

Plano Independent School District

District Improvement Plan

2023-2024



Board Approval Date: October 3, 2023
Public Presentation Date: September 19, 2023

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.

Board Goals and District Pillars

The Plano ISD Board of Trustees has adopted the following Board goals for the 2023-2024 school year:

The Plano ISD Board of Trustees will...

1. Provide vision, foundation, and parameters for instructional expectations, practices, and outcomes through the review and revision of policies identified through the audit process.

Strategies for Goal 1:

- *Establish a Board Policy Subcommittee*
- *Review audit findings*
- *Create a timeline/calendar for policy review for 23-24*

2. Commit to improving student outcomes through sound governance, board practices, comprehensive understanding of instructional needs, adequate and equitable allocation of resources, positive support and encouragement to staff, and regular monitoring of student performance data in alignment with adopted performance objectives.

Strategies for Goal 2:

- *Review current allocation resource model and provide recommendations for 24-25 budget planning*
- *Identify program and schedule to conduct cost benefit analysis for programmatic expenditures*
- *Develop a Long-range Facility Plan*
- *Conduct effective and efficient Board meetings directly focused on the Plan of Work by allotting reasonable time limits for each agenda item based on the complexity of the information*

3. Increase engagement within the district's community in order to strengthen existing relationships, build new partnerships, and expand advocacy efforts in support of the district.

Strategies for Goal 3:

- *Create a Trustee log of community events attended*
- *Review at the end of the year to identify impact*

The Plano ISD Board of Trustees has established the following five strategic pillars to guide district improvement:

Pillar 1, Teaching & Learning: All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

Pillar 2, Life Ready: All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways.

Pillar 3, Talent Acquisition, Support, and Growth: The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students.

Pillar 4, Safety, Wellness & Community Engagement: All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging

Pillar 5, Partnerships & Strategic Resource Management: Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff.

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Goals

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

Performance Objective 1: Strategic Plan 1.1: Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

Evaluation Data Sources: MAP, STAAR, and mClass data

Strategy 1 Details	Reviews		
Strategy 1: Redesign the K-12 Mathematics Program/Pathways (Math Rocks/Honors) to increase opportunities for students to take rigorous courses. Strategy's Expected Result/Impact: Increase inclusivity with a redesigned pathway that will provide equal access to high-quality mathematics education for all students. Decrease barriers for non honors/accelerated students who want to take more challenging courses Staff Responsible for Monitoring: Chief Learning Officer	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Monitor early reading and math data 3 times a year using mClass and MAP data, and adjust curriculum and instructional practices as needed to increase student performance and growth in math and reading. Strategy's Expected Result/Impact: Substantial growth and improvement in student achievement as measured in MAP (reading and math) and mClass (early foundational literacy) Staff Responsible for Monitoring: Director of Elementary Academic Services	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Evaluate implementation and impact of Reading Academy strategies in K-3 literacy instruction 3 times a year through mClass and MAP data, and refine instructional expectations to ensure students are demonstrating expected annual growth. Strategy's Expected Result/Impact: Structured and comprehensive literacy program that ensures students' expected growth as measured by MAP (reading) and mClass (early foundational literacy skills) Staff Responsible for Monitoring: Director of Elementary Academic Services	Formative		Summative
	Nov	Feb	June





Strategy 4 Details	Reviews		
Strategy 4: Conduct a transportation audit to identify barriers and recommend improvements for equity and access to programs and services (EB/ESL, recommended & optional programming, etc.); new transportation plans to begin in Fall 2024. Strategy's Expected Result/Impact: Make necessary adjustments to provide more efficient and equitable transportation services Staff Responsible for Monitoring: Deputy Superintendent for Business & Employee Services	Formative		Summative
	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

Performance Objective 2: Strategic Plan 1.2: Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

Evaluation Data Sources: Instructional Model (% elements with Digital Learning connections, completion of coaching model for title campuses by end of year, campus walkthrough data showing evidence of connection to campus instructional snapshots); written systems for special education including documentation expectations





Strategy 1 Details	Reviews		
Strategy 1: Define and develop written campus systems and processes for special education services within the continuum of services; specifically, ARD preparation & meetings, data collection, and professional development & support. Strategy's Expected Result/Impact: Refinement of current processes, training through team leader and department head meetings. Staff Responsible for Monitoring: Director of Special Education Results Driven Accountability	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Develop a more efficient, effective system of documentation for special programs and provide written guidance for campus staff. Strategy's Expected Result/Impact: Through RFP process, select a Medicaid billing vendor that includes a thorough but simple documentation system for special education. By end of 23-24, begin training process with teachers and service providers. Staff Responsible for Monitoring: Executive Director of Student Support Services	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Outline learning space expectations and provide professional learning to ensure learning progression in every classroom. Strategy's Expected Result/Impact: Increase use of a variety of learning spaces and instructional technology tools by the teacher to deliver high quality instruction for all students as measured through classroom walkthroughs Staff Responsible for Monitoring: Chief Learning Officer	Formative		Summative
	Nov	Feb	June

Strategy 4 Details		Reviews		
Strategy 4: Produce and implement a digital learning plan that articulates expectations for technology use by teachers and students, including digital citizenship. Strategy's Expected Result/Impact: (A) Digital Learning Plan Design will include (1) Expectations for technology use by grade band (2) Strategies to expand co-curricular opportunities for technology pathways (B) Digital Learning Plan Responsible Roll-out Planning (1) Establish action steps and a timeline to develop the capacity of teachers to meet the expectations defined in the Digital Learning Plan by grade band. (C) Publish Digital Learning Plan Expectations (1) Produce a shareable Expectations for Technology Use brochure and companion web resources. Staff Responsible for Monitoring: Executive Director of Instructional Technology		Formative		Summative
		Nov	Feb	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

Performance Objective 3: Strategic Plan 1.3: Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.





Evaluation Data Sources: Program evaluation model; program evaluation reports

Strategy 1 Details	Reviews		
Strategy 1: Adopt and apply a consistent Program Evaluation Model district-wide for the purpose of making recommendations for improvement to the International Baccalaureate (IB) program. Strategy's Expected Result/Impact: Development of a Program Evaluation Model will facilitate consistent improvement of district programs and initiatives; data-based review of the IB program Staff Responsible for Monitoring: Director of Research and Accountability	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Adopt and apply a consistent Program Evaluation Model district-wide for the purpose of making recommendations for improvement to the K-12 Mathematics Program/Pathways (Math Rocks/Honors). Strategy's Expected Result/Impact: Development of a Program Evaluation Model will facilitate consistent improvement of district programs and initiatives; data-based review of K-12 mathematics Staff Responsible for Monitoring: Director of Research and Accountability	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

Performance Objective 4: Strategic Plan 1.4: Design student experiences to increase student agency and engagement in and out of the classroom.

Evaluation Data Sources: UIL program opportunities for elementary and middle school students; participation data

Strategy 1 Details	Reviews		
Strategy 1: Implement UIL and other co-curricular opportunities in elementary and middle schools to increase access and student involvement K-12. Strategy's Expected Result/Impact: By the end of 2023-2024, specific academic UIL competitions will be identified for participation by elementary and middle schools, and a 2024-2025 budget will be created to support implementation of academic UIL competitions across elementary and middle school campuses beginning in Fall 2024. Staff Responsible for Monitoring: Director of Advanced Academics	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Expand technology-related co-curricular opportunities in elementary and middle schools to develop interest and participation in a variety of technology pursuits and pathways. Strategy's Expected Result/Impact: Establish, promote and implement strategies to increase opportunities and participation in co-curricular activities related to technology pathways for K-8 students. Staff Responsible for Monitoring: Executive Director of Instructional Technology	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

Performance Objective 5: DIP 1.5: Plano ISD will increase student learning in reading as evidenced by increasing the percentage of students performing at the Meets grade level standard on STAAR/EOC ELAR from 2023 baseline to 2024, meeting or exceeding annual growth (45%-55% conditional growth) as measured by MAP, and increasing the percentage of students meeting the college readiness benchmark on PSAT and SAT from 2023 baseline to 2024.

HB3 Goal

Evaluation Data Sources: K-5 READING LANGUAGE ARTS

HB#3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 60% in 2023 to 61% by June 2024. The Special Education student group performance will increase from 30% in 2023 to 33% by June 2024. The Economically Disadvantaged student group performance will increase from 38% in 2023 to 41% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Reading will increase from 58% in 2023 to 59% by June 2024. The Special Education student group performance will increase from 27% in 2023 to 30% by June 2024. The Economically Disadvantaged student group performance will increase from 34% in 2023 to 37% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Reading will increase from 68% in 2023 to 69% by June 2024. The Special Education student group performance will increase from 29% in 2023 to 32% by June 2024. The Economically Disadvantaged student group performance will increase from 46% in 2023 to 49% by 2024.

6-8 READING LANGUAGE ARTS

The percent of 6th grade students that score Meets grade level or above on STAAR Reading will increase from 65% in 2023 to 66% by June 2024. The Special Education student group performance will increase from 23% in 2023 to 27% by June 2024. The Economically Disadvantaged student group performance will increase from 41% in 2023 to 44% by 2024.





The percent of 7th grade students that score Meets grade level or above on STAAR Reading will increase from 68% in 2023 to 69% by June 2024. The Special Education student group performance will increase from 29% in 2023 to 32% by June 2024. The Economically Disadvantaged student group performance will increase from 47% in 2023 to 49% by 2024.

The percent of 8th grade students that score Meets grade level or above on STAAR Reading will increase from 70% in 2023 to 71% by June 2024. The Special Education student group performance will increase from 21% in 2023 to 25% by June 2024. The Economically Disadvantaged student group performance will increase from 48% in 2023 to 51% by 2024.

9-12 READING LANGUAGE ARTS

The percent of students that score Meets grade level or above on STAAR English I will increase from 66% in 2023 to 67% by June 2024. The Special Education student group performance will increase from 24% in 2023 to 28% by June 2024. The Economically Disadvantaged student group performance will increase from 44% in 2023 to 47% by 2024.

The percent of students that score Meets grade level or above on STAAR English II will increase from 67% in 2023 to 68% by June 2024. The Special Education student group performance will increase from 25% in 2023 to 29% by June 2024. The Economically Disadvantaged student group performance will increase from 46% in 2022 to 48% by 2024.

Strategy 1 Details	Reviews		
Strategy 1: Define and communicate expectations for rigorous literacy instruction for continuous reading/writing improvement in grades PreK-12 as measured by MAP, mClass, STAAR/EOC, PSAT/SAT. Strategy's Expected Result/Impact: Aligned district-wide vision in order to increase proficiency with monitoring and improving high quality literacy instruction. Aligned professional learning with expectations for high quality literacy instruction. Staff Responsible for Monitoring: Chief Learning Officer	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Ensure systems alignment for continued growth in literacy as students transition from one level to another. Strategy's Expected Result/Impact: Increase in number of students who meet expected annual growth in reading (MAP, mClass, STAAR, EOCs) including the years of transition to a new campus. Staff Responsible for Monitoring: Chief Learning Officer	Formative		Summative
	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

Performance Objective 6: DIP 1.6: Plano ISD will increase student learning in mathematics as evidenced by increasing the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2023 baseline to 2024, meeting or exceeding annual growth (45%-55% conditional growth) as measured by MAP, and increasing the percentage of students meeting the college readiness benchmark on PSAT and SAT from 2023 baseline to 2024.

HB3 Goal

Evaluation Data Sources: K-5 MATHEMATICS

HB3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 56% in 2023 to 57% by June 2024. The Special Education student group performance will increase from 29% in 2023 to 32% by June 2024. The Economically Disadvantaged student group performance will increase from 32% in 2023 to 35% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Math will increase from 58% in 2023 to 59% by June 2024. The Special Education student group performance will increase from 31% in 2023 to 34% by June 2024. The Economically Disadvantaged student group performance will increase from 33% in 2022 to 36% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Math will increase from 65% in 2023 to 66% by June 2024. The Special Education student group performance will increase from 29% in 2023 to 32% by June 2024. The Economically Disadvantaged student group performance will increase from 41% in 2023 to 44% by 2024.

6-8 MATHEMATICS





The percent of 6th grade students that score Meets grade level or above on STAAR Math will increase from 52% in 2023 to 53% by June 2024. The Special Education student group performance will increase from 19% in 2023 to 22% by June 2024. The Economically Disadvantaged student group performance will increase from 27% in 2023 to 30% by 2024.

The percent of 7th grade students that score Meets grade level or above on STAAR Math will increase from 29% in 2023 to 30% by June 2024. The Special Education student group performance will increase from 11% in 2023 to 13% by June 2024. The Economically Disadvantaged student group performance will increase from 18% in 2023 to 20% by 2024.

The percent of 8th grade students that score Meets grade level or above on STAAR Math will increase from 66% in 2023 to 67% by June 2024. The Special Education student group performance will increase from 26% in 2023 to 30% by June 2024. The Economically Disadvantaged student group performance will increase from 43% in 2023 to 46% by 2024.

9-12 MATHEMATICS

The percent of students that score Meets grade level or above on the Algebra I EOC will increase from 56% in 2023 to 57% by June 2024. The Special Education student group performance will increase from 19% in 2023 to 22% by June 2024. The Economically Disadvantaged student group performance will increase from 30% in 2023 to 33% by 2024.

Strategy 1 Details	Reviews		
Strategy 1: Define and communicate expectations for rigorous mathematics instruction for continuous improvement for grades PreK-12 as measured by MAP, STAAR/EOC, PSAT/SAT. Strategy's Expected Result/Impact: Aligned district-wide vision in order to increase proficiency with monitoring and improving high quality mathematics instruction. Aligned professional learning with expectations for high quality mathematics instruction. Staff Responsible for Monitoring: Chief Learning Officer	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Design and deliver required professional learning to all math teachers in grades 3-8, Algebra I and Geometry focused on deepening teacher understanding of the mathematical processes and their connection to effective instructional practices. Strategy's Expected Result/Impact: 100% of attendance: Grades 3, 4 and 5. 100% of attendance: Grade 6, 7, 8, Algebra 1, and Geometry. 100% of mathematics classrooms walked show evidence of application of their professional learning. Staff Responsible for Monitoring: Director of Secondary Academic Services	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Automatically enroll 5th grade students in the honors math pathway per screening data. Strategy's Expected Result/Impact: Increase in number of students in the honors math pathway beginning in 6th grade Staff Responsible for Monitoring: Director of Secondary Academic Services	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

Performance Objective 7: DIP 1.7: 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 2023 baseline to 2024.

Evaluation Data Sources: K-5 SCIENCE





The percent of 5th grade students that score Meets grade level or above on STAAR Science will increase from 46% in 2023 to 47% by June 2024. The Special Education student group performance will increase from 21% in 2023 to 24% by June 2024. The Economically Disadvantaged student group performance will increase from 21% in 2023 to 24% by 2024.

6-8 SCIENCE

The percent of 8th grade students that score Meets grade level or above on STAAR Science will increase from 55% in 2023 to 56% by June 2024. The Special Education student group performance will increase from 16% in 2023 to 19% by June 2024. The Economically Disadvantaged student group performance will increase from 29% in 2023 to 32% by 2024.

9-12 SCIENCE

The percent of students that score Meets grade level or above on STAAR/EOC Biology I will increase from 70% in 2023 to 71% by June 2024. The Special Education student group performance will increase from 28% in 2023 to 32% by June 2024. The Economically Disadvantaged student group performance will increase from 49% in 2023 to 51% by 2024.

Strategy 1 Details	Reviews		
Strategy 1: Define and communicate expectations for rigorous science instruction for continuous improvement in grades PreK-12 as measured by MAP and STAAR/EOC. Strategy's Expected Result/Impact: Aligned district-wide vision in order to increase proficiency with monitoring and improving high quality science instruction. Increase in student growth in science Staff Responsible for Monitoring: Chief Learning Officer	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Design and deliver required professional learning focused on deepening teacher understanding of scientific and engineering practices and recurring themes and concepts in science and their connection to effective instructional practices. Strategy's Expected Result/Impact: 100% Attendance in professional learning. 100% of science classrooms walked show evidence of application of practices. Staff Responsible for Monitoring: Directors of Elementary and Secondary Academic Services	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

Performance Objective 8: DIP 1.8: 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 from 2023 baseline to 2024.

Evaluation Data Sources: 6-8 SOCIAL STUDIES

The percent of students that score Meets grade level or above on STAAR Grade 8 Social Studies will increase from 47% in 2023 to 48% by June 2024. The Special Education student group performance will increase from 13% in 2023 to 16% by June 2024. The Economically Disadvantaged student group performance will increase from 22% in 2023 to 25% by June 2024.

9-12 SOCIAL STUDIES

The percent of students that score Meets grade level or above on STAAR/EOC United States History will increase from 82% in 2023 to 83% by June 2024. The Special Education student group performance will increase from 39% in 2023 to 43% by June 2024. The Economically Disadvantaged student group performance will increase from 66% in 2023 to 68% by June 2024.





Strategy 1 Details		Reviews		
Strategy 1: Define and communicate expectations for rigorous social studies instruction for continuous improvement in grades PreK-12 as measured by STAAR/EOC. Strategy's Expected Result/Impact: Aligned district-wide vision in order to increase proficiency with monitoring and improving high quality social studies instruction. Staff Responsible for Monitoring: Chief Learning Officer		Formative		Summative
		Nov	Feb	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

Performance Objective 9: Audit 1.9: Establish a task force to create and update board policy and administrative regulations for control and accountability over curriculum management.

Evaluation Data Sources: Revised policies and regulations with board approval





Strategy 1 Details	Reviews		
Strategy 1: Define Board policy that guides the development, implementation, and monitoring of district vision and accountability. Strategy's Expected Result/Impact: Review, revise, or develop the following LOCAL policies: AE(LOCAL), EFA(LOCAL), EH(LOCAL), BQ(LOCAL), BQB(LOCAL), BDB(LOCAL), BJA(LOCAL) Review the expectations of the following LEGAL policies to ensure they are in alignment with LOCAL policy and Administrative Regulations: EHA(LEGAL), EHAA(LEGAL), BJA(LEGAL) BQ(LEGAL), BQB(LEGAL), BDB(LEGAL), DP(LEGAL), BJA(LEGAL), BJCD(LEGAL) Staff Responsible for Monitoring: Deputy Superintendent for Teaching, Learning & Life Readiness	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Define Board policy that guides the development, implementation, and monitoring of curriculum. Strategy's Expected Result/Impact: Review, revise, or develop the following LOCAL policies: Develop policy related to resources and assessments and alignment to curriculum. Review the expectations of the following LEGAL policies to ensure they are in alignment with LOCAL policy and Administrative Regulations: EHAA(LEGAL), DMA(LEGAL), EA(LEGAL) Staff Responsible for Monitoring: Deputy Superintendent for Teaching, Learning & Life Readiness	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Define Board policy that guides the development, implementation, and monitoring of consistency and equity. Strategy's Expected Result/Impact: Review, revise, or develop the following LOCAL policies: BQA(LOCAL), BQB(LOCAL), EFB(LOCAL), EMB(LOCAL), DNA(REGULATION), AE(LOCAL), FB(LOCAL), EHBE(LOCAL), EHBE(REGULATION) Review the expectations of the following LEGAL policies to ensure they are in alignment with LOCAL policy and Administrative Regulations: EHAC(LEGAL), DMA(LEGAL), BQ(LEGAL), EF(LEGAL), EHAD(LEGAL), AE(LEGAL) Staff Responsible for Monitoring: Deputy Superintendent for Teaching, Learning & Life Readiness	Formative		Summative
	Nov	Feb	June

Strategy 4 Details		Reviews		
Strategy 4: Define Board policy that guides the development, implementation, and monitoring of feedback. Strategy's Expected Result/Impact: Review, revise, or develop the following LOCAL policies: Develop policy related to a comprehensive system of student learning; develop policy related to reporting program effectiveness Review the expectations of the following LEGAL policies to ensure they are in alignment with LOCAL policy and Administrative Regulations: EHB(LEGAL), BQA(LEGAL) Staff Responsible for Monitoring: Deputy Superintendent for Teaching, Learning & Life Readiness		Formative		Summative
		Nov	Feb	June
Strategy 5 Details		Reviews		
Strategy 5: Define Board policy that guides the development, implementation, and monitoring of productivity. Strategy's Expected Result/Impact: Review, revise, or develop the following LOCAL policies: Develop policy related to program-centered budgeting Review the expectations of the following LEGAL policies to ensure they are in alignment with LOCAL policy and Administrative Regulations: CS(LEGAL) Staff Responsible for Monitoring: Deputy Superintendent for Teaching, Learning & Life Readiness		Formative		Summative
		Nov	Feb	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

Performance Objective 10: Audit 1.10: Develop and implement a curriculum management plan to align the written, taught and tested curriculum.





Evaluation Data Sources: Consistent and published plan that communicates expectations for the written, taught and tested curriculum
MAP, TELPAS, STAR/EOC

Strategy 1 Details	Reviews		
Strategy 1: Review curriculum audit findings and recommendations to conduct a needs assessment. Strategy's Expected Result/Impact: Completion of timeline and plan for department groups to create strategies aligned with the strategic plan and/or district improvement plan. Staff Responsible for Monitoring: Chief Learning Officer	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Assemble a team to write a comprehensive curriculum management plan to guide curriculum development, implementation, and monitoring. Strategy's Expected Result/Impact: Completion of a curriculum management plan for the district. Staff Responsible for Monitoring: Chief Learning Officer	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Develop a timeline for communication and implementation of the curriculum management plan and professional learning to support it. Strategy's Expected Result/Impact: A comprehensive professional learning plan to inform stakeholders of the expectations and systems outlined in the curriculum management plan that positively impacts student learning, budget planning, and professional learning design. Staff Responsible for Monitoring: Chief Learning Officer	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
Strategy 4: Design a plan and timeline to implement and monitor the curriculum management plan. Strategy's Expected Result/Impact: Consistency with curriculum writing to support the written, taught and tested curriculum. Staff Responsible for Monitoring: Chief Learning Officer	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

Performance Objective 11: Audit 1.11: Develop a robust, interactive, and consistent walkthrough form that reflects the teaching and learning expectations in our district.

Evaluation Data Sources: Walkthrough data, MAP data

Strategy 1 Details	Reviews		
Strategy 1: Seek district department and campus leadership input on the design of the walkthrough form for alignment and clarity of district curriculum and instruction expectations around the written, taught, and tested curriculum. Strategy's Expected Result/Impact: Development of a walkthrough form that reflects district commitments related to teaching and learning. Staff Responsible for Monitoring: Deputy Superintendent for Teaching, Learning & Life Readiness	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Implement the district walkthrough form by developing professional learning and a walkthrough schedule for district staff to provide feedback to campus teams for continuous improvement planning. Strategy's Expected Result/Impact: Consistent use of walkthrough and feedback process Staff Responsible for Monitoring: Chief Learning Officer	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

Performance Objective 12: Audit 1.12: Develop a comprehensive plan to serve our emergent bilingual students.





Evaluation Data Sources: TELPAS, MAP, STAAR/EOC

Strategy 1 Details	Reviews		
Strategy 1: Assemble a diverse team to analyze the current plan and identify gaps in service for our EB students and develop a plan for improvement. Strategy's Expected Result/Impact: Draft of a comprehensive plan to better serve our EB students that includes problem-solving transportation, program placement, and practices to improve performance and growth of EB students as measured by STAAR, MAP, and TELPAS. Staff Responsible for Monitoring: Executive Director of Multilingual Academic Services	Formative		Summative
	Nov	Feb	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

Performance Objective 13: Audit 1.13: Analyze, revise, and implement a comprehensive student assessment plan for alignment & cognitive type for core courses and non-core courses.





Evaluation Data Sources: Comprehensive student assessment plan and timeline for review of all district assessments

Strategy 1 Details	Reviews		
Strategy 1: Clearly assign roles for design and delivery of assessments to ensure implementation of the student assessment plan. Strategy's Expected Result/Impact: Consistent assessment practices in line with district expectations. Staff Responsible for Monitoring: Chief Learning Officer	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Develop a timeline/plan in all core and non-core subjects to analyze current district assessments for alignment and cognitive type and revise assessments as needed. Strategy's Expected Result/Impact: High quality district assessments that provide accurate data regarding student performance and growth; a calendar/plan/timeline for reviewing and revising all district assessments. Staff Responsible for Monitoring: Chief Learning Officer	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

Performance Objective 14: Audit 1.14: Utilize feedback provided by assessments to make informed decisions at all levels that impact student learning.

Evaluation Data Sources: MAP, District Assessments, STAAR/EOC, professional learning agendas & targets

Strategy 1 Details	Reviews		
Strategy 1: Provide targeted training to campus administrators and teachers on delivery of assessments and how to use the data for instructional purposes. Strategy's Expected Result/Impact: Increase in student growth and performance on MAP (reading, math, science, social studies). Staff Responsible for Monitoring: Director of Assessment, Research and Accountability	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Design and provide differentiated protocols for the purpose of analyzing multiple sources of data. Strategy's Expected Result/Impact: Increase in student growth and performance on MAP (reading, math, science, social studies). Staff Responsible for Monitoring: Director of Assessment, Research and Accountability	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

Performance Objective 15: Audit 1.15: Review and revise the district's grading guidelines to ensure consistency, equity, and research-based feedback strategies.

Evaluation Data Sources: Revised grading guidelines

Strategy 1 Details		Reviews		
Strategy 1: Assemble a district -wide committee to review audit data, research best practices, and revise grading guidelines across the district to begin Fall 2024. Strategy's Expected Result/Impact: Consistent application of grading guidelines to ensure consistency, equity, and use of research-based feedback practices. Staff Responsible for Monitoring: Chief Learning Officer		Formative		Summative
		Nov	Feb	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 2: Pillar 2 - Life Ready - All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways.

Performance Objective 1: Strategic Plan 2.1: Design, build and implement programs that provide expanded pathways for students to high-wage, high-demand careers that span a variety of interests.

Evaluation Data Sources: - New CTE offerings in the 2024-2025 Course Catalog

- CTE Strategic Project Plan
- 2024-2025 CTE course requests
- CTE planning meeting schedule
- CTE center architectural plan
- Phase I Partnership Agreements





Strategy 1 Details	Reviews		
Strategy 1: Develop a master plan of CTE programs for each campus and the CTE Center. Strategy's Expected Result/Impact: Establish an articulated plan for programs across the district that outlines the pathway for each. Staff Responsible for Monitoring: Director of Career & Technical Education	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: From 2023-2026, add and expand CTE programs: Accounting & Financial Services; Advanced Manufacturing & Machinery, Mechanics, Manufacturing Tech; Automotive; A/V; Construction Management, Electrical, HVAC, Plumbing; Cybersecurity, IT/AI, Digital Forensics; Fire; Hospitality/Culinary; Law Enforcement, Legal Studies, Forensics; Welding Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, the course sequences for each CTE program will be revised to allow earlier entry points into the programs of study. A comprehensive action plan for the development or expansion of each of the programs listed in this strategy will be developed. Staff Responsible for Monitoring: Director of Career & Technical Education	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: From 2023-2026, design and open a facility to house advanced CTE opportunities. Strategy's Expected Result/Impact: - Designate the location for the facility - Engage in ongoing weekly planning meetings with architects to develop facility design - Develop a comprehensive plan, timeline and checkpoints to ensure the CTE Center opens in 2026-2027 Staff Responsible for Monitoring: Deputy Superintendent for Teaching, Learning & Life Readiness	Formative		Summative
	Nov	Feb	June

Strategy 4 Details		Reviews		
Strategy 4: Establish and monitor a system for partnership development to enhance mentoring and internship opportunities for CTE programs. Strategy's Expected Result/Impact: - Secure partnerships with potential partners identified as Phase I in CTE Industry Partner Map - Identify Phase III partners to collaborate on the CTE Center development - Identify corporate partners to invest in the CTE Center Staff Responsible for Monitoring: Director of Career & Technical Education		Formative		Summative
		Nov	Feb	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

Goal 2: Pillar 2 - Life Ready - All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways.

Performance Objective 2: Strategic Plan 2.2: Provide improved marketing, communications and advising for students and families related to pathways for the future.

- Evaluation Data Sources:** - Strategic advising activities embedded in SchoolLinks by grade level
 - SchoolLinks reports with percentage of students completing advising activities
 - Completed multi-year graduation plans in SchoolLinks for each secondary grade level
 - Evidence of a communications plan with timeline and linked messaging

Strategy 1 Details	Reviews		
Strategy 1: Establish a process for 6th grade students to plan a 6-year vision for their high school coursework. Strategy's Expected Result/Impact: Beginning in 6th grade, all secondary students will have a multiple year graduation plan in SchoolLinks that is aligned with their future career and postsecondary plan. Staff Responsible for Monitoring: Director of Counseling Services	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Develop and market a consistent communication and training plan for students/staff/community members on pathways and opportunities for PreK-12 students, so students and families have clarity around pathway options for their students at an early age (PK to University Pathways). Strategy's Expected Result/Impact: - A master schedule timeline will be created through collaboration with multiple departments - A fully developed plan for Find Your Future will be completed that has an outlined communications and marketing plan that considers language and multiple layers of communication - Each secondary campus will promote and host at least one information session for parents, students, and community on pathways and options for students Staff Responsible for Monitoring: Director of Counseling Services	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Pillar 2 - Life Ready - All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways.





Performance Objective 3: Strategic Plan 2.3: Increase access and opportunities for students to achieve CCMR status (Pre-K through 12th grade system).

HB3 Goal

Evaluation Data Sources: - CCMR on-track criteria identified by grade level; data collected on "on track" students

- Edugence CCMR data
- MAP, PSAT, SAT reports with "on track" metrics
- District CCMR reports

Strategy 1 Details	Reviews		
Strategy 1: Develop a scholar recognition program for Pre-K through 12th grade to celebrate students on track toward college, career & military readiness. Strategy's Expected Result/Impact: - Plano ISD will expand its scholar recognition program to include Pre-K-12 metrics indicating on track for college, career readiness - A plan to add CCMR thresholds to the early warning system will be created so that campuses can identify students who are on track, not on-track, and need intervention for CCMR Staff Responsible for Monitoring: Executive Director of Counseling and CCMR	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Develop a superintendent's scholar program (10th grade students in range for NMSQT). Strategy's Expected Result/Impact: The number of students participating in the Superintendent's Scholar Program (Plano Scholars) will increase for 10th grade students in range for the NMSQT. Staff Responsible for Monitoring: Director of Advanced Academics	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Create a strategic plan for Dual Credit programs that includes improved communications and marketing, written procedures and processes, and a plan for expanding embedded faculty. Strategy's Expected Result/Impact: - A plan will be created and implemented outlining the process for PISD instructors to become embedded faculty - The dual credit website will be improved and updated regularly - A strategic plan for communicating dual credit information, important dates, and processes will be implemented - Dual credit orientations will be implemented in collaboration with campus leaders and Collin Collin staff - Campus leadership, students, and Collin College leadership will have a more positive dual credit experience and indicate that on an end of year survey Staff Responsible for Monitoring: Executive Director of Counseling and CCMR	Formative		Summative
	Nov	Feb	June

Strategy 4 Details	Reviews		
Strategy 4: Create a plan to ensure access to AP exams for all students. Strategy's Expected Result/Impact: By the end of 2023-2024, a systematic review of College Board fees for AP exams will be conducted and will include an analysis of economically disadvantaged student enrollment in AP courses and costs incurred by economically disadvantaged students; a plan will be developed to ensure access for all students to take the exam. Staff Responsible for Monitoring: Director of Advanced Academics	Formative		Summative
	Nov	Feb	June
Strategy 5 Details	Reviews		
Strategy 5: Increase industry-based certification (IBC) opportunities for students to increase the percentage of seniors receiving an IBC. Strategy's Expected Result/Impact: - The number of students taking IBCs will increase - Staff will identify additional courses where students can take aligned IBCs - Teachers will communicate the expectation and benefits of taking the assessments and provide the time and space to take them - A district team will identify any potential barriers for students to access IBCs and create strategies to remove those barriers Staff Responsible for Monitoring: Director of Career & Technical Education	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Pillar 2 - Life Ready - All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways.

Performance Objective 4: DIP 2.4: Plano ISD will reach and maintain a CCMR rate of 88% or higher for all students by 2025 (Class of 2024).

HB3 Goal

Evaluation Data Sources: Plano ISD will reach and maintain the long term CCMR rate for All Students at 93.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a CCMR rate of 88% or higher for the all student group.

SAT (11th Grade)

The percentage of 11th grade students who meet the CCR Standard on SAT Math will increase from 52% in 2023 to 56% by 2024. The percentage of 11th grade students who meet the CCR Standard on SAT Evidence-Based Reading and Writing will increase from 70% in 2023 to 71% by 2024.

PSAT/NMSQT (10th Grade)

The percentage of 10th grade students who meet the CCR Standard on PSAT/NMSQT Math will increase from 52% in 2023 to 56% by 2024. The percentage of 10th grade students who meet the CCR Standard on PSAT/NMSQT Evidence-Based Reading and Writing will increase from 66% in 2023 to 68% by 2024.

MAP SAT BENCHMARKS (8th Grade)

The percentage of 8th grade students projected to meet the CCR Standard on MAP Math will increase from 51% in 2023 to 60% by 2024. The percentage of 8th grade students who meet the CCR Standard on MAP Reading will increase from 67% in 2023 to 68% by 2024.

INDUSTRY BASED CERTIFICATIONS

Increase the percentage of students earning an Industry Based Certification (IBC).

Strategy 1 Details		Reviews		
Strategy 1: District staff will schedule CCMR meetings with each secondary campus a least 2 times each year to review CCMR CIP strategies, plan for the year, and review progress towards meeting campus CCMR goals. Strategy's Expected Result/Impact: Strategic CCMR meetings will be conducted throughout the year at each secondary campus to support campus leadership team in strategic CCMR planning, reviewing progress, and ensuring progress towards meeting campus CCMR goals. Staff Responsible for Monitoring: Executive Director of Counseling and CCMR		Formative		Summative
		Nov	Feb	June

Strategy 2 Details	Reviews		
Strategy 2: Identify and implement improvements to district and campus processes to ensure CCMR data is entered in a timely manner for improved monitoring of progress towards meeting CCMR criteria. Strategy's Expected Result/Impact: - Improved accuracy of CCMR data - Collaboration among departments to identify staff responsible for CCMR data to ensure data is entered in a timely manner - Accurate reporting of CCMR data to TEA to ensure we are receiving credit for each area Staff Responsible for Monitoring: Executive Director of Counseling and CCMR	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Identify students at each level who are not on-track for college readiness and provide appropriate interventions to get them on-track. Strategy's Expected Result/Impact: Use of data analysis tools to identify students and student groups who are not on track to be college ready and implement interventions to support them in getting back on track. Development and implementation of CNA and CIP CCMR targets and support resources for each level (ES, MS, HS, SHS) for the 2023-2024 school year to help campuses review their CCMR data. Staff Responsible for Monitoring: Executive Director of Counseling and CCMR	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
Strategy 4: Identify students who show potential for advanced academics courses in grades 5-10 (through Honors Potential and AP Potential reports) to ensure students are scheduled into the appropriate advanced academics courses. Strategy's Expected Result/Impact: Campuses will use Honors and AP Potential reports to identify students who should be in advanced academics courses and encourage them to take the advanced course options to: - Increase the number of underrepresented students in advanced academics courses - Provide early identification of students who have the potential to take advanced academics courses - Create a more robust CCMR pipeline starting in 5th grade Staff Responsible for Monitoring: Director of Advanced Academics	Formative		Summative
	Nov	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 2: Pillar 2 - Life Ready - All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways.

Performance Objective 5: DIP 2.5: Plano ISD will increase and maintain the long term four-year graduation rate.

Evaluation Data Sources: Plano ISD will reach and maintain the long term four-year graduation rate for All Students and all student groups at 98.0% or higher by 2037-38 school year.

Plano ISD will increase the four-year graduation rate for Hispanic students from 89.5% for the class of 2022 to 91.4% or higher for the class of 2024-2027 with the long term goal to be at 98%.





Plano ISD will increase the four-year graduation rate for High Focus students from 87.3% for the class of 2022 to 90.3% or higher for the class of 2024-2027 with the long term goal to be at 98%.

Plano ISD will increase the four-year graduation rate for Emergent Bilingual/English Learner Current and Monitored students from 81.7% for the class of 2022 to 86% or higher for the class of 2024-2027 with the long term goal to be at 98%.

Plano ISD will increase the four-year graduation rate for Economically Disadvantaged students from 89.4% for the class of 2022 to 90.5% or higher for the class of 2024-2027 with the long term goal to be at 98%.

Plano ISD will increase the four-year graduation rate for Special Education students from 78.5% for the class of 2022 to 85.8% or higher for the class of 2024-2027 with the long term goal to be at 98%.





Strategy 1 Details	Reviews		
Strategy 1: Identify students off-track for graduation to develop and implement intervention plans using SchoolLinks. Strategy's Expected Result/Impact: Counseling staff will utilize SchoolLinks graduation plans and district determined checkpoints to find students at risk of not graduating; earlier identification will allow for intervention plans including scheduling, counseling support and academic support to be established. The number of students entering 12th grade with credit deficiencies will decrease. Staff Responsible for Monitoring: Director of Counseling Services	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Identify students who are at risk of not graduating on time using the Early Warning System (EWS) in Edugence; develop an intervention plan for each student identified. Strategy's Expected Result/Impact: Increase campus capacity to intervene with students by providing one-on-one campus administrator teams on how and when to utilize the EWS to identify students in need of student support plans, referring them to a sst, creating and monitoring the effectiveness of the student support plan. Use of the EWS for data-driven indicators, proactive interventions, and targeted support strategies to ensure timely graduation for all students. This will be measured by training sign in sheets, campus meetings, and progress monitoring intervals of every nine weeks. Each campus will intervene on 2-5% of their students through an SSP and will have monitored and updated the goals in those plans a minimum of four times. Staff Responsible for Monitoring: Director of MTSS/504	Formative		Summative
	Nov	Feb	June

Strategy 3 Details	Reviews		
Strategy 3: Utilize the early warning system to identify EB students who may be at risk of not graduating and meet with the campus principal and leadership team to create an intervention plan. Strategy's Expected Result/Impact: To identify EBs who may be at risk of graduation and intervene so that we are able to increase the graduation rate of EBs. Increase campus capacity to intervene with students by utilizing the intervention plan. Staff Responsible for Monitoring: Executive Director of Multilingual Academic Services	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
Strategy 4: Utilize the early warning system to identify Special Education students who may be at risk of not graduating and meet with the campus administrator and special education department head to create an intervention plan. Strategy's Expected Result/Impact: Data analysis completed; barriers identified. Increase campus capacity to intervene with students by utilizing the intervention plan. Staff Responsible for Monitoring: Executive Director of Student Support Services Results Driven Accountability	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students.

Performance Objective 1: Strategic Plan 3.1: Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position.

Evaluation Data Sources: Staffing vacancy numbers; number of long-term substitutes

Strategy 1 Details	Reviews		
Strategy 1: Conduct regular staff listening rounds for continuous improvement in working conditions. Strategy's Expected Result/Impact: Collect feedback to improve retention and culture of the district by implementing responsive solutions to identified problems. Staff Responsible for Monitoring: Chief of Human Resources	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Develop new retention strategies for staff; consider time, demands, compensation (Model Teacher/TIA). Strategy's Expected Result/Impact: Development of a plan to increase retention rates that includes a system to implement TIA. Staff Responsible for Monitoring: Assistant Superintendent for Employee Services	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Develop a plan to significantly reduce the number of "unfilled" vacancies. Strategy's Expected Result/Impact: Vacancy plan implemented during the 23-24 SY leads to 100% filled core classroom positions for 24-25 SY. Staff Responsible for Monitoring: Chief of Human Resources	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students.





Performance Objective 2: Strategic Plan 3.2: Design and deliver a multi-pronged, aligned Professional Learning plan for onboarding and continuous growth to increase student engagement, achievement and growth.

Evaluation Data Sources: Professional learning plans, agendas, and learning targets

Strategy 1 Details		Reviews		
Strategy 1: Develop an annual Professional Learning plan that articulates monthly learning targets for teachers and principals that are aligned with district goals. Strategy's Expected Result/Impact: Campus staff receives and understands a scope and sequence that aligns with principal and teacher learning expectations. Staff Responsible for Monitoring: Executive Director of Professional Learning		Formative		Summative
		Nov	Feb	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students.





Performance Objective 3: Strategic Plan 3.3: Design and implement systems and opportunities to strengthen the Plano ISD Leadership Pipeline for all levels of the organization.

Strategy 1 Details	Reviews		
Strategy 1: Develop a Leadership Profile. Strategy's Expected Result/Impact: Communicate, socialize, and continuously refine a leadership profile to meet the needs of the leadership pipeline. Staff Responsible for Monitoring: Executive Director of Professional Learning	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Develop an Educator Profile. Strategy's Expected Result/Impact: Complete an educator profile plan that includes communication and implementation strategies. Staff Responsible for Monitoring: Executive Director of Professional Learning	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Document leadership look-fors developed for each level of the organization. Strategy's Expected Result/Impact: Develop and communicated look-fors for leader, educator and Athletics Leadership. Staff Responsible for Monitoring: Executive Director of Professional Learning	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students.

Performance Objective 4: Audit 3.4: Develop a district-wide coaching model to support teachers as they develop effective instructional practices on campuses to improve student student performance and growth in math and reading.

Evaluation Data Sources: Coaching model, coaching platform results, MAP and STAAR results in math and reading





Strategy 1 Details	Reviews		
Strategy 1: Create job description for coaching role and publish to create a pool for 24-25. Strategy's Expected Result/Impact: Established pool of candidates for title campuses to select quality candidates to interview for coaches Communication of expectations for newly hired coaches beginning 24-25 Staff Responsible for Monitoring: Chief Learning Officer	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Provide professional learning to Title 1 campus principals on the new role and expectations of the instructional coach for 24-25. Strategy's Expected Result/Impact: Clarity of the role and an understanding of the training and support coaches will receive to support teacher and student growth in math and literacy Staff Responsible for Monitoring: Chief Learning Officer	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Design a professional learning plan for newly hired campus coaches for the 24-25 school year. Strategy's Expected Result/Impact: Highly qualified instructional coaches to promote teacher growth and student growth in math and literacy Staff Responsible for Monitoring: Chief Learning Officer	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Performance Objective 1: Strategic Plan 4.1: Implement safety measures and protocols at all facilities and events.

High Priority




Evaluation Data Sources: Campus Emergency Plans; campus drill documentation; After Action reports







Strategy 1 Details	Reviews		
Strategy 1: Prioritize feedback from the safety audits to implement recommendations. Strategy's Expected Result/Impact: * Data from the 2020-2023 audit results will be used to develop training for principals. * Data from the 2020-2023 audit will be shared with Departments that make decisions on programming, operations, and other systems that support recommendations. Staff Responsible for Monitoring: Director of Emergency Management and Safe Schools	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Create comprehensive safety and security plans for all district facilities, inclusive of all required appendices. Strategy's Expected Result/Impact: Campuses Emergency Plans will include Active Threat & Active Shooter plans. Campuses will implement protocols & document drills. Staff Responsible for Monitoring: Director of Emergency Management and Safe Schools	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Ensure training of all safety protocols across all departments, campuses and district facilities. Strategy's Expected Result/Impact: * Facilities will implement at least 2 unannounced drills per semester. * Safety & Security Department will follow up with campuses to assure all drills are completed. * Every campus will name members of Emergency Planning Committee, Crisis Response Team, and Threat Assessment Team. * After Action Reports will be completed by Campuses. Staff Responsible for Monitoring: Director of Emergency Management and Safe Schools	Formative		Summative
	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Performance Objective 2: Strategic Plan 4.2: Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Evaluation Data Sources: Review 360 Reports, Bullying Reports, Threat Assessment Reports, Annual Attendance Rate Report, Climate Surveys





Strategy 1 Details	Reviews		
Strategy 1: Develop a district-wide discipline management plan to reduce discipline incidents across the district. Strategy's Expected Result/Impact: All campuses will be trained on the discipline management manual and the leveling guide for consistent consequences across the district and reduce negative behaviors as documented in Review 360. Staff Responsible for Monitoring: Assistant Superintendent for Student, Family, and Community Services Results Driven Accountability - Equity Plan	Formative		Summative
	Nov	Feb	June
			
Strategy 2 Details	Reviews		
Strategy 2: Develop positive behavior interventions and support systems at the district level to be implemented on each campus for consistent behavior expectations and orderly learning environments. Strategy's Expected Result/Impact: Campuses will be divided in to four cohorts that will be trained by Safe and Civil Schools on Foundations PBIS for implementation at each campus. Campuses will have an implementation team that receives the training and will be responsible for training their respective staff members. Staff Responsible for Monitoring: Assistant Superintendent for Student, Family, and Community Services Results Driven Accountability - Equity Plan	Formative		Summative
	Nov	Feb	June
			
Strategy 3 Details	Reviews		
Strategy 3: Review, develop and select character education resources and provide training for staff to implement. Strategy's Expected Result/Impact: A team of teachers, counselors and administrators will meet to review the available resources on Character education. This team will select, customize and train the campuses on the selected resource to be implemented starting the 2023-2024 school year. K-12 students will learn the Positive Character Traits as defined by the State of Texas. Staff Responsible for Monitoring: Assistant Superintendent for Student, Family, and Community Services	Formative		Summative
	Nov	Feb	June
			

Strategy 4 Details		Reviews		
Strategy 4: Develop systems and strategies to improve student attendance and behavior as measured by average daily attendance rates, disproportionality risk ratios, PEIMS discipline codes, and completed threat assessments. Strategy's Expected Result/Impact: A team consisting of SFCS, ARPE and SLI staff established goals for each campus to meet that will contribute to the overall district attendance goal and goals to address student threat assessments and behavior as follows: The all student and individual student group attendance rates will be maintained at 96% or higher. - In cases where the 2022-23 campus attendance rate is between 90% - 96%, an improvement of at least 0.5 over the 2022-23 rate is expected. - In cases where the 2022-23 attendance rate of a campus is below 90%, an improvement of at least 2% over the 2022-23 rate is expected. The district and campuses will incorporate behavior management strategies to reduce the number of discipline placements and maintain a disproportionality risk ratio of 2.0 or lower in each student group. The district and campuses will reduce the number of drug incidents (PEIMS Codes 04 & 36), alcohol (PEIMS Code 05) and bullying (PEIMS Code 61) incidents by 10% based on 2022-23 baseline. 100% of incidents requiring a threat assessment will be completed per District policy. Staff Responsible for Monitoring: Assistant Superintendent for Student, Family, and Community Services		Formative		Summative
		Nov	Feb	June
				
Strategy 5 Details		Reviews		
Strategy 5: Train all staff in trauma and grief informed practices using a four-year plan. Strategy's Expected Result/Impact: -At least 25 percent of district employees are trained before the beginning of the 2025-2026 school year. -At least 50 percent of district employees are trained before the beginning of the 2026-2027 school year. -At least 75 percent of district employees are trained before the beginning of the 2027-2028 school year. -100 percent of district employees are trained before the beginning of the 2028-2029 school year. Staff Responsible for Monitoring: Director of Counseling Services		Formative		Summative
		Nov	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Performance Objective 3: Strategic Plan 4.3: Create a culture of belonging for all members of the Plano ISD community.

Evaluation Data Sources: Percentage of teams/programs that are aligned in a feeder system





Strategy 1 Details		Reviews		
Strategy 1: Align athletic and fine arts branding in each feeder system. Strategy's Expected Result/Impact: Unification of all feeder High Schools with their respective Senior High Schools will align and culturally merge the student and programmatic experience in athletics and fine arts programs. Additionally, this merger will visibly and culturally connect athletics and fine arts teams/ensembles in uniform, mascot, colors, to their Senior High School campuses. Regarding UIL participation and campus identification, this alignment will allow PISD athletic and fine arts programs flexibility to explore best practices in programming at its 9-12 levels where needed to increase student success. For the 2023-2024 year, the strategic goal will accomplish the following tasks: Fine Arts Targets: Jasper HS Drill Team - (\$25,000) Designed & Purchased by July 2023, Uniforms Constructed by 11/17/23 Clark HS Drill Team - (\$25,000) Designed & Purchased by July 2023, Uniforms Constructed by 11/17/23 Vines HS Drill Team- (\$25,000) Designed & Purchased by July 2023, Uniforms Constructed by 11/17/23 Clark HS Band - (\$90,000) Designed & Purchased by July 2023, Uniforms Constructed by 12/22/23 Vines HS Band - (\$90,000) Designed & Purchased by July 2023, Uniforms Constructed by 12/22/23 Athletics Targets: Jasper HS (\$30,000) Gymnasium Floor Refinishing complete by August 2023 Shepton HS (\$30,000) Gymnasium Floor Refinishing complete by August 2023 McMillen HS (\$30,000) Gymnasium Floor Refinishing complete by August 2023 Clark HS--Updated Uniforms for Football, Boys Basketball, Girls Basketball , Volleyball & Cheer by December 2023 Vines HS--Updated Uniforms for Football, Boys Basketball, Girls Basketball , Volleyball & Cheer by December 2023 McMillen HS--Updated Uniforms for Football, Boys Basketball, Girls Basketball , Volleyball & Cheer by December 2023 Williams HS--Updated Uniforms for Football, Boys Basketball, Girls Basketball , Volleyball & Cheer by December 2023 Jasper HS--Updated Uniforms for Football, Boys Basketball, Girls Basketball , Volleyball & Cheer by December 2023 Shepton HS--Updated Uniforms for Football, Boys Basketball, Girls Basketball , Volleyball & Cheer by December 2023 Staff Responsible for Monitoring: Director of Athletics		Formative		Summative
		Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Performance Objective 4: Strategic Plan 4.4: Engage the community through timely, consistent and innovative communication.

Evaluation Data Sources: Updated branding/style guide with training, expectations, and monitoring system; increased community engagement as measured by VOLY, RSVP, and LAP; website traffic statistics, social media engagement statistics, customer experience platform statistics; completed emergency communications toolkit.





Strategy 1 Details	Reviews		
Strategy 1: Tell the Plano ISD Story - highlight and market organization. Strategy's Expected Result/Impact: Develop a comprehensive style guide to unify the district's brand; train all campuses and district departments with best practices and expectations for communication to stakeholders. Staff Responsible for Monitoring: Chief Communications Officer	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Develop and maintain positive, collaborative relationships with all stakeholders to strengthen support of Plano ISD by increasing the number of volunteers, Leadership and Ambassador Program applicants, and RSVP attendees at events. Strategy's Expected Result/Impact: Increase number of VOLY volunteers and volunteer opportunities; increase number of Leadership Ambassador applicants and participants; increase number of RSVP card holders and event attendees. Staff Responsible for Monitoring: Chief Communications Officer	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Support campuses and the district with timely information in the event of a crisis or emergency. Strategy's Expected Result/Impact: Complete the emergency communications toolkit and develop the process for use; train all administrators on the process and toolkit. Staff Responsible for Monitoring: Chief Communications Officer	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
Strategy 4: Use a variety of communication channels to promote and enhance the district's brand by sharing positive stories of student, staff and district success. Strategy's Expected Result/Impact: Using analytics as a guide, determine the most effective communication channels; explore additional communication channels to pilot. Staff Responsible for Monitoring: Chief Communications Officer	Formative		Summative
	Nov	Feb	June

Strategy 5 Details	Reviews		
Strategy 5: Maintain proactive media relations to enhance the district's image on local, state and national levels. Strategy's Expected Result/Impact: Prepare analytics of media in terms of positive publicity based on media reach and sentiment; increase positive publicity as measured by the data. Staff Responsible for Monitoring: Chief Communications Officer	Formative		Summative
	Nov	Feb	June
Strategy 6 Details	Reviews		
Strategy 6: Expand translation services to include recruiting Spanish speakers for every campus/district office. Strategy's Expected Result/Impact: Ensure consistent communication with families. Staff Responsible for Monitoring: Chief of Employee Services	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Pillar 5 - Partnerships & Strategic Resource Management - Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff.

Performance Objective 1: Strategic Plan 5.1: Increase community partnerships to elevate student learning outcomes and experiences.





Evaluation Data Sources: -Partnership engagement data (number of partners, donation amounts and volunteer hours)
-Partner/volunteer satisfaction survey

Strategy 1 Details	Reviews		
Strategy 1: Design a robust system to build the Partner in Education (PIE) program to capture all community resources through one entrance point. Strategy's Expected Result/Impact: The district will be able to more accurately capture all community partnerships and resources donated at both the district and campus level. Staff Responsible for Monitoring: Senior Executive Director of PISD Education Foundation	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Develop a system to recruit partners, develop partner agreements and foster long-term partnerships for the mutual benefit of PISD students and staff and the partner. Strategy's Expected Result/Impact: A centralized system will be created and thoroughly communicated to all stakeholders. This formalized process will help alleviate any confusion around partnerships to help create confidence in recruiting and retaining partnerships district-wide. Staff Responsible for Monitoring: Senior Executive Director of PISD Education Foundation	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Increase recognition for community partners and volunteers for their contributions to PISD. Strategy's Expected Result/Impact: This strategy will result in an increased retention rate of existing partners/volunteers as well as an increased number of new partners/volunteer. This could result in increased commitment from existing partners resulting in additional resources being donated to the district. Staff Responsible for Monitoring: Senior Executive Director of PISD Education Foundation	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Pillar 5 - Partnerships & Strategic Resource Management - Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff.

Performance Objective 2: Strategic Plan 5.2: Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes.

Evaluation Data Sources: Technology Use and Perception Survey Results
 User Experience, Feature and Function Assessment
 Digital Learning Plan
 Long-range Facility Plan
 Gantt Chart of Repairs

Strategy 1 Details	Reviews		
Strategy 1: Develop a plan for building renovations & efficiencies. Strategy's Expected Result/Impact: Monitor existing GANTT Chart to maintain schedule. Staff Responsible for Monitoring: Deputy Superintendent for Business & Employee Services	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Develop a technology master plan. Strategy's Expected Result/Impact: By June 2024, publish a comprehensive technology plan that establishes the requirements, resources and schedule for a 5-year implementation. Staff Responsible for Monitoring: Assistant Superintendent for Technology Services	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Revise classroom technology standards to achieve greater flexibility through mobility and increased functionality: untethered teaching with interactive flat panels. Strategy's Expected Result/Impact: Identify and articulate innovative digital equipment, tools and audio-visual components to replace existing standards in pursuit of untethered teaching and learning. Staff Responsible for Monitoring: Executive Director of Instructional Technology	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
Strategy 4: Adopt and implement a consistent 1:1 strategy across the district, differentiated by grade levels. Strategy's Expected Result/Impact: Redesign and implement a new mobile 1:1 strategy for staff and students that outlines its effective use in grade band and school level. Staff Responsible for Monitoring: Executive Director of Instructional Technology	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Pillar 5 - Partnerships & Strategic Resource Management - Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff.

Performance Objective 3: Strategic Plan 5.3: Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students.

Evaluation Data Sources: Budget documents, long-range facility plan, advisory committee minutes, staff and community feedback summaries

Strategy 1 Details	Reviews		
Strategy 1: Develop and implement a plan to maximize campus facilities to reduce budget expenses and increase opportunities for students. Strategy's Expected Result/Impact: Develop a long-range plan for property and facility use; establish an advisory committee to develop recommendations for property and facilities to retire and any necessary boundary adjustments to begin no earlier than Fall 2025. The result will be an ongoing budget reduction in operating costs. Staff Responsible for Monitoring: Deputy Superintendent for Business & Employee Services	Formative		Summative
	Nov	Feb	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Goal 5: Pillar 5 - Partnerships & Strategic Resource Management - Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff.

Performance Objective 4: DIP 5.4: Federal Program Implementation Process

Strategy 1 Details	Reviews		
Strategy 1: 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. Staff Responsible for Monitoring: Director of Federal Programs	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Title I funding will be used to purchase support materials and resources that serve all Title I students in Elementary and Middle School. Staff Responsible for Monitoring: Director of Federal Programs	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Title II funding will be used for professional development and conferences, materials, and resources should be expected. Title II funds are prioritized for Title I campuses. Every request for Title II funds must include Title I campuses. Staff Responsible for Monitoring: Director of Federal Programs	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
Strategy 4: Title IV funding will be used to support effective use of technology. Staff Responsible for Monitoring: Director of Federal Programs	Formative		Summative
	Nov	Feb	June
Strategy 5 Details	Reviews		
Strategy 5: Title IV funding will be used to implement programs and activities to support the well rounded child. Staff Responsible for Monitoring: Director of Federal Programs	Formative		Summative
	Nov	Feb	June
Strategy 6 Details	Reviews		
Strategy 6: Title IV funding will be used to implement programs and activities to support the safety and health of all students. Staff Responsible for Monitoring: Director of Federal Programs	Formative		Summative
	Nov	Feb	June

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.

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>Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> Apply classroom interventions 	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"> • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students 		
Director for Counseling and CCMR	Dropout Prevention <ul style="list-style-type: none"> • Ongoing student and dropout recovery efforts • 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 • District-wide procedures for secondary campuses, as applicable 	TEC 11.252 BQ(Legal)	The school will follow board policy EHBC.
Coordinator Dyslexia Services	Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	The school will follow Board Policy EHB, F, EHBC, and EKB.
Coordinator Federal and State Programs	Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	P.L. 107-110, Section 1415(b)	
Director for Student Family and Community Services	Pregnancy Related Services <ul style="list-style-type: none"> • Identify students • Assess needs • Explain, offer and refer students to established 		The school will follow board policy EHBC.

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

	<p>employees and cover the following:</p> <ul style="list-style-type: none"> ○ Factors indicating a child is at risk ○ Likely warning signs indicating a child may be a victim ○ Internal procedures for seeking assistance for a child who is at risk ○ Techniques for reducing a child's risk ○ Community organizations or other education that have researched-based programs and training ○ Documentation of training participants 		
Executive Director for CCMR and Counseling	<p>Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> ● 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"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/ guardian notification procedures ● Training for teachers, school counselors, principals and all other appropriate personnel. 	<p>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)</p>	<p>The district will follow Board Policy FFB, FFBA and FNF.</p>
Executive Director for CCMR and Counseling	<p>Student Welfare: Discipline/Conflict/Violence Management</p> <ul style="list-style-type: none"> ● Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) BQ(Legal)</p> <p>TEC 37.001 Family Code 71.0021 TEC 37.0831</p>	<p>The district will follow Board Policies: FFB, FOC, FOCA, DMA and FFE</p>

Executive Director for Special Education	Texas Behavior Support Initiative (TBSI) <ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 21.451(d)(2) Board Policy DMA(Legal)	The district will follow Board Policy DMA(Legal)
Executive Director for CCMR and Counseling	Dating Violence Policy <ul style="list-style-type: none"> • 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 • 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 • Provide a statement that dating violence is not tolerated • Develop procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator • Establish guidelines for students who are victims. • Make available to students age-appropriate educational materials on the dangers of dating violence and resources for students seeking help. 	TEC 11.252 TEC 37.0831 BQ(Legal)	The school will Board Policy FFH
Executive Director Instructional Technology	Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001 BQ(Legal)	
Assistant Superintendent for Employee Services	Staff Development for professional staff of a district	BQ(Legal)	