provide targeted support for teachers with students that need behavior intervention. <b>Strategy's Expected Result/Impact:</b> Increase staff ability to support students with behavior needs and improve climate and culture on each campus <b>Staff Responsible for Monitoring:</b> Director SFCS - Student Management	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Develop and secure Social Emotional Learning (SEL) resources that are appropriate for all students and adults. <b>Strategy's Expected Result/Impact:</b> Increase sense of well-being for staff and students <b>Staff Responsible for Monitoring:</b> Director SFCS - Family and Social Services	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide professional learning on the effective use of restorative practices and restorative measures.  <b>Strategy's Expected Result/Impact:</b> Increase level of student well-being support and improve climate and culture on each campus  <b>Staff Responsible for Monitoring:</b> Director SFCS - Family and Social Services</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Remove barriers for students accessing education by providing wraparound services that include identification of students living in transition (McKinney-Vento), immunization clinics, mobile services, access to address immediate needs of clothing, school supplies, backpacks and shoes and connections to resources.  <b>Strategy's Expected Result/Impact:</b> Increase support services for students and families  <b>Staff Responsible for Monitoring:</b> Executive Director SFCS</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**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 4.2.1 Redesign the protocols for Section 504 services, create a self-assessment auditing process for central and campus staff, and provide training for campus administrators, coordinators and staff.

**Evaluation Data Sources:** Data from Frontline (eStar)

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide parent training on understanding Section 504 support services. <b>Strategy's Expected Result/Impact:</b> Improve communication with families about services for students served under Section 504 <b>Staff Responsible for Monitoring:</b> Director of MTSS/Section 504	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide training for administrators, coordinators and staff to ensure implementation with fidelity. <b>Strategy's Expected Result/Impact:</b> Improve services to students served under Section 504 <b>Staff Responsible for Monitoring:</b> Director of MTSS/Section 504	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**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 5:** Action Plan 4.2.2 Explore additional possibilities for schools and innovative programs while overtly marketing our existing programs in order to provide greater accessibility and meet more individualized student needs.

**Evaluation Data Sources:** Analysis of programs offered for students and participation levels in those programs

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Review the master schedule efficiencies and develop a timeline for course selection, budget and staff allocation and course placement. <b>Strategy's Expected Result/Impact:</b> Increased efficiency and opportunities for students <b>Staff Responsible for Monitoring:</b> Director of Counseling	<b>Formative</b>		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Evaluate current summer school programming (operational support, enrollment, development of aspiring leaders, staffing and budgetary needs) and redesign where needed to ensure that students have access to relevant programs that allow for acceleration and / or remediation according to individualized student needs. <b>Strategy's Expected Result/Impact:</b> Analysis of summer school programming <b>Staff Responsible for Monitoring:</b> Director of Expanded Learning Pathways	<b>Formative</b>		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Evaluate existing Career and Technical Education programs and determine the need for additions or revisions to high wage / high demand pathways. <b>Strategy's Expected Result/Impact:</b> Increased opportunities for students <b>Staff Responsible for Monitoring:</b> Director of CTE	<b>Formative</b>		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**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.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Target communication efforts with current and potential long-term partners including regular updates on supported programs and student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Develop a strategic partnership communication plan and recognition program.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Communications Officer</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Create a system for district staff to use when asking for or receiving donations or volunteer hours that will allow the district to accurately gauge current engagement activity.</p> <p><b>Strategy's Expected Result/Impact:</b> Launch an official platform for district and education foundation non-monetary donations.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Communications</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Develop a formal Partners in Education program that will help efficiently match community resources with student and campus needs, including but not limited to traditional volunteers, guest speakers, mentorships, externships, internships, job-shadowing opportunities and technical expertise.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a community engagement hub on the website that provides a streamlined platform for the community and businesses to easily view district partnership opportunities including mentorship, donations, volunteering and sponsorship.</p> <p>Develop a process and guidelines for a district speakers bureau as a resource to connect campuses with subject matter experts on any number of topics relevant to curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Communications</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

**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.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Develop a strategic roadmap for implementation in Fall 2023 that outlines the Plan of Work for the next five years.  <b>Strategy's Expected Result/Impact:</b> Provide strategic direction for the next five years for the district.  <b>Staff Responsible for Monitoring:</b> Deputy Superintendents</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Enhance communication and understanding of resource allocations with all district stakeholders.  <b>Strategy's Expected Result/Impact:</b> Compliance Training for Program Directors, Principals, and Board members  <b>Staff Responsible for Monitoring:</b> Deputy Superintendent Business and Employee Services</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Refined budgeting processes and efficient use of resources  <b>Staff Responsible for Monitoring:</b> Executive Director Financial Services</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Conduct an equity study of extracurricular program participation and funding.  <b>Strategy's Expected Result/Impact:</b> Identify potential gaps and need for student participation , funding and program enhancements  <b>Staff Responsible for Monitoring:</b> Director of Fine Arts</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Explore alternative transportation options for specialized routing needs (Guinn SPC, McKinney-Vento).</p> <p><b>Strategy's Expected Result/Impact:</b> Cost-efficient, reliable options available to Transportation Department</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent Business and Employee Services</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Prepare for the opening and ongoing operation of the new Robinson Fine Arts Center.</p> <p><b>Strategy's Expected Result/Impact:</b> Build meaningful partnerships with local organizations around the use and support of student performances at the Fine Arts Center.</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent Business and Employee Services Deputy Superintendent for Leadership and Operations</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**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.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Evaluate desired outcomes against resource allocations to ensure effectiveness and to allow reassessment of resource distribution.  <b>Strategy's Expected Result/Impact:</b> Meet TEA required compliance; Evaluate student performance results and the evaluation of each type of expenditure effectiveness  <b>Staff Responsible for Monitoring:</b> Deputy Superintendent Business and Employee Services</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Track student growth, campus improvement, and department effectiveness in relation to funds allocated.  <b>Strategy's Expected Result/Impact:</b> Cost Benefit Analysis - Evaluate results obtained from additional resources provided  <b>Staff Responsible for Monitoring:</b> Deputy Superintendent Business and Employee Services                      Deputy Superintendent for Teaching, Learning, and Life Readiness</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Develop expected outcomes prior to adding Full Time Equivalent (FTE) and/or resources to departments and campuses.  <b>Strategy's Expected Result/Impact:</b> Decisions based on data- resources of funding and human capital are distributed based on fact and needs.  <b>Staff Responsible for Monitoring:</b> Deputy Superintendent Business and Employee Services</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Analyze progress in Campus Improvement Plans based on resource allocations. Utilize tools (Forecast 5/Plan4Learning) to provide historical and dashboard data to campuses and departments and to evaluate effectiveness of resources provided.</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Senior Executive Director of Assessment, Research, and Program Evaluation</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Implementation of the district Technology Plan that integrates technology with instructional and administrative systems.</p> <p><b>Strategy's Expected Result/Impact:</b> Development of comprehensive cybersecurity policies, procedures, and standards. Conduct risk assessment and develop mitigation strategies to ensure information security. Development of an incident response plan.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Technology Services</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Assess and evaluate current enterprise resource planning (ERP) systems, student information systems (SIS), and third-party enterprise applications to ensure performance and cost effectiveness.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure efficiency and effectiveness of all system applications.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Technology Services</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

**Goal 6:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC ELAR from 2022 to 2023.

**Performance Objective 1:** HB#3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 66% in 2022 to 67% by June 2023. The Special Education student group performance will increase from 41% in 2022 to 44% by June 2023. The Economically Disadvantaged student group performance will increase from 46% in 2022 to 48% by 2023.

The percent of 4th grade students that score Meets grade level or above on STAAR Reading will increase from 66% in 2022 to 67% by June 2023. The Special Education student group performance will increase from 38% in 2022 to 41% by June 2023. The Economically Disadvantaged student group performance will increase from 47% in 2022 to 49% by 2023.

The percent of 5th grade students that score Meets grade level or above on STAAR Reading will increase from 72% in 2022 to 73% by June 2023. The Special Education student group performance will increase from 37% in 2022 to 40% by June 2023. The Economically Disadvantaged student group performance will increase from 56% in 2022 to 58% by 2023.

**HB3 Goal**

**Evaluation Data Sources:** 2023 STAAR Reading

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Facilitate professional learning and provide tools for campus teams (1) to monitor student progress through PLCs to improve student performance and growth; (2) to respond to data to strengthen tier 1 instruction to improve student performance and growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers increase their understanding &amp; implementation of an effective Teaching &amp; Learning Cycle, and expand their response to data to include development &amp; implementation of effective Tier 1 instruction (rather than a focus on intervention).</p> <p><b>Staff Responsible for Monitoring:</b> Director Elementary Academic Services, Director of Secondary of Academic Services, Elementary and Secondary Coordinators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Train campus teams to analyze and adjust instructional practices based on multiple sources of data.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers increase implementation of data-driven literacy instructional practices, with intentional utilization of the PISD Instruction Model, in response to student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Director Elementary Academic Services, Director of Secondary of Academic Services, Elementary and Secondary Coordinators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Design and provide training for general education teachers to improve inclusion practices for special education students across all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Analysis complete; written report of results; identified areas of concern to address.</p> <p><b>Staff Responsible for Monitoring:</b> Director Elementary Academic Services, Director of Secondary of Academic Services, Elementary and Secondary Coordinators and Special Education Staff</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 6:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC ELAR from 2022 to 2023.

**Performance Objective 2:** The percent of 6th grade students that score Meets grade level or above on STAAR Reading will increase from 60% in 2022 to 61% by June 2023. The Special Education student group performance will increase from 28% in 2022 to 31% by June 2023. The Economically Disadvantaged student group performance will increase from 40% in 2022 to 42% by 2023.

The percent of 7th grade students that score Meets grade level or above on STAAR Reading will increase from 70% in 2022 to 71% by June 2023. The Special Education student group performance will increase from 31% in 2022 to 34% by June 2023. The Economically Disadvantaged student group performance will increase from 51% in 2022 to 53% by 2023.

The percent of 8th grade students that score Meets grade level or above on STAAR Reading will increase from 69% in 2022 to 70% by June 2023. The Special Education student group performance will increase from 26% in 2022 to 29% by June 2023. The Economically Disadvantaged student group performance will increase from 51% in 2022 to 53% by 2023.

**Evaluation Data Sources:** 2023 STAAR Reading

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Facilitate professional learning and provide tools for campus teams (1) to monitor student progress through PLCs to improve student performance and growth; (2) to respond to data to strengthen tier 1 instruction to improve student performance and growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers increase their understanding &amp; implementation of an effective Teaching &amp; Learning Cycle, and expand their response to data to include development &amp; implementation of effective Tier 1 instruction (rather than a focus on intervention).</p> <p><b>Staff Responsible for Monitoring:</b> Director Elementary Academic Services, Director of Secondary of Academic Services, Elementary and Secondary Coordinators</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Train campus teams to analyze and adjust instructional practices based on multiple sources of data.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers increase implementation of data-driven literacy instructional practices, with intentional utilization of the PISD Instruction Model, in response to student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Director Elementary Academic Services, Director of Secondary of Academic Services, Elementary and Secondary Coordinators</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Design and provide training for general education teachers to improve inclusion practices for special education students across all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Analysis complete; written report of results; identified areas of concern to address.</p> <p><b>Staff Responsible for Monitoring:</b> Director Elementary Academic Services, Director of Secondary of Academic Services, Elementary and Secondary Coordinators and Special Education Staff</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 6:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC ELAR from 2022 to 2023.

**Performance Objective 3:** The percent of students that score Meets grade level or above on STAAR English I and II will increase from 70% in 2022 to 71% by June 2023. The Special Education student group performance will increase from 27% in 2022 to 30% by June 2023. The Economically Disadvantaged student group performance will increase from 52% in 2022 to 54% by 2023.

**Evaluation Data Sources:** 2023 STAAR EOC English I & II

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Facilitate professional learning and provide tools for campus teams (1) to monitor student progress through PLCs to improve student performance and growth; (2) to respond to data to strengthen tier 1 instruction to improve student performance and growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers increase their understanding &amp; implementation of an effective Teaching &amp; Learning Cycle, and expand their response to data to include development &amp; implementation of effective Tier 1 instruction (rather than a focus on intervention).</p> <p><b>Staff Responsible for Monitoring:</b> Director Elementary Academic Services, Director of Secondary of Academic Services, Elementary and Secondary Coordinators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Train campus teams to analyze and adjust instructional practices based on multiple sources of data.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers increase implementation of data-driven literacy instructional practices, with intentional utilization of the PISD Instruction Model, in response to student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Director Elementary Academic Services, Director of Secondary of Academic Services, Elementary and Secondary Coordinators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Design and provide training for general education teachers to improve inclusion practices for special education students across all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Analysis complete; written report of results; identified areas of concern to address.</p> <p><b>Staff Responsible for Monitoring:</b> Director Elementary Academic Services, Director of Secondary of Academic Services, Elementary and Secondary Coordinators and Special Education Staff</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
No Progress                 Accomplished                 Continue/Modify                 Discontinue			

**Goal 7:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2022 to 2023.

**Performance Objective 1:** HB3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 56% in 2022 to 57% by June 2023. The Special Education student group performance will increase from 39% in 2022 to 42% by June 2023. The Economically Disadvantaged student group performance will increase from 35% in 2022 to 37% by 2023.

The percent of 4th grade students that score Meets grade level or above on STAAR Math will increase from 53% in 2022 to 54% by June 2023. The Special Education student group performance will increase from 32% in 2022 to 35% by June 2023. The Economically Disadvantaged student group performance will increase from 32% in 2022 to 34% by 2023.

The percent of 5th grade students that score Meets grade level or above on STAAR Math will increase from 59% in 2022 to 60% by June 2023. The Special Education student group performance will increase from 30% in 2022 to 33% by June 2023. The Economically Disadvantaged student group performance will increase from 41% in 2022 to 43% by 2023.

**HB3 Goal**

**Evaluation Data Sources:** 2023 STAAR Math

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Facilitate professional learning and provide reflection tools for campus teams (1) to monitor student progress through PLCs to improve student performance and growth; (2) to respond to data to strengthen tier 1 instruction to improve student performance and growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers increase their understanding of the Teaching &amp; Learning Cycle and expand their response to data to include adjustments to tier 1 instruction (rather than solely planning tier 2 intervention). Response to data may include enrichment since MAP and STAAR data show the most limited growth with students in Quintile 1.</p> <p><b>Staff Responsible for Monitoring:</b> Director Elementary Academic Services; Elementary Math Coordinator</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Facilitate professional learning and provide reflection tools to analyze and adjust instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers increase instructional agility and competence through reflective practice, so that response to formative data includes a shift in instructional practice that positively impacts summative data. Example: reflective practices based on winter MAP projections cause teachers to adjust instructional practices so that there is a positive shift in the data after spring MAP and STAAR.</p> <p>Teachers will increase their disposition towards the implementation of strategies in the PISD Instructional Model, and will see formative data as a way to analyze effectiveness of instructional methods that transcend a specific unit of study (as opposed to waiting to change practices until teaching that unit next year).</p> <p><b>Staff Responsible for Monitoring:</b> Director Elementary Academic Services; Executive Director Special Ed; Multilingual; Elementary Math Coordinator</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Design and provide training for general education teachers to improve inclusion practices for special education students across all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Analysis complete; written report of results; identified areas of concern to address.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Education</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 7: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2022 to 2023.**

**Performance Objective 2:** The percent of 6th grade students that score Meets grade level or above on STAAR Math will increase from 54% in 2022 to 55% by June 2023. The Special Education student group performance will increase from 28% in 2022 to 31% by June 2023. The Economically Disadvantaged student group performance will increase from 36% in 2022 to 38% by 2023.

The percent of 7th grade students that score Meets grade level or above on STAAR Math will increase from 33% in 2022 to 34% by June 2023. The Special Education student group performance will increase from 20% in 2022 to 23% by June 2023. The Economically Disadvantaged student group performance will increase from 18% in 2022 to 20% by 2023.

The percent of 8th grade students that score Meets grade level or above on STAAR Math will increase from 69% in 2022 to 70% by June 2023. The Special Education student group performance will increase from 32% in 2022 to 35% by June 2023. The Economically Disadvantaged student group performance will increase from 49% in 2022 to 51% by 2023.

**Evaluation Data Sources:** 2023 STAAR Math

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Facilitate professional learning and provide reflection tools for campus teams (1) to monitor student progress through PLCs to improve student performance and growth; (2) to respond to data to strengthen tier 1 instruction to improve student performance and growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers increase their understanding of the Teaching &amp; Learning Cycle and expand their response to data to include adjustments to tier 1 instruction (rather than solely planning tier 2 intervention). Response to data may include enrichment since MAP and STAAR data show the most limited growth with students in Quintile 1.</p> <p><b>Staff Responsible for Monitoring:</b> Director Elementary Academic Services; Elementary Math Coordinator</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Facilitate professional learning and provide reflection tools to analyze and adjust instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers increase instructional agility and competence through reflective practice, so that response to formative data includes a shift in instructional practice that positively impacts summative data. Example: reflective practices based on winter MAP projections cause teachers to adjust instructional practices so that there is a positive shift in the data after spring MAP and STAAR.</p> <p>Teachers will increase their disposition towards the implementation of strategies in the PISD Instructional Model, and will see formative data as a way to analyze effectiveness of instructional methods that transcend a specific unit of study (as opposed to waiting to change practices until teaching that unit next year).</p> <p><b>Staff Responsible for Monitoring:</b> Director Elementary Academic Services; Executive Director Special Ed; Multilingual; Elementary Math Coordinator</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Design and provide training for general education teachers to improve inclusion practices for special education students across all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Analysis complete; written report of results; identified areas of concern to address.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Education</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 7: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2022 to 2023.**

**Performance Objective 3:** The percent of students that score Meets grade level or above on the Algebra I EOC will increase from 29% in 2022 to 30% by June 2023. The Special Education student group performance will increase from 19% in 2022 to 22% by June 2023. The Economically Disadvantaged student group performance will increase from 19% in 2022 to 21% by 2023.

**Evaluation Data Sources:** 2023 STAAR/EOC Algebra I

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Facilitate professional learning and provide reflection tools for campus teams (1) to monitor student progress through PLCs to improve student performance and growth; (2) to respond to data to strengthen tier 1 instruction to improve student performance and growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers increase their understanding of the Teaching &amp; Learning Cycle and expand their response to data to include adjustments to tier 1 instruction (rather than solely planning tier 2 intervention). Response to data may include enrichment since MAP and STAAR data show the most limited growth with students in Quintile 1.</p> <p><b>Staff Responsible for Monitoring:</b> Director Elementary Academic Services; Elementary Math Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Facilitate professional learning and provide reflection tools to analyze and adjust instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers increase instructional agility and competence through reflective practice, so that response to formative data includes a shift in instructional practice that positively impacts summative data. Example: reflective practices based on winter MAP projections cause teachers to adjust instructional practices so that there is a positive shift in the data after spring MAP and STAAR.</p> <p>Teachers will increase their disposition towards the implementation of strategies in the PISD Instructional Model, and will see formative data as a way to analyze effectiveness of instructional methods that transcend a specific unit of study (as opposed to waiting to change practices until teaching that unit next year).</p> <p><b>Staff Responsible for Monitoring:</b> Director Elementary Academic Services; Executive Director Special Ed; Multilingual; Elementary Math Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Design and provide training for general education teachers to improve inclusion practices for special education students across all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Analysis complete; written report of results; identified areas of concern to address.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Education</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
No Progress                 Accomplished                 Continue/Modify                 Discontinue			

**Goal 8:** DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2022 to 2023.

**Performance Objective 1:** The percent of 5th grade students that score Meets grade level or above on STAAR Science will increase from 49% in 2022 to 50% by June 2023. The Special Education student group performance will increase from 25% in 2022 to 28% by June 2023. The Economically Disadvantaged student group performance will increase from 29% in 2022 to 31% by 2023.

**Evaluation Data Sources:** 2023 STAAR Science

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Equip campus teams to unpack content and process standards and to design and deliver instruction that improves student achievement and growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will increase their instructional agility and competence, which will enable them to develop and adjust tier 1 instruction that best meets the needs of students</p> <p><b>Staff Responsible for Monitoring:</b> Director of Elementary Academic Services, Elementary Science Coordinator</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Use data to provide more vertically aligned instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will increase their understanding of the Teaching and Learning Cycle, and expand their response to data to include adjustments to tier 1 instruction along with planning for tier 2 and 3 instruction</p> <p><b>Staff Responsible for Monitoring:</b> Director of Elementary Academic Services, Elementary Science Coordinator</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> The Outdoor Science Camp will utilize Title IV funds to provide overnight security for our 5th grade students while attending.</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Design and provide training for general education teachers to improve inclusion practices for special education students across all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Analysis complete; written report of results; identified areas of concern to address</p>	Formative		
	Nov	Feb	June

Staff Responsible for Monitoring: Director of Special Education



 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 8:** DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2022 to 2023.

**Performance Objective 2:** The percent of 8th grade students that score Meets grade level or above on STAAR Science will increase from 60% in 2022 to 61% by June 2023. The Special Education student group performance will increase from 25% in 2022 to 28% by June 2023. The Economically Disadvantaged student group performance will increase from 39% in 2022 to 41% by 2023.

**Evaluation Data Sources:** 2023 STAAR Science

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Equip campus teams to unpack content and process standards and to design and deliver instruction that improves student achievement and growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will increase their instructional agility and competence, which will enable them to develop and adjust tier 1 instruction that best meets the needs of students</p> <p><b>Staff Responsible for Monitoring:</b> Director of Elementary Academic Services, Elementary Science Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Use data to provide more vertically aligned instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will increase their understanding of the Teaching and Learning Cycle, and expand their response to data to include adjustments to tier 1 instruction along with planning for tier 2 and 3 instruction</p> <p><b>Staff Responsible for Monitoring:</b> Director of Elementary Academic Services, Elementary Science Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Design and provide training for general education teachers to improve inclusion practices for special education students across all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Analysis complete; written report of results; identified areas of concern to address</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
No Progress                 Accomplished                 Continue/Modify                 Discontinue			

**Goal 8:** DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2022 to 2023.

**Performance Objective 3:** The percent of students that score Meets grade level or above on STAAR/EOC Biology I will increase from 68% in 2022 to 69% by June 2023. The Special Education student group performance will increase from 31% in 2022 to 34% by June 2023. The Economically Disadvantaged student group performance will increase from 48% in 2022 to 50% by 2023.

**Evaluation Data Sources:** 2023 STAAR/EOC Biology

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Equip campus teams to unpack content and process standards and to design and deliver instruction that improves student achievement and growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will increase their instructional agility and competence, which will enable them to develop and adjust tier 1 instruction that best meets the needs of students</p> <p><b>Staff Responsible for Monitoring:</b> Director of Elementary Academic Services, Elementary Science Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Use data to provide more vertically aligned instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will increase their understanding of the Teaching and Learning Cycle, and expand their response to data to include adjustments to tier 1 instruction along with planning for tier 2 and 3 instruction</p> <p><b>Staff Responsible for Monitoring:</b> Director of Elementary Academic Services, Elementary Science Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Design and provide training for general education teachers to improve inclusion practices for special education students across all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Analysis complete; written report of results; identified areas of concern to address</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
No Progress                 Accomplished                 Continue/Modify                 Discontinue			

**Goal 9:** DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies and STAAR/EOC U.S. History from 2022 to 2023.

**Performance Objective 1:** The percent of students that score Meets grade level or above on STAAR Grade 8 Social Studies will increase from 47% in 2022 to 48% by June 2023. The Special Education student group performance will increase from 23% in 2022 to 26% by June 2023. The Economically Disadvantaged student group performance will increase from 27% in 2022 to 29% by 2023.

**Evaluation Data Sources:** 2023 8th Grade STAAR Social Studies

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Facilitate professional learning to equip teachers to analyze data to monitor student progress and plan instruction to remediate identified areas of need.</p> <p><b>Strategy's Expected Result/Impact:</b> Further understanding of how to appropriately respond to formative student data and adjust ongoing instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Academic Services, Coordinator Secondary Social Studies, ARPE Department Staff</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Design and implement professional learning that supports the implementation of academic language and literacy strategies as part of tier one instruction to improve student achievement and growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers intentionally plan and embed academic language and literacy strategies within Social Studies content instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Director Secondary Academic Services, Coordinator Secondary Social Studies, Multilingual Department Staff</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Train collaborative teams to create learning experiences that enhance critical thinking and independent student response as part of tier one instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Further develop teacher understanding of how to encourage students to think critically when facing academic challenges.</p> <p><b>Staff Responsible for Monitoring:</b> Director Secondary Academic Services, Coordinator Secondary Social Studies</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
No Progress                 Accomplished                 Continue/Modify                 Discontinue			

**Goal 10:** DIP - Plano ISD will reach and maintain the graduation rate for all students and each student group at 94% or higher.

**Performance Objective 1:** DIP - Plano ISD will increase the Hispanic 4-year graduation rate from 90.3% for the class of 2021 to 90.5% or higher for the class of 2023.

Plano ISD will increase the Economically Disadvantaged 4-year graduation rate from 92.3% for the class of 2021 to 92.5% or higher for the class of 2023.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Design and implement professional learning, tools, and resources for content area teachers supporting research-based assessment practices, including formative assessment and common assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers provide authentic assessment opportunities that demonstrate student progress toward mastery, and utilize data to inform and adjust classroom instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Director: Secondary Academic Services Secondary Academic Coordinators</p>	<b>Formative</b>		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Design and facilitate campus based data protocols to disaggregate assessment data and identify instructional priorities.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will adjust instruction to support individual student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Director: Secondary Academic Services Secondary Academic Coordinators</p>	<b>Formative</b>		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement the college/career readiness platform, SchoolLinks, in a strategic manner that includes a plan for training staff, onboarding students, tracking of student and parent engagement, and monitoring of student completion of tasks outlined in the college/career readiness scope and sequence. Student and parent engagement will be tracked by campus and updates will be provided to campus leadership so that appropriate action can be taken.</p> <p><b>Strategy's Expected Result/Impact:</b> - Increase student and parent engagement in post-secondary planning across the district and at each campus - Increase in students understanding and completing 4- and 7-year academic plans aligned with programs of study, endorsements, and CCMR pathways</p> <p><b>Staff Responsible for Monitoring:</b> Director for Counseling Services CCMR Advisor Executive Director for Counseling &amp; CCMR</p>	<b>Formative</b>		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 10:** DIP - Plano ISD will reach and maintain the graduation rate for all students and each student group at 94% or higher.

**Performance Objective 2:** DIP - Plano ISD will increase the Federal 4-Year graduation rate for students identified as English Language Learner in grades 9-12 (EL anytime in grades 9-12) from 84.2% (class of 2021) to 85.4% (class of 2023)

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Monitor the implementation of the newcomer program on HS/SHS campuses as well as the attendance and academic progress of students participating in the newcomer program during year 1 of implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of newcomer program will be monitored by number of students in the newcomer program on the appropriate graduation pathway. Attendance and academic progress of students measured through pinnacle for attendance and grades and edugence for semester exam and EOC data.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Multilingual Academic Services; Coordinators &amp; Specialists for Multilingual Academic Services</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Evaluate the history of students listed as "continued HS" or "dropped out" who contributed to the 4 year graduation rate to identify barriers.</p> <p><b>Strategy's Expected Result/Impact:</b> Patterns and trends of transcripts and student history will help us determine barriers and create solutions.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Multilingual Academic Services; Coordinators &amp; Specialists for Multilingual Academic Services</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Identify risk factors for long-term English learners that contribute to "drop out" list or have a need for "continued HS" in order to offer effective strategies for intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> List of effective strategies for intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Multilingual Academic Services; Coordinator &amp; Specialists for Multilingual Academic Services</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 10:** DIP - Plano ISD will reach and maintain the graduation rate for all students and each student group at 94% or higher.

**Performance Objective 3:** Plano ISD will increase the federal 4-year graduation rate for students receiving special education services from 80.1% (class of 2021) to 82.1% (class of 2023).

**Evaluation Data Sources:** Advisory Committee agendas; evidence of at-risk communication protocol; develop protocols for early identification

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Analyze current practices with special education students including: student progress toward graduation requirements; alignment of post-secondary goals and course study; and grading criteria for ARD revisions prior to loss of credit for failing.</p> <p><b>Strategy's Expected Result/Impact:</b> Data analysis completed; barriers identified</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Special Education; Assistant Director for Secondary Special Ed Curriculum; Assistant Director for Elementary Special Ed Curriculum; Secondary and Elementary Special Ed Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Develop system for early identification and response to special education students not making adequate progress toward graduation requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Early identification system developed and implemented at campus level</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Special Education; Assistant Director for Secondary Special Ed Curriculum</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 11:** DIP - Plano ISD will increase the percentage of graduates and seniors that meet the criteria for CCMR by 12% from 68% in the 2022 accountability (2021 graduates and seniors) to 80% by 2027 (2026 graduates and seniors). For economically disadvantaged students, the CCMR rates will increase by 18% from 46% in 2022 to 64% in 2027.

**Performance Objective 1:** Increase the percentage of graduates meeting the criteria for CCMR.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The district team will work with SLI and each senior high campus leadership team to analyze their campus CCMR data, identify gaps, and create data-informed action plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Each campus will learn how to access their campus CCMR data, analyze it, and identify gaps. Each campus will identify students that need an intervention and create action plans to support students in earning at least one CCMR criteria.</p> <p>Campuses will create systems for tracking and monitoring student CCMR progress and updating their action plans.</p> <p><b>Staff Responsible for Monitoring:</b> College and Career Readiness Advisor Executive Director for Counseling/CCMR; Senior Executive Director for Assessment, Research and Program Evaluation Secondary SLI</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Schedule CCMR progress monitoring meetings at designated times during the year with secondary campus leadership teams to ensure progress is being made at each campus and that action plans are being updated based on current needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Campuses will use CCMR tracking system/data for crucial conversations and academic planning to help students meet CCMR.</p> <p>Campuses will update CCMR action plans throughout the year based on current data.</p> <p><b>Staff Responsible for Monitoring:</b> College and Career Readiness Advisor Executive Director for Counseling/CCMR; Senior Executive Director for Assessment, Research and Program Evaluation Secondary SLI</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Identify students at each senior high school by end of junior year who have not met TSI benchmarks for reading, writing, and/or math and scheduling meetings with them to discuss TSIA testing and/or College Prep course options, the benefits of both, and the importance of meeting TSI readiness standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students who meet TSI benchmarks in reading, writing, and/or math by graduation.            Increase the number of seniors who enroll in and complete College Prep courses.            Increase the number of seniors who take and pass the TSIA.</p> <p><b>Staff Responsible for Monitoring:</b> College and Career Readiness Advisor            Executive Director for Counseling/CCMR;            Senior Executive Director for Assessment, Research and Program Evaluation            Secondary SLI</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Create a military recruitment, tracking, and documentation strategy for each senior high school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of informed students enlisting in the military.            Each campus will develop a system for supporting students who are interested in the military including offering ASVAB testing twice a year, providing military information to parents and students, and providing access to campus to military recruiters.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling Services            College and Career Readiness Advisor            Executive Director for Counseling/CCMR</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Review the new industry based certification list and the alignment to programs of study. Ensure there are opportunities to take industry based certifications to support students' graduation and post-secondary goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure that IBC's are aligned with the state programs of study.            Ensure that students have the opportunity to pass and earn an IBC's per TEA's new guidance.            Ensure that students have IBC information and are prepared to take and pass the test(s).            Communicate and collaborate with campuses the new IBC opportunities and requirements for each campus.</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 12: Federal and State Mandates**

**Performance Objective 1: Federal and State Program Implementation Process**

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All Title I campuses will receive training and day-to-day support from the federal programs administrator, who will attend trainings at the region, state and National level to ensure that all PISD federal programs are in compliance. Training materials, office supplies, Title I Crate software, travel expenditures, and other administrative costs are expected.</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Title I funding will be used to purchase support materials and resources that serve all Title I students in Elementary and Middle School.</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Title IV funding will be used to implement programs and activities to support the well rounded child.</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Title IV funding will be used to support effective use of technology.</p>	Formative		
	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Title II funding will be used for professional development and conferences, materials, and resources should be expected.	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Title IV funding will be used to implement programs and activities to support the safety and health of all students.	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

# 2022-2023 DBIC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Jason Lee	Gifted Specialist / PACE
Classroom Teacher	Brittany Hall	Elementary Teacher
Classroom Teacher	Shvuel Ribak	Elementary Teacher
Classroom Teacher	Kamesha Ross	Elementary Teacher
Classroom Teacher	Megan Allen	Elementary Teacher
Classroom Teacher	Kate Mercer	Elementary Teacher
Classroom Teacher	Sara Richards	Elementary Teacher
Classroom Teacher	Dawn Raschke	Special Education Teacher
Classroom Teacher	Victoria Kearns	Secondary Teacher
Classroom Teacher	Taylor Watson	Secondary Teacher
Classroom Teacher	Martha Gonzalez	ESL Teacher
Classroom Teacher	Clarice Perry	Secondary Teacher
Classroom Teacher	Ann Boles	Secondary Teacher (Non-Voting Alternate)
Classroom Teacher	Ana Dubin	Secondary Teacher
Classroom Teacher	Will Smith	Secondary Teacher
Classroom Teacher	Jonathan Cao	Secondary Teacher
Classroom Teacher	Trey O'Bar	CTE Work-Based Learning Teacher
Classroom Teacher	Joseph Russell	Secondary Teacher (Non-Voting Alternate)
Administrator	M'Cheyl Herrera	Assistant Principal Elementary
Administrator	Mark Letterer	Principal Secondary
Administrator	Al Gallo	Assistant Principal Secondary
Non-classroom Professional	Mary Cabrera	campus-based non-teaching professional
Non-classroom Professional	Candace Neal	Non-Teaching Campus-Based Professional (Non-Voting Alternate)
District-level Professional	vacant vacant	vacant
District-level Professional	Rebecca McCarty	Diagnostician
District-level Professional	Spruce Haley	Help Desk Specialist
District-level Professional	vacant vacant	vacant
Community Representative	Anna Garza Clinton	Community Member

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Parent	Ross Cornell	President of PTA
Parent	Jeri Duncan	PTA designee
Classroom Teacher	Jessica Pagan	Elementary Teacher (Non-Voting Alternate)
Community Representative	Annissa Obasi	Community Member
Community Representative	Kelsey Plichta	Community Member (Non-Voting Alternate)
Business Representative	Catherine Riggle	Business Representative
Business Representative	Michael Gould	Business Representative

# Addendums

## **DUTIES OF SROs and SECURITY PERSONNEL:**

*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.*

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Plano ISD

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Math

### All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	3272	6648	7209	66	5093	19	3495	8431	802	5876	17341	6032	23373
<b>2022</b>	30	35	62	52	81	42	29	34	57	41	58	41	53
<b>2023</b>	33	37	63	53	82	44	32	36	58	43	59	43	54
<b>2024</b>	36	40	65	55	84	46	35	39	60	45	61	45	56
<b>2025</b>	39	44	67	57	86	49	39	43	62	48	63	48	58
<b>2026</b>	45	48	69	59	88	53	44	47	64	52	65	52	60
<b>2027</b>	51	54	72	62	91	57	51	53	67	57	68	57	63

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Plano ISD

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Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Reading

### All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	3841	7833	8954	81	6662	26	3747	9892	913	6491	21693	6992	28685
<b>2022</b>	50	49	77	65	87	50	32	50	69	46	72	56	68
<b>2023</b>	52	51	78	66	88	52	35	52	70	48	73	57	69
<b>2024</b>	54	53	78	67	88	54	38	54	70	50	73	59	69
<b>2025</b>	56	55	79	68	89	56	42	56	71	53	74	61	70
<b>2026</b>	60	59	81	69	91	60	48	60	73	57	76	64	72
<b>2027</b>	64	63	82	71	92	64	55	64	74	62	77	67	73

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Plano ISD

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Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Science 5

### Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	423	927	1038	10	730	3	530	1208	123	994	2381	915	3296
<b>2022</b>	27	28	61	50	72	33	25	29	44	36	53	39	49
<b>2023</b>	30	30	62	51	73	35	28	31	45	38	54	41	50
<b>2024</b>	33	33	64	53	75	38	31	34	47	40	56	43	52
<b>2025</b>	36	37	66	55	77	41	35	38	49	43	58	46	54
<b>2026</b>	42	42	68	57	79	46	40	43	52	47	60	50	56
<b>2027</b>	48	48	71	60	82	51	47	49	56	52	63	54	59

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Plano ISD

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Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Science 8

### Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	513	1023	1165	15	857	5	392	1226	144	666	2932	818	3750
<b>2022</b>	36	41	68	73	89	40	25	39	63	36	65	46	60
<b>2023</b>	38	43	69	74	90	42	28	41	64	38	66	47	61
<b>2024</b>	41	45	69	74	90	44	31	43	64	41	66	49	61
<b>2025</b>	44	47	70	75	91	47	35	46	65	44	67	51	62
<b>2026</b>	48	51	72	77	93	51	40	50	67	48	69	54	64
<b>2027</b>	53	55	73	78	94	55	47	54	68	53	70	58	65

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Plano ISD

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Social Studies 8

### Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	512	1023	1164	15	857	5	391	1225	144	666	2931	817	3748
<b>2022</b>	26	27	50	40	78	20	23	27	49	24	50	36	47
<b>2023</b>	28	29	51	42	79	23	26	29	50	27	51	38	48
<b>2024</b>	31	32	53	44	81	26	29	32	52	30	53	40	50
<b>2025</b>	35	36	55	46	83	30	33	36	54	33	55	43	52
<b>2026</b>	40	41	57	49	85	36	38	41	56	39	57	47	54
<b>2027</b>	46	47	60	53	88	43	45	47	59	45	60	51	57

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Plano ISD

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Biology

### Grade 9 to 12

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	637	1282	1339	13	921	6	540	1603	118	824	3292	1089	4381
<b>2022</b>	50	45	81	62	93	50	31	48	66	34	72	55	68
<b>2023</b>	52	47	82	63	94	52	34	50	67	37	73	57	69
<b>2024</b>	54	50	83	65	95	54	38	53	68	40	74	59	70
<b>2025</b>	57	53	84	67	96	57	42	56	70	45	75	61	71
<b>2026</b>	61	58	86	69	97	61	49	60	72	51	77	64	73
<b>2027</b>	66	63	88	72	99	66	56	65	74	58	79	68	75

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Plano ISD

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2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Math

### Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	399	890	959	11	774	3	547	1117	98	953	2525	656	3181
<b>2022</b>	32	39	63	36	80	33	39	35	48	47	58	47	56
<b>2023</b>	35	41	64	37	81	35	42	37	49	49	59	49	57
<b>2024</b>	38	44	66	39	83	37	45	40	51	51	61	51	59
<b>2025</b>	41	48	68	41	85	40	49	44	53	54	63	54	61
<b>2026</b>	47	52	70	43	87	44	54	48	55	58	65	58	63
<b>2027</b>	53	58	73	46	90	48	61	54	58	63	68	63	66

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Plano ISD

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2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											Grade 4		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	407	823	1075	9	839	1	545	1157	94	948	2318	1002	3320
<b>2022</b>	30	34	61	67	72	100	32	32	60	46	58	42	53
<b>2023</b>	33	36	62	68	73	100	35	34	61	48	59	44	54
<b>2024</b>	36	39	64	70	75	100	38	37	63	50	61	46	56
<b>2025</b>	39	43	66	72	77	100	42	41	65	53	63	49	58
<b>2026</b>	45	47	68	74	79	100	47	45	67	57	65	53	60
<b>2027</b>	51	53	71	77	82	100	54	51	70	62	68	58	63

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Plano ISD

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2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Math

### Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	423	927	1041	10	731	3	531	1208	124	995	2385	916	3301
<b>2022</b>	35	42	67	70	84	100	30	41	60	53	64	47	59
<b>2023</b>	38	44	68	71	85	100	33	43	61	55	65	49	60
<b>2024</b>	41	47	70	73	87	100	36	46	63	57	67	51	62
<b>2025</b>	44	51	72	75	89	100	40	50	65	60	69	54	64
<b>2026</b>	50	55	74	77	91	100	45	54	67	64	71	58	66
<b>2027</b>	56	61	77	80	94	100	52	60	70	69	74	63	69

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Plano ISD

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											Grade 6		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	477	853	1061	7	666	3	433	1141	114	796	2335	869	3204
<b>2022</b>	31	34	63	43	81	33	28	36	63	39	59	41	54
<b>2023</b>	34	36	64	44	82	35	31	38	64	41	60	43	55
<b>2024</b>	37	39	66	46	84	37	34	41	66	43	62	45	57
<b>2025</b>	40	43	68	48	86	40	38	45	68	46	64	48	59
<b>2026</b>	46	47	70	50	88	44	43	49	70	50	66	52	61
<b>2027</b>	52	53	73	53	91	48	50	55	73	55	69	57	64

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Plano ISD

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Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Math

### Grade 7

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	358	704	526	3	380	1	409	881	73	549	1419	649	2068
<b>2022</b>	15	20	39	0	67	0	20	18	27	21	36	26	33
<b>2023</b>	18	22	40	1	68	2	23	20	28	23	37	28	34
<b>2024</b>	21	25	42	3	70	4	26	23	30	25	39	30	36
<b>2025</b>	24	29	44	5	72	7	30	27	32	28	41	33	38
<b>2026</b>	30	33	46	7	74	11	35	31	34	32	43	37	40
<b>2027</b>	36	39	49	10	77	15	42	37	37	37	46	42	43

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Plano ISD

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2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											Grade 8		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	618	1307	1791	17	1461	5	441	1545	216	867	4396	1051	5447
<b>2022</b>	41	49	75	76	93	20	32	49	72	48	73	54	69
<b>2023</b>	44	51	76	77	94	22	35	51	73	50	74	56	70
<b>2024</b>	47	54	78	79	96	24	38	54	75	52	76	58	72
<b>2025</b>	50	58	80	81	98	27	42	58	77	55	78	61	74
<b>2026</b>	56	62	82	83	100	31	47	62	79	59	80	65	76
<b>2027</b>	62	68	85	86	100	35	54	68	82	64	83	70	79

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Plano ISD

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											Grade 3 to 5			
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All	
<b>2022 # of Students</b>	1229	2640	3075	30	2344	7	1623	3482	316	2896	7228	2574	9802	
<b>2022</b>	33	38	64	57	78	71	34	36	56	49	60	45	56	
<b>2023</b>	36	40	65	58	79	73	37	38	57	51	61	47	57	
<b>2024</b>	39	43	67	60	81	75	40	41	59	53	63	49	59	
<b>2025</b>	42	47	69	62	83	78	44	45	61	56	65	52	61	
<b>2026</b>	48	51	71	64	85	82	49	49	63	60	67	56	63	
<b>2027</b>	54	57	74	67	88	86	56	55	66	65	70	61	66	

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Plano ISD

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Math

### Grade 3 to 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	2682	5503	6451	57	4851	16	2906	7049	719	5108	15375	5143	20518
<b>2022</b>	32	38	65	58	82	44	31	37	59	44	61	44	57
<b>2023</b>	35	40	66	59	83	46	34	39	60	46	62	46	58
<b>2024</b>	38	43	68	61	85	48	37	42	62	48	64	48	60
<b>2025</b>	41	47	70	63	87	51	41	46	64	51	66	51	62
<b>2026</b>	47	51	72	65	89	55	46	50	66	55	68	55	64
<b>2027</b>	53	57	75	68	92	59	53	56	69	60	71	60	67

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Plano ISD

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											Grade 6 to 8		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	1453	2863	3376	27	2507	9	1283	3567	403	2212	8147	2569	10716
<b>2022</b>	31	38	65	59	86	22	27	37	61	38	62	43	58
<b>2023</b>	34	40	66	60	87	24	30	39	62	40	63	45	59
<b>2024</b>	37	43	68	62	89	26	33	42	64	42	65	47	61
<b>2025</b>	40	47	70	64	91	29	37	46	66	45	67	50	63
<b>2026</b>	46	51	72	66	93	33	42	50	68	49	69	54	65
<b>2027</b>	52	57	75	69	96	37	49	56	71	54	72	59	68

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Plano ISD

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Math

### Grade 9 to 12

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	590	1145	758	9	242	3	589	1382	83	768	1966	889	2855
<b>2022</b>	21	19	40	11	55	33	19	19	39	17	29	27	29
<b>2023</b>	24	21	41	12	56	35	22	21	40	19	30	29	30
<b>2024</b>	27	24	43	14	58	37	25	24	42	21	32	31	32
<b>2025</b>	30	28	45	16	60	40	29	28	44	24	34	34	34
<b>2026</b>	36	32	47	18	62	44	34	32	46	28	36	38	36
<b>2027</b>	42	38	50	21	65	48	41	38	49	33	39	43	39

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Plano ISD

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Reading

### Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	400	891	960	11	775	3	548	1121	98	954	2528	658	3186
<b>2022</b>	54	45	74	73	83	33	41	46	55	53	67	60	66
<b>2023</b>	56	47	75	74	84	35	44	48	56	55	68	61	67
<b>2024</b>	58	49	75	75	84	37	47	50	56	57	68	63	67
<b>2025</b>	60	51	76	76	85	39	51	52	57	60	69	65	68
<b>2026</b>	64	55	78	77	87	43	57	56	59	64	71	68	70
<b>2027</b>	68	59	79	79	88	47	64	60	60	69	72	71	71

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Plano ISD

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading											Grade 4		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	405	825	1076	9	839	1	545	1157	94	950	2317	1004	3321
<b>2022</b>	48	47	75	67	81	100	38	47	69	55	70	57	66
<b>2023</b>	50	49	76	68	82	100	41	49	70	57	71	58	67
<b>2024</b>	52	51	76	69	82	100	44	51	70	59	71	60	67
<b>2025</b>	54	53	77	70	83	100	48	53	71	62	72	62	68
<b>2026</b>	58	57	79	71	85	100	54	57	73	66	74	65	70
<b>2027</b>	62	61	80	73	86	100	61	61	74	71	75	68	71

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Plano ISD

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Reading

### Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	423	927	1040	10	732	3	530	1207	124	995	2384	917	3301
<b>2022</b>	54	57	81	80	89	67	37	56	76	62	76	63	72
<b>2023</b>	56	59	82	81	90	69	40	58	77	64	77	64	73
<b>2024</b>	58	61	82	82	90	71	43	60	77	66	77	66	73
<b>2025</b>	60	63	83	83	91	73	47	62	78	69	78	68	74
<b>2026</b>	64	67	85	84	93	77	53	66	80	73	80	71	76
<b>2027</b>	68	71	86	86	94	81	60	70	81	78	81	74	77

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Plano ISD

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading											Grade 6		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	481	859	1095	7	832	3	439	1154	122	827	2531	892	3423
<b>2022</b>	38	40	68	57	81	0	28	40	68	39	64	47	60
<b>2023</b>	40	42	69	58	82	2	31	42	69	41	65	48	61
<b>2024</b>	42	44	69	59	82	4	34	44	69	43	65	50	61
<b>2025</b>	44	46	70	60	83	6	38	46	70	46	66	52	62
<b>2026</b>	48	50	72	61	85	10	44	50	72	50	68	55	64
<b>2027</b>	52	54	73	63	86	14	51	54	73	55	69	58	65

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Plano ISD

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Reading

### Grade 7

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	462	986	1110	5	818	1	452	1194	137	720	2682	863	3545
<b>2022</b>	52	51	80	40	88	100	31	51	74	43	74	57	70
<b>2023</b>	54	53	81	41	89	100	34	53	75	45	75	58	71
<b>2024</b>	56	55	81	42	89	100	37	55	75	47	75	60	71
<b>2025</b>	58	57	82	43	90	100	41	57	76	50	76	62	72
<b>2026</b>	62	61	84	44	92	100	47	61	78	54	78	65	74
<b>2027</b>	66	65	85	46	93	100	54	65	79	59	79	68	75

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Plano ISD

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading											Grade 8		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	511	1022	1162	15	856	5	390	1221	144	666	2927	815	3742
<b>2022</b>	49	52	76	80	91	40	26	51	70	43	72	58	69
<b>2023</b>	51	54	77	81	92	42	29	53	71	45	73	59	70
<b>2024</b>	53	56	77	82	92	44	32	55	71	47	73	61	70
<b>2025</b>	55	58	78	83	93	46	36	57	72	50	74	63	71
<b>2026</b>	59	62	80	84	95	50	42	61	74	54	76	66	73
<b>2027</b>	63	66	81	86	96	54	49	65	75	59	77	69	74

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Plano ISD

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading											Grades 3 to 5		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	1228	2643	3076	30	2346	7	1623	3485	316	2899	7229	2579	9808
<b>2022</b>	52	50	77	73	84	57	39	50	67	57	71	60	68
<b>2023</b>	54	52	78	74	85	59	42	52	68	59	72	61	69
<b>2024</b>	56	54	78	75	85	61	45	54	68	61	72	63	69
<b>2025</b>	58	56	79	76	86	63	49	56	69	64	73	65	70
<b>2026</b>	62	60	81	77	88	67	55	60	71	68	75	68	72
<b>2027</b>	66	64	82	79	89	71	62	64	72	73	76	71	73

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Plano ISD

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Reading

### Grades 3 to 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	2682	5510	6443	57	4852	16	2904	7054	719	5112	15369	5149	20518
<b>2022</b>	49	49	76	70	86	44	34	49	69	50	71	57	67
<b>2023</b>	51	51	77	71	87	46	37	51	70	52	72	58	68
<b>2024</b>	53	53	77	72	87	48	40	53	70	54	72	60	68
<b>2025</b>	55	55	78	73	88	50	44	55	71	57	73	62	69
<b>2026</b>	59	59	80	74	90	54	50	59	73	61	75	65	71
<b>2027</b>	63	63	81	76	91	58	57	63	74	66	76	68	72

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Plano ISD

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading											Grades 6 to 8		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	1454	2867	3367	27	2506	9	1281	3569	403	2213	8140	2570	10710
<b>2022</b>	46	48	74	67	87	33	28	47	71	42	70	54	66
<b>2023</b>	48	50	75	68	88	35	31	49	72	44	71	55	67
<b>2024</b>	50	52	75	69	88	37	34	51	72	46	71	57	67
<b>2025</b>	52	54	76	70	89	39	38	53	73	49	72	59	68
<b>2026</b>	56	58	78	71	91	43	44	57	75	53	74	62	70
<b>2027</b>	60	62	79	73	92	47	51	61	76	58	75	65	71

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Plano ISD

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Reading

### Grade 9 to 12

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	1159	2323	2511	24	1810	10	843	2838	194	1379	6324	1843	8167
<b>2022</b>	54	48	81	54	92	60	27	52	66	30	75	53	70
<b>2023</b>	56	50	82	55	93	62	30	54	67	32	76	54	71
<b>2024</b>	58	52	82	56	93	64	33	56	67	34	76	56	71
<b>2025</b>	60	54	83	57	94	66	37	58	68	37	77	58	72
<b>2026</b>	64	58	85	58	96	70	43	62	70	41	79	61	74
<b>2027</b>	68	62	86	60	97	74	50	66	71	46	80	64	75

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Plano ISD

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Science 5

### Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	423	927	1038	10	730	3	530	1208	123	994	2381	915	3296
<b>2022</b>	27	28	61	50	72	33	25	29	44	36	53	39	49
<b>2023</b>	30	30	62	51	73	35	28	31	45	38	54	41	50
<b>2024</b>	33	33	64	53	75	38	31	34	47	40	56	43	52
<b>2025</b>	36	37	66	55	77	41	35	38	49	43	58	46	54
<b>2026</b>	42	42	68	57	79	46	40	43	52	47	60	50	56
<b>2027</b>	48	48	71	60	82	51	47	49	56	52	63	54	59

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Plano ISD

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Science 8

### Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	513	1023	1165	15	857	5	392	1226	144	666	2932	818	3750
<b>2022</b>	36	41	68	73	89	40	25	39	63	36	65	46	60
<b>2023</b>	38	43	69	74	90	42	28	41	64	38	66	47	61
<b>2024</b>	41	45	69	74	90	44	31	43	64	41	66	49	61
<b>2025</b>	44	47	70	75	91	47	35	46	65	44	67	51	62
<b>2026</b>	48	51	72	77	93	51	40	50	67	48	69	54	64
<b>2027</b>	53	55	73	78	94	55	47	54	68	53	70	58	65

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Plano ISD

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Biology

### Grade 9 to 12

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	637	1282	1339	13	921	6	540	1603	118	824	3292	1089	4381
<b>2022</b>	50	45	81	62	93	50	31	48	66	34	72	55	68
<b>2023</b>	52	47	82	63	94	52	34	50	67	37	73	57	69
<b>2024</b>	54	50	83	65	95	54	38	53	68	40	74	59	70
<b>2025</b>	57	53	84	67	96	57	42	56	70	45	75	61	71
<b>2026</b>	61	58	86	69	97	61	49	60	72	51	77	64	73
<b>2027</b>	66	63	88	72	99	66	56	65	74	58	79	68	75

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Plano ISD

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

### Social Studies 8

### Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	512	1023	1164	15	857	5	391	1225	144	666	2931	817	3748
<b>2022</b>	26	27	50	40	78	20	23	27	49	24	50	36	47
<b>2023</b>	28	29	51	42	79	23	26	29	50	27	51	38	48
<b>2024</b>	31	32	53	44	81	26	29	32	52	30	53	40	50
<b>2025</b>	35	36	55	46	83	30	33	36	54	33	55	43	52
<b>2026</b>	40	41	57	49	85	36	38	41	56	39	57	47	54
<b>2027</b>	46	47	60	53	88	43	45	47	59	45	60	51	57

## 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.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for CCMR and Counseling	<p><b>Bullying</b></p> <p><b>Staff Prevention</b></p> <ul style="list-style-type: none"> <li>● Identify high risk areas</li> <li>● Monitor high risk areas</li> <li>● Follow campus rules/expectations</li> </ul> <p><b>Staff Education</b></p> <ul style="list-style-type: none"> <li>● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>● Review referral process</li> </ul> <p><b>Staff Intervention</b></p> <ul style="list-style-type: none"> <li>● Establish recommended intervention strategies for classroom/campus</li> <li>● Implement campus referral plan</li> <li>● Utilize Discipline Management strategies</li> </ul> <p><b>Student Prevention</b></p> <ul style="list-style-type: none"> <li>● Clearly state student expectations/campus rules/citizenship</li> <li>● Monitor high risk areas</li> </ul> <p><b>Student Education</b></p> <ul style="list-style-type: none"> <li>● Explain referral process/contacts</li> <li>● Anonymous Tip Line</li> </ul> <p><b>Student Intervention</b></p> <ul style="list-style-type: none"> <li>● Apply classroom interventions</li> </ul>	TEC 11.252(a)(3)(E)	The district will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> <li>● Employ discipline interventions</li> <li>● Use other intervention strategies as necessary/appropriate</li> <li>● Conference with parents/students</li> </ul>		
Director for Counseling and CCMR	<b>Dropout Prevention</b> <ul style="list-style-type: none"> <li>● Ongoing student and dropout recovery efforts</li> <li>● Social services, resources and support provided by Communities in Schools at Armstrong, Bowman, Carpenter, Frankford, Otto, Wilson Middle Schools; Shepton, Williams and McMillen High Schools; Plano East Senior High School, Hendrick Middle, Renner Middle, Clark High, Plano Senior High School, Vines High and Plano West Senior High School</li> <li>● District-wide procedures for secondary campuses, as applicable</li> </ul>	TEC 11.252 BQ(Legal)	The school will follow board policy EHBC.
Coordinator Dyslexia Services	<b>Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>● Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	The school will follow Board Policy EHB, F, EHBC, and EKB.
Coordinator Federal and State Programs	<b>Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>● An identification and recruitment plan</li> <li>● New Generation System (NGS)</li> <li>● Early Childhood Education</li> <li>● Parental Involvement</li> <li>● Graduation Enhancement</li> <li>● Secondary Credit Exchange and Accrual</li> <li>● Migrant Services Coordination</li> <li>● A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	P.L. 107-110, Section 1415(b)	
Director for Student Family and Community Services	<b>Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>● Identify students</li> <li>● Assess needs</li> <li>● Explain, offer and refer students to established</li> </ul>		The school will follow board policy EHBC.

	<p>district and community services</p> <ul style="list-style-type: none"> <li>● Provide academic, physical, social and emotional supports.</li> <li>● District-wide procedures for campuses, as applicable</li> </ul>		
Director of Guidance and Education Services	<p><b>Post-Secondary Preparedness/Higher Ed Information/Career Education</b></p> <ul style="list-style-type: none"> <li>● Strategies for providing to elementary school, middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> <li>○ Sources of information on higher education admissions and financial aid</li> </ul> </li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>	<p>TEC 11.252(4) TEC 11.252(3)(G)</p>	<p>The school will follow Board Policies: EIC, BQ, FFEA</p>
Executive Director for CCMR and Counseling	<p><b>Sexual Abuse and Maltreatment of Children</b></p> <ul style="list-style-type: none"> <li>● Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children including <ul style="list-style-type: none"> <li>○ Prevention techniques</li> <li>○ Knowledge of likely warning signs</li> <li>○ Using resources</li> </ul> </li> <li>● Actions that a child who is a victim should take to obtain assistance and intervention</li> <li>● Available counseling options for student affected by sexual abuse, sex trafficking, or other maltreatment</li> <li>● Training concerning prevention and recognition must be provided to all new and existing</li> </ul>	<p>TEC 38.0041(c) TEC 11.252(9) BQ(Legal)</p>	<p>The district will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.</p>

	<p>employees and cover the following:</p> <ul style="list-style-type: none"> <li>○ Factors indicating a child is at risk</li> <li>○ Likely warning signs indicating a child may be a victim</li> <li>○ Internal procedures for seeking assistance for a child who is at risk</li> <li>○ Techniques for reducing a child's risk</li> <li>○ Community organizations or other education that have researched-based programs and training</li> <li>○ Documentation of training participants</li> </ul>		
Executive Director for CCMR and Counseling	<p><b>Student Welfare: Crisis Intervention Programs &amp; Training</b></p> <ul style="list-style-type: none"> <li>● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> <li>○ Early mental health intervention</li> <li>○ Mental health promotion and positive youth development</li> <li>○ Substance abuse prevention</li> <li>○ Substance abuse intervention</li> <li>○ Suicide prevention and suicide prevention parent/ guardian notification procedures</li> </ul> </li> <li>● Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	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)	The district will follow Board Policy FFB, FFBA and FNF.
Executive Director for CCMR and Counseling	<p><b>Student Welfare: Discipline/Conflict/Violence Management</b></p> <ul style="list-style-type: none"> <li>● Methods for addressing <ul style="list-style-type: none"> <li>○ Suicide prevention including parent/guardian notification procedure</li> <li>○ Conflict resolution programs</li> <li>○ Violence prevention and intervention programs</li> <li>○ Unwanted physical or verbal aggression</li> <li>○ Sexual harassment</li> <li>○ Harassment and dating violence</li> </ul> </li> </ul>	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	The district will follow Board Policies: FFB, FOC, FOCA, DMA and FFE

Executive Director for Special Education	<b>Texas Behavior Support Initiative (TBSI)</b> <ul style="list-style-type: none"> <li>● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	TEC 21.451(d)(2) Board Policy DMA(Legal)	The district will follow Board Policy DMA(Legal)
Executive Director for CCMR and Counseling	<b>Dating Violence Policy</b> <ul style="list-style-type: none"> <li>● Provide a definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship</li> <li>● Address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness of education for students and parents</li> <li>● Provide a statement that dating violence is not tolerated</li> <li>● Develop procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator</li> <li>● Establish guidelines for students who are victims.</li> <li>● Make available to students age-appropriate educational materials on the dangers of dating violence and resources for students seeking help.</li> </ul>	TEC 11.252 TEC 37.0831 BQ(Legal)	The school will Board Policy FFH
Executive Director Instructional Technology	<b>Technology Integration in Instructional and Administrative Programs</b>	TEC 11.252(a)(3)(D) TEC 28.001 BQ(Legal)	
Assistant Superintendent for Employee Services	<b>Staff Development for professional staff of a district</b>	BQ(Legal)	