Plano Independent School District

District Improvement Plan

2024-2025

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.

Strategic Roadmap Pillars

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.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Enrollment: Approximately 47,000 students

Enrollment by Grade:

EE	387
Head Start	143
PK	1078
K	2948
1	3085
2	3206
3	3417
4	3402
5	3347
6	3463
7	3526
8	3489
9	3858
10	3620
11	3796
12	3869

Demographic by Ethnicity %:

- White - 28.6
- Hispanic - 29.7
- African-American - 12.9
- Asian - 23.4
- American Indian - 0.4
- Pacific Islander - 0.1
- 2 or more - 4.9

Economically Disadvantaged: 38.4%

Special Education: 14.27%

Emergent Bilingual: 26.24%

4 yr Graduation Rate (Class of 2023): 94.1%

CCMR Rate (Class of 2023): 73%

CCMR Indicators (Class of 2024):

- CTE Enrollment - 26, 669
- AP Enrollment - 5,784
- Dual Credit Enrollment - 2700
- IBC - 2,815
- AP Scholars/ National Merit/ College Board National Recognition Program Scholars- 1209, 74, 163

Demographics Strengths

We have strong AP programs with 36% of students in grades 9-12 enrolled in at least 1 AP course, with higher percentages of juniors and seniors participating in AP classes.

The community has passed a bond that will allow Plano ISD to build a new CTE Center to increase CTE pathways for students.

Plano ISD has increased the number of Industry Based Certifications over the past several years.

Plano ISD has a diverse school community with many strengths and interests.

Plano ISD has a large number of National Merit Scholars each year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Due to the change in cut scores from 60 to 88 in the new state accountability system and due to the fact that this is lagging data, we have a low CCMR status relative to the state expectation.   **Root Cause:** There has not been an emphasis on a course of study for CTE or College Bridge courses; therefore, we are missing students who are not earning CCMR designation through the advanced academic route.

Problem Statement 2 (Prioritized): There are identified gaps between some student populations in Grades K-12 on multiple measures including meeting "on track" measures for CCR (STAAR, MAP, PSAT, SAT).   **Root Cause:** There is a need for tighter K-12 systems and guidance to ensure access to rigorous instruction, activities and programs (AP, IB, GT, Math Rocks/Honors, CTE) for all students.

Problem Statement 3 (Prioritized): The district is closing four campuses which will result in disruption to approximately 2,800 students and families for the 2025-2026 school year.   **Root Cause:** The district needed to examine the use of its current facilities due to declining enrollment and aging facilities.

Student Learning

Student Learning Summary

The Cabinet and the DBIC spent time reviewing multiple data sources from the 2023-2024 school year to determine the problem areas for focus.

STAAR

STAAR scores continue to show Plano ISD students outperforming their regional and state peers with the exception of 7th grade math.

- A full listing of all STAAR scores can be found here.
- A review of STAAR scores by cohort can be found here.
- A review of STAAR scores over time by student population can be found here.
- Graphs of STAAR scores over time by subject and grade level can be found here.
- Comparisons to state and regional scores can be found here.

NWEA MAP

Students in Grades K-8 take the MAP assessments in reading and math; students in Grades 3-8 take the science MAP assessments. Plano ISD students continue to show approximately a year's worth of growth and, on average, outperform their national peers on the MAP assessments. Students in grades K-3 had the highest levels of growth in the last four years in both reading and mathematics.

- MAP performance and growth data can be found here.
- MAP performance by cohort can be found here.

PSAT/SAT

All 9th grade, 10th grade, and 11th grade students take the PSAT or SAT. Additional students opt to take the PSAT during their 11th grade year as part of the NMSQT program. Plano ISD students continue to outperform their national and state peers on these assessments.

- A summary of PSAT and SAT results can be found here.

AP Data

Plano ISD has a strong AP program with students outperforming their national peers.

- A summary of AP data can be found here.

CCMR Data

Plano ISD has placed an emphasis on getting students "on track" for college readiness in Grades K-12. A set of measures were developed to deem a student as "on track." A Superintendent's Achievement Award was given to students who met the on track metrics for both math and reading for the first time in the 2023-2024 school year, and 18,111 students received the award.

- A summary of students who met the on track metric can be found here.
- A summary of students by population who are on track can be found here.

- A summary of CCMR data can be found [here](#).

Student Learning Strengths

Strong STAAR scores that continue to be above regional and state averages. (See [summary](#) presented to the DBIC committee.)

Many campuses showed growth in performance categories on STAAR.

MAP scores that show both above average performance and growth in most areas. Of note is the K-3 reading and math growth scores that were the highest they have been in four years due to an emphasis on early literacy and numeracy in the 2023-2024 school year as part of the District Improvement Plan.

Continued strong performance in AP and on the PSAT and SAT that outperform state, regional, and national peers.

Some improvement in the CCMR ratings in the area of industry-based certifications.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Too few students leave 10th grade having met CCMR status.   **Root Cause:** Feedback from junior and senior students and parents indicates a need for improved guidance in understanding graduation plans and CCMR pathways beginning at middle school.

Problem Statement 2 (Prioritized): Student performance and growth at the 4th through 8th grade levels was lower than expectations in both reading and math.   **Root Cause:** Curriculum has not been aligned for high priority knowledge and skills for adequate instruction, preparation and vertical alignment.

Problem Statement 3 (Prioritized): Plano ISD is experiencing a shortage of highly qualified teachers resulting in the use of substitutes to fill more teaching positions than is acceptable.   **Root Cause:** Teacher shortages have led to state-wide problems with finding certified teachers. Plano ISD must find new ways to find highly qualified teachers for our classrooms.

Problem Statement 4 (Prioritized): The district has campuses that have not met expected growth and performance for multiple consecutive years.   **Root Cause:** There is a systemic issue and need for systems of instruction that includes aligned curriculum (to HPKS), professional development, high quality instruction and assessment practices and consistent monitoring that is evidenced by improved student performance (for DST campuses and all).

District Processes & Programs

District Processes & Programs Summary

Curriculum Audit Recommendations

The District engaged in a full curriculum audit through CMSI and received a lengthy report of recommended improvements. The District teams have reviewed all recommendations and have begun working on improvements in curriculum design, policy revision, assessment design, and monitoring of curriculum.

Long Range Facility Planning

As part of the strategic planning process, the District engaged a committee to research long-range needs for facility planning. The recommendations were made and approved by the Board of Trustees prior to the beginning of the 2024-2025 school year. Additional work is needed for the West Cluster, programming, and transportation plans. In addition, transition teams have been established to prepare for the changes for the 2025-2026 school year.

Communication

The district has a small communications team that is responsible for all of the communication at the District level. They work with campuses and departments to build a brand for the district. Currently campus liaisons are in place to help with communication efforts, additional work is needed to solidify the Plano ISD brand.

The department tracks and monitors social media traffic and stakeholder engagement through Facebook, X, Let's Talk and the district website.

TEA SIS/ERP Requirements

The TEA has required all districts to move to a platform that is compatible with the EdFi system for the 2024-2025 school year. This will require Plano ISD to move away from the TEAMS platform and find a solution for ERP/SIS functions. Skyward was selected as the platform that Plano ISD will use.

Updated Technology Plan

District Processes & Programs Strengths

The District has a strong Strategic Plan that will guide improvement for at least five years.

With the results and recommendations from the Curriculum Audit, Plano ISD is positioned to make necessary adjustments for improvement.

The Long Range Facility Planning Committee identified necessary changes in facilities for the benefit of students.

Plano ISD has a system in place to distribute timely communication to families and staff.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): The district's current ERP and SIS solutions are obsolete and lack the necessary features to support district operations.   **Root Cause:** The TEA requires all districts to update to an ERP/SIS solution that will be compatible with EdFi submissions. Plano ISD's current platform (TEAMS) is not compatible.

Problem Statement 2 (Prioritized): Plano ISD teachers are not all fully equipped to meet the needs of all learners so that all students are successful at the level of expectation in the district.   **Root Cause:** There is a lack of explicit expectations for instructional practices, design, and delivery including learning spaces, small group instruction, learning targets, process standards, cognitive framework, Lead4Ward tools, instructional model, classroom expectations.

Problem Statement 3 (Prioritized): The candidate identification and onboarding process is inefficient and difficult for HR staff to navigate.   **Root Cause:** Systems and processes have not changed to sufficiently meet the needs of the district over time and need to be realigned for effectiveness.

Problem Statement 4 (Prioritized): A formal standard is needed to build a solid Plano ISD brand for clarity and consistency.   **Root Cause:** Plano ISD's current approach to marketing is ad hoc with no formal, consistent standard of practice.

Problem Statement 5 (Prioritized): Plano ISD must comply with all requirements related to Title I, Title II, and Title IV funding.   **Root Cause:** To receive and distribute most federal funding, the district must comply with the specific requirements adopted for that funding and track how it is complying.

Problem Statement 6 (Prioritized): Plano ISD has excess capacity and transportation to special programs has inefficiencies.   **Root Cause:** Plano ISD is experiencing not only enrollment declines overall but also increases in enrollment in specific programs such as bilingual education and special education. This requires adjustments to facilities and program placements for maximum efficiency and access.

Priority Problem Statements

Problem Statement 1: Due to the change in cut scores from 60 to 88 in the new state accountability system and due to the fact that this is lagging data, we have a low CCMR status relative to the state expectation.

Root Cause 1: There has not been an emphasis on a course of study for CTE or College Bridge courses; therefore, we are missing students who are not earning CCMR designation through the advanced academic route.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Too few students leave 10th grade having met CCMR status.

Root Cause 2: Feedback from junior and senior students and parents indicates a need for improved guidance in understanding graduation plans and CCMR pathways beginning at middle school.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The district's current ERP and SIS solutions are obsolete and lack the necessary features to support district operations.

Root Cause 3: The TEA requires all districts to update to an ERP/SIS solution that will be compatible with EdFi submissions. Plano ISD's current platform (TEAMS) is not compatible.

Problem Statement 3 Areas: District Processes & Programs

Problem Statement 4: There are identified gaps between some student populations in Grades K-12 on multiple measures including meeting "on track" measures for CCR (STAAR, MAP, PSAT, SAT).

Root Cause 4: There is a need for tighter K-12 systems and guidance to ensure access to rigorous instruction, activities and programs (AP, IB, GT, Math Rocks/Honors, CTE) for all students.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Student performance and growth at the 4th through 8th grade levels was lower than expectations in both reading and math.

Root Cause 5: Curriculum has not been aligned for high priority knowledge and skills for adequate instruction, preparation and vertical alignment.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Plano ISD teachers are not all fully equipped to meet the needs of all learners so that all students are successful at the level of expectation in the district.

Root Cause 6: There is a lack of explicit expectations for instructional practices, design, and delivery including learning spaces, small group instruction, learning targets, process standards, cognitive framework, Lead4Ward tools, instructional model, classroom expectations.

Problem Statement 6 Areas: District Processes & Programs

Problem Statement 7: The candidate identification and onboarding process is inefficient and difficult for HR staff to navigate.

Root Cause 7: Systems and processes have not changed to sufficiently meet the needs of the district over time and need to be realigned for effectiveness.

Problem Statement 7 Areas: District Processes & Programs

Problem Statement 8: Plano ISD is experiencing a shortage of highly qualified teachers resulting in the use of substitutes to fill more teaching positions than is acceptable.

Root Cause 8: Teacher shortages have led to state-wide problems with finding certified teachers. Plano ISD must find new ways to find highly qualified teachers for our classrooms.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: A formal standard is needed to build a solid Plano ISD brand for clarity and consistency.

Root Cause 9: Plano ISD's current approach to marketing is ad hoc with no formal, consistent standard of practice.

Problem Statement 9 Areas: District Processes & Programs

Problem Statement 10: The district has campuses that have not met expected growth and performance for multiple consecutive years.

Root Cause 10: There is a systemic issue and need for systems of instruction that includes aligned curriculum (to HPKS), professional development, high quality instruction and assessment practices and consistent monitoring that is evidenced by improved student performance (for DST campuses and all).

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Plano ISD must comply with all requirements related to Title I, Title II, and Title IV funding.

Root Cause 11: To receive and distribute most federal funding, the district must comply with the specific requirements adopted for that funding and track how it is complying.

Problem Statement 11 Areas: District Processes & Programs

Problem Statement 12: Plano ISD has excess capacity and transportation to special programs has inefficiencies.

Root Cause 12: Plano ISD is experiencing not only enrollment declines overall but also increases in enrollment in specific programs such as bilingual education and special education. This requires adjustments to facilities and program placements for maximum efficiency and access.

Problem Statement 12 Areas: District Processes & Programs

Problem Statement 13: The district is closing four campuses which will result in disruption to approximately 2,800 students and families for the 2025-2026 school year.

Root Cause 13: The district needed to examine the use of its current facilities due to declining enrollment and aging facilities.

Problem Statement 13 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

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

Priorities

Priority 1: Strategic Plan Objective 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.

Goal 1: In alignment with state and federal accountability, by the end of the 2024-2025 school year, we will improve systems for teacher and principal effectiveness to increase student performance as measured by the subsequent performance targets in MAP, PSAT, and SAT.

Performance Target: Reading, % On Track to CCR as measured by the MAP assessment:
K- From 63% to 64%
1- From 54% to 55%
2- From 50% to 51%
3- From 60% to 61%
4- From 58% to 59%
5- From 66% to 67%
6- From 68% to 69%
7- From 71% to 72%
8- From 71% to 72%
HB 3 Performance Target for 3rd Grade Reading: From 57% to 58% at Meets Grade Level on STAAR (See also, HB3 Addendum for all student group targets)

Math, % On Track to CCR as measured by the MAP assessment:
K- From 15% to 24%
1- From 34% to 39%
2- From 42% to 45%
3- From 48% to 50%
4- From 55% to 56%
5- From 63% to 64%
6- From 59% to 60%
7- From 63% to 64%
8- From 44% to 46%
HB 3 Performance Target for 3rd Grade Math: From 51% to 52% at Meets Grade Level on STAAR (See also, HB3 Addendum for all student group targets)

PSAT % On Track to CCR as measured by the PSAT benchmarks
9- From 41% to 52%
10- From 45% to 53%

SAT % Met College Readiness benchmarks
11- From 49% to 55%

Expected Result: Teacher effectiveness will improve in planning and instructional design and delivery and use of data as measured by classroom/student outcomes, T-TESS goals, and coaching plans. Student achievement and growth will improve with a reduction in achievement gaps.

Strategy 1 Details	Reviews		
Strategy 1: Implement a revised all-District and District Support Team (DST) system that sets clear expectations and accountability for using data to identify high priority knowledge and skills by campus, grade level, and subject and to provide more intentional support to improve teacher and principal efficacy to support high levels of learning.	**Formative**		**Summative**
	Nov	**Feb**	**June**
Evaluation Data Sources: MAP Scores STAAR Scores Lead4ward Leadership Report Cards **Staff Responsible for Monitoring:** Deputy Superintendent of Teaching, Learning & Life Readiness/Deputy Superintendent of Leadership & Operations **Problem Statements:** Demographics 2 - Student Learning 4 - District Processes & Programs 2			

Strategy 2 Details	Reviews		
Strategy 2: Based on data (HPKS, MAP and PSAT/SAT instructional reports), revise curriculum documents and develop and monitor common formative assessments that focus on the district-identified high priority knowledge and skills.	**Formative**		**Summative**
	Nov	**Feb**	**June**
Evaluation Data Sources: Common formative assessment data for each HPKS **Staff Responsible for Monitoring:** Chief Learning Officer **Problem Statements:** Demographics 2 - Student Learning 1, 2 - District Processes & Programs 2			

Strategy 3 Details	Reviews		
Strategy 3: Develop a comprehensive coaching deployment and professional learning plan to support teachers in improving instruction focused on HPKS.	**Formative**		**Summative**
	Nov	**Feb**	**June**
Evaluation Data Sources: NWEA/MAP School Profile (by grade level and teacher) analysis Common formative assessment results **Staff Responsible for Monitoring:** Chief Learning Officer **Problem Statements:** Demographics 2 - Student Learning 1, 2 - District Processes & Programs 2			

Strategy 4 Details	Reviews		
Strategy 4: Develop a video library of professional learning modules to be used by teachers and teams to improve their instructional design and increase their instructional capacity.	**Formative**		**Summative**
	Nov	**Feb**	**June**
Evaluation Data Sources: Quality of video modules as measured by an established rubric Number of teachers accessing the videos MAP growth data **Staff Responsible for Monitoring:** Chief Learning Officer **Problem Statements:** District Processes & Programs 2			

Strategy 5 Details	Reviews		
Strategy 5: Clarify and communicate expectations, and provide coaching and professional learning, for delivering and monitoring Tier 2 instruction at the Middle School level.	**Formative**		**Summative**
	Nov	**Feb**	**June**

Evaluation Data Sources: HB 1416 progress data
    Staff Responsible for Monitoring: Director of Secondary Academic Services
 	
    Problem Statements: Demographics 2 - Student Learning 2			

Strategy 6 Details	Reviews		
Strategy 6: Use Title I funding to purchase support materials and engagement resources that serve all Title I students in Elementary and Middle School.	**Formative**		**Summative**
	Nov	**Feb**	**June**

Evaluation Data Sources: Title I expenditure documentation
    Staff Responsible for Monitoring: Director of Federal Programs
 	
    Problem Statements: Student Learning 4 - District Processes & Programs 5
    Funding Sources: - 211 Title I, Part A			

Strategy 7 Details	Reviews		
Strategy 7: Use Title IV funding to implement programs and activities to support the well-rounded child, to implement programs and activities to support the safety and health of all students, and/or to support the effective use of technology prioritizing need by supporting programs, activities or materials that are needed by a school and help increase student achievement.	**Formative**		**Summative**
	Nov	**Feb**	**June**

Evaluation Data Sources: Title IV requests and documentation
    Staff Responsible for Monitoring: Director of Federal Programs
 	
    Problem Statements: Student Learning 4 - District Processes & Programs 5
    Funding Sources: - 289 - Title IV, Part A-SSAEP			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 1 Problem Statements:

Demographics
Problem Statement 2: There are identified gaps between some student populations in Grades K-12 on multiple measures including meeting "on track" measures for CCR (STAAR, MAP, PSAT, SAT). **Root Cause**: There is a need for tighter K-12 systems and guidance to ensure access to rigorous instruction, activities and programs (AP, IB, GT, Math Rocks/Honors, CTE) for all students.

Student Learning
Problem Statement 1: Too few students leave 10th grade having met CCMR status. **Root Cause**: Feedback from junior and senior students and parents indicates a need for improved guidance in understanding graduation plans and CCMR pathways beginning at middle school.
Problem Statement 2: Student performance and growth at the 4th through 8th grade levels was lower than expectations in both reading and math. **Root Cause**: Curriculum has not been aligned for high priority knowledge and skills for adequate instruction, preparation and vertical alignment.
Problem Statement 4: The district has campuses that have not met expected growth and performance for multiple consecutive years. **Root Cause**: There is a systemic issue and need for systems of instruction that includes aligned curriculum (to HPKS), professional development, high quality instruction and assessment practices and consistent monitoring that is evidenced by improved student performance (for DST campuses and all).

District Processes & Programs
Problem Statement 2: Plano ISD teachers are not all fully equipped to meet the needs of all learners so that all students are successful at the level of expectation in the district. **Root Cause**: There is a lack of explicit expectations for instructional practices, design, and delivery including learning spaces, small group instruction, learning targets, process standards, cognitive framework, Lead4Ward tools, instructional model, classroom expectations.
Problem Statement 5: Plano ISD must comply with all requirements related to Title I, Title II, and Title IV funding. **Root Cause**: To receive and distribute most federal funding, the district must comply with the specific requirements adopted for that funding and track how it is complying.

Priority 2: Strategic Plan Objective 2.3- Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system).

Goal 1: In alignment with state and federal accountability targets, by the end of the 2024-2025 school year, the district will increase the percentage of students earning CCMR designation at all high school grade levels (9-12) and will improve CCMR readiness systems Pre-K through 8th grade.

Performance Target: * 9th Grade CCMR status = 50% CCMR met (AP) or on track for TSI readiness (PSAT 9)
* 10th Grade CCMR status = 65% CCMR met (AP) or on track for TSI readiness (PSAT/NMSQT)
* 11th Grade CCMR status- 70% CCMR met

HB 3 Goal: 12th Grade CCMR status- 88% CCMR met

* 100% of 7th-11th grade students will complete a graduation plan in SchooLinks

*Grades K-8 will increase the percentage of students who are "on track" for CCR as measured by MAP and in alignment with federal accountability targets as outlined below:

Reading:
K- From 63% to 64%
1- From 54% to 55%
2- From 50% to 51%
3- From 60% to 61%
4- From 58% to 59%
5- From 66% to 67%
6- From 68% to 69%
7- From 71% to 72%
8- From 71% to 72%

Math:
K- From 15% to 24%
1- From 34% to 39%
2- From 42% to 45%
3- From 48% to 50%
4- From 55% to 56%
5- From 63% to 64%
6- From 59% to 60%
7- From 63% to 64%
8- From 44% to 46%

Expected Result: Overall CCMR status by graduation will increase and gaps in CCMR status between subpopulations of students will decrease.

Strategy 1 Details		Reviews		
Strategy 1: Principals and counselors will implement a robust CCMR action plan to increase the outcomes for all students.		**Formative**		**Summative**
Evaluation Data Sources: Course requests; CCMR Action Plans		**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Executive Director for AACCMR				
Problem Statements: Demographics 1 - Student Learning 1				

Strategy 2 Details		Reviews		
Strategy 2: Provide professional learning to applicable teachers on integrating revisions to high school English and Math curriculum into classroom practices to support improved alignment of curriculum to PSAT/SAT/TSIA.		**Formative**		**Summative**
Evaluation Data Sources: PSAT / SAT/TSIA		**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Executive Director for AACCMR				
Problem Statements: Demographics 1 - Student Learning 1				

Strategy 3 Details		Reviews		
Strategy 3: Establish expectations for and monitor CCMR status at secondary campuses (6-12) to include CCMR status targets in T-PESS for all high school and senior high school campuses.		**Formative**		**Summative**
Evaluation Data Sources: T-PESS Goals		**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Executive Directors of SLI				
Problem Statements: Demographics 1 - Student Learning 1				

Strategy 4 Details		Reviews		
Strategy 4: Build student agency in Grades K-8 by having students evaluate their strengths and set goals with their MAP assessments along with developing their understanding of CCMR opportunities for their future.		**Formative**		**Summative**
Evaluation Data Sources: Evidence of goal setting with students in Grades K-8 Evidence of activities with students to explore pathways for their future Find Your Future Event data		**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Deputy Superintendent for Teaching, Learning & Life Readiness				
Problem Statements: Demographics 1, 2 - Student Learning 1, 2				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1 Problem Statements:

Demographics

Problem Statement 1: Due to the change in cut scores from 60 to 88 in the new state accountability system and due to the fact that this is lagging data, we have a low CCMR status relative to the state expectation. **Root Cause**: There has not been an emphasis on a course of study for CTE or College Bridge courses; therefore, we are missing students who are not earning CCMR designation through the advanced academic route.

Problem Statement 2: There are identified gaps between some student populations in Grades K-12 on multiple measures including meeting "on track" measures for CCR (STAAR, MAP, PSAT, SAT). **Root Cause**:
There is a need for tighter K-12 systems and guidance to ensure access to rigorous instruction, activities and programs (AP, IB, GT, Math Rocks/Honors, CTE) for all students.

Student Learning

Problem Statement 1: Too few students leave 10th grade having met CCMR status. **Root Cause**: Feedback from junior and senior students and parents indicates a need for improved guidance in understanding graduation plans and CCMR pathways beginning at middle school.

Problem Statement 2: Student performance and growth at the 4th through 8th grade levels was lower than expectations in both reading and math. **Root Cause**: Curriculum has not been aligned for high priority knowledge and skills for adequate instruction, preparation and vertical alignment.

Priority 3: Strategic Plan Objective 3.1- Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position.

Goal 1: Throughout the 2024-2025 school year, Plano ISD will achieve a 95% or greater fill rate, with highly qualified staff for all positions and implement strategies to effectively onboard and retain staff.

Performance Target: Maintain a fill rate of 95% or greater throughout the 2024-2025 school year
100% of applications for review by hiring managers will be refreshed at least every 90 days
Effective onboarding process

Expected Result: All positions will be consistently filled with highly qualified staff.

Strategy 1 Details		Reviews		
Strategy 1: Build relationships with educator preparation programs (EPP) to establish new educator pipelines while utilizing third party posting sites/platforms to strategically publicize teacher and paraprofessional vacancies.		**Formative**		**Summative**
		Nov	**Feb**	**June**
Evaluation Data Sources: Third-party posting site metrics Data from "How did you hear about Plano ISD" on application Informal feedback from new hires Number of interactions with targeted educator preparation programs (EPPs) Number of targeted EPPs providing potential candidate information **Staff Responsible for Monitoring:** Human Resources, Director **Problem Statements:** Student Learning 3				
Strategy 2 Details		Reviews		
Strategy 2: Gather feedback from staff regarding their employment experience in Plano ISD in a variety of ways.		**Formative**		**Summative**
Evaluation Data Sources: Participation data and feedback from open forums Participation data and feedback from meet and greets Participation data and feedback from stay interviews Participation data and feedback from exit interviews **Staff Responsible for Monitoring:** Chief of Employee Services **Problem Statements:** Student Learning 3		**Nov**	**Feb**	**June**

Strategy 3 Details		Reviews		
Strategy 3: Implement a new hiring system and provide training to hiring managers to build capacity in hiring efforts and to support the identification and retention of quality staff.		Formative		Summative
		Nov	Feb	June
Evaluation Data Sources: Training attendance Number of performance concerns Number of applicants terminated during the hiring process due to prior performance Evidence of the use of pools Number of current applicants Number of highly qualified staff Time to fill vacancies **Staff Responsible for Monitoring:** Chief of Employee Services **Problem Statements:** Student Learning 3 - District Processes & Programs 3				

Strategy 4 Details		Reviews		
Strategy 4: Develop and deliver an effective onboarding process to retain quality staff.		Formative		Summative
Evaluation Data Sources: Feedback from onboarding process		Nov	Feb	June
Evidence of onboarding process **Staff Responsible for Monitoring:** Chief of Employee Services **Problem Statements:** Student Learning 3 - District Processes & Programs 3				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 3: Plano ISD is experiencing a shortage of highly qualified teachers resulting in the use of substitutes to fill more teaching positions than is acceptable.   **Root Cause**: Teacher shortages have led to state-wide problems with finding certified teachers. Plano ISD must find new ways to find highly qualified teachers for our classrooms.
District Processes & Programs
Problem Statement 3: The candidate identification and onboarding process is inefficient and difficult for HR staff to navigate.   **Root Cause**: Systems and processes have not changed to sufficiently meet the needs of the district over time and need to be realigned for effectiveness.

Priority 3: Strategic Plan Objective 3.1- Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position.

Goal 2: Plano ISD will provide high quality professional development for staff using Title II funds, prioritizing campuses with higher percentages of economically disadvantaged students and aligned with district needs and priorities.

Performance Target: 100% of Title II funds allocated in accordance with established Title II fund procedures

Expected Result: Plano ISD staff will learn and grow professionally to improve student growth and achievement.

Strategy 1 Details			Reviews		
Strategy 1: Continue implementation of a structured Title II fund request and allocation process. This process will provide funding for professional development, conferences, materials and resources. Funds will be prioritized by allocating PD seats to campuses based on the percentage of economically disadvantaged students with higher percentages resulting in more seats. Funds may also be prioritized based on services provided. Every Title II fund request will include Title I campuses. **Evaluation Data Sources:** Title II allocations PD seats utilized **Staff Responsible for Monitoring:** Director of Federal Programs **Problem Statements:** District Processes & Programs 2, 5 **Funding Sources:** - 255 - Title II, Part A			**Formative**		**Summative**
			Nov	**Feb**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2 Problem Statements:

District Processes & Programs
Problem Statement 2: Plano ISD teachers are not all fully equipped to meet the needs of all learners so that all students are successful at the level of expectation in the district. **Root Cause**: There is a lack of explicit expectations for instructional practices, design, and delivery including learning spaces, small group instruction, learning targets, process standards, cognitive framework, Lead4Ward tools, instructional model, classroom expectations.
Problem Statement 5: Plano ISD must comply with all requirements related to Title I, Title II, and Title IV funding. **Root Cause**: To receive and distribute most federal funding, the district must comply with the specific requirements adopted for that funding and track how it is complying.

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

Goal 1: By the end of the 2024-25 school year, we will expand communication, brand recognition and outreach to stakeholders by expanding staff capacity to participate in coordinated communication efforts.

Performance Target: Increase followers across preferred social media platforms on campus and district accounts by an average of 5%
Increase engagement across preferred social media platforms on campus and district accounts by an average of 10%
100% of district and campus websites will be launched by August 1, 2025
100% of identified department staff will be trained on the new website platform
100% of district and campus administrators, as well as all school PR liaisons, are trained to utilize and understand expectations regarding the district-created marketing plan

Expected Result: District and campus communications and marketing will be more cohesive, improving brand recognition and engagement by the community.

Strategy 1 Details		Reviews		
Strategy 1: Create a comprehensive district marketing plan and related training program for campus liaisons and departments.		**Formative**		**Summative**
Evaluation Data Sources: Training attendance records Survey of training attendees Social media analytics **Staff Responsible for Monitoring:** Chief Communications Officer **Problem Statements:** District Processes & Programs 4		**Nov**	**Feb**	**June**

Strategy 2 Details		Reviews		
Strategy 2: Develop, provide training and launch new comprehensive district and campus websites.		**Formative**		**Summative**
Evaluation Data Sources: Google analytics FinalSite analytics Brand audits (district-developed rubric) **Staff Responsible for Monitoring:** Chief Communications Officer **Problem Statements:** District Processes & Programs 4		**Nov**	**Feb**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1 Problem Statements:

District Processes & Programs

Problem Statement 4: A formal standard is needed to build a solid Plano ISD brand for clarity and consistency.   **Root Cause**: Plano ISD's current approach to marketing is ad hoc with no formal, consistent standard of practice.

Priority 5: Strategic Plan Objective 5.2- Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes.

Goal 1: To be in compliance with new TEA requirements, by the end of the 2024-2025 school year, district operations will be fully transitioned from TEAMS to the Skyward ERP and SIS solutions.

    Performance Target: 100% of identified business operations currently completed in TEAMS will be completed in Skyward

    Expected Result: District staff will experience an improved user experience and efficiencies will be gained to improve resource allocation.

Strategy 1 Details	Reviews		
Strategy 1: Establish weekly meetings with key stakeholders to provide status updates, make informed decisions, and remove potential roadblocks and plan communication needs for each week of implementation.	**Formative**		**Summative**
Strategy 1: ...	**Nov**	**Feb**	**June**

Evaluation Data Sources: Meeting attendance
    Number of concerns regarding progress
    Number of open Decisions and Gaps
    Staff Responsible for Monitoring: Assistant Superintendent for Technology Services
 	
    Problem Statements: District Processes & Programs 1			

Strategy 2 Details	Reviews		
Strategy 2: Implement a comprehensive training plan to ensure campus and department staff are equipped with the knowledge and skills to effectively continue with business operations.	**Formative**		**Summative**
Strategy 2: ...	**Nov**	**Feb**	**June**

Evaluation Data Sources: Training attendance
    Number of calls requesting support
    Record of all communications
    Staff Responsible for Monitoring: Assistant Superintendent for Technology Services
 	
    Problem Statements: District Processes & Programs 1			

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 1 Problem Statements:

District Processes & Programs
Problem Statement 1: The district's current ERP and SIS solutions are obsolete and lack the necessary features to support district operations.   **Root Cause**: The TEA requires all districts to update to an ERP/SIS solution that will be compatible with EdFi submissions. Plano ISD's current platform (TEAMS) is not compatible.

Priority 6: Strategic Plan Objective 5.3- Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students. (Long-Range Facility Planning)

Goal 1: By the end of the 2024-2025 school year, as part of the Long-Range Facility Plan, the District will implement a comprehensive transition plan to support students impacted by the school closures and attendance boundary adjustments.

> **Performance Target:** Each campus will have a transition plan to engage all impacted students and families
> Retain highly effective staff that are reassigned as a result of closures or attendance boundary changes for the 2025-2026 school year
> Students who are eligible will be assigned a bus route for the 2025-2026 school year
>
> **Expected Result:** Students, families and staff will feel welcomed at their new campuses.

Strategy 1 Details			Reviews		
Strategy 1: Create comprehensive campus transition plans and teams for each campus that is receiving students in the 2025-2026 school year as a result of school closures or attendance boundary adjustments.			**Formative**		**Summative**
Evaluation Data Sources: Comprehensive transition plans for each campus			**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Chief of Business Services					
Problem Statements: Demographics 3					

Strategy 2 Details			Reviews		
Strategy 2: Adjust bus routes to provide transportation for impacted, eligible students.			**Formative**		**Summative**
Evaluation Data Sources: Hazardous roadways report Bus routes			**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director of Transportation					
Problem Statements: Demographics 3					

Strategy 3 Details			Reviews		
Strategy 3: Transition the Regional Day School Program for the Deaf to Harrington ensuring facilities are accessible for all students.			**Formative**		**Summative**
Evaluation Data Sources: Construction and implementation timeline Training for staff			**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Director of Planning and New Construction					
Problem Statements: Demographics 3					

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1 Problem Statements:

Demographics
Problem Statement 3: The district is closing four campuses which will result in disruption to approximately 2,800 students and families for the 2025-2026 school year. **Root Cause**: The district needed to examine the use of its current facilities due to declining enrollment and aging facilities.

Priority 6: Strategic Plan Objective 5.3- Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students. (Long-Range Facility Planning)

Goal 2: By December 2024, the District will complete the Long Range Facility Plan regarding the West cluster and the addition or adjustment of special programs across the district.

Performance Target: Expanded/aligned programs
Increased staffing efficiency
Increased transportation efficiency and reduced bus routes
Increased facility efficiency

Expected Result: Expanded opportunities for students, better alignment of K-12 programming and staffing efficiencies

Strategy 1 Details		Reviews		
Strategy 1: Evaluate and adjust the location of the bilingual, Pre-K, and Special Education programs across the district to reduce the length of travel from a student's home to the applicable program.		**Formative**		**Summative**
		Nov	**Feb**	**June**

Evaluation Data Sources: Location of programs
Bus Routes
   Staff Responsible for Monitoring: Deputy Superintendent for Teaching, Learning, & Life Readiness
 	
   Problem Statements: District Processes & Programs 6				

Strategy 2 Details		Reviews		
Strategy 2: Identify and implement academic choice programs to increase opportunities for all Plano ISD students across the district.		**Formative**		**Summative**
		Nov	**Feb**	**June**

Evaluation Data Sources: Available choice programming by feeder pattern
   Staff Responsible for Monitoring: Deputy Superintendent for Teaching, Learning, & Life Readiness
 	
   Problem Statements: District Processes & Programs 6				

Strategy 3 Details		Reviews		
Strategy 3: Identify a plan to increase capacity in the Southwest quadrant of the West Cluster to submit to the Board of Trustees by December 2024 as the final stage of the Long Range Facility Planning process.		**Formative**		**Summative**
		Nov	**Feb**	**June**

Evaluation Data Sources: Plan for the West Cluster to be approved by the Board of Trustees in 2024
Plans for implementation as part of the Long Range Facility Transition Plans
   Staff Responsible for Monitoring: Deputy Superintendent for Business & Employee Services
 	
   Problem Statements: District Processes & Programs 6				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2 Problem Statements:

District Processes & Programs
Problem Statement 6: Plano ISD has excess capacity and transportation to special programs has inefficiencies.   **Root Cause**: Plano ISD is experiencing not only enrollment declines overall but also increases in enrollment in specific programs such as bilingual education and special education. This requires adjustments to facilities and program placements for maximum efficiency and access.

District Funding Summary

211 Title I, Part A					
Priority	**Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,721,006.00
				+/- Difference	$5,721,006.00
255 - Title II, Part A					
Priority	**Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$991,988.00
				+/- Difference	$991,988.00
289 - Title IV, Part A-SSAEP					
Priority	**Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$482,489.00
				+/- Difference	$482,489.00
				Grand Total Budgeted	$7,195,483.00
				Grand Total Spent	$0.00
				+/- Difference	$7,195,483.00

Addendums

Early Childhood Literacy Proficiency Plan

Administrator Responsible for Implementation of the Plan

Deputy Superintendent of Teaching, Learning & Life Readiness

Professional Development for Identified Campuses

District Support Team (DST)

Each year, the District will use specific criteria, including accountability predictions, performance and growth data over time and student and staff needs that could benefit from additional support, to identify campuses for additional monitoring or targeted support.

Support

Support for identified campuses will include professional learning, tailored coaching, monitoring of formative assessment data regarding identified high priority knowledge and skills, and specific coaching and professional learning for specific teachers based on data.

Goals for % Meets on 3rd Grade Reading STAAR

Year	All	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races
2024	57%	42%	55%	78%	34%	*	71%	68%
2025	58%	45%	56%	79%	37%	*	72%	70%
2026	59%	47%	57%	80%	41%	*	74%	72%
2027	60%	50%	59%	81%	44%	*	75%	74%
2028	61%	52%	60%	82%	47%	*	77%	75%
2029	62%	55%	61%	83%	51%	*	78%	77%

Year	Eco. Disadv.	EB/EL	Special Ed.	Foster	Homeless	Migrant	Cont. Enrolled	Former Special Ed.
2024	35%	42%	30%	*	*	*	61%	52%
2025	38%	44%	32%	*	*	*	62%	53%
2026	41%	46%	35%	*	*	*	63%	55%
2027	45%	47%	37%	*	*	*	64%	56%
2028	48%	49%	39%	*	*	*	65%	57%
2029	51%	51%	42%	*	*	*	66%	59%

Early Childhood Mathematics Proficiency Plan

Administrator Responsible for Implementation of the Plan

Deputy Superintendent of Teaching, Learning & Life Readiness

Professional Development for Identified Campuses

District Support Team (DST)

Each year, the District will use specific criteria, including accountability predictions, performance and growth data over time and student and staff needs that could benefit from additional support, to identify campuses for additional monitoring or targeted support.

Support

Support for identified campuses will include professional learning, tailored coaching, monitoring of formative assessment data regarding identified high priority knowledge and skills, and specific coaching and professional learning for specific teachers based on data.

Goals for % Meets on 3rd Grade Math STAAR

Year	All	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races
2024	51%	28%	64%	77%	29%	*	62%	62%
2025	52%	32%	65%	79%	34%	*	63%	63%
2026	54%	35%	66%	80%	39%	*	64%	64%
2027	55%	39%	67%	82%	43%	*	65%	65%
2028	57%	43%	68%	83%	48%	*	66%	66%
2029	58%	47%	69%	85%	53%	*	67%	67%

Year	Eco. Disadv.	EB/EL	Special Ed.	Foster	Homeless	Migrant	Cont. Enrolled	Former Special Ed.
2024	27%	40%	27%	*	*	*	51%	58%
2025	32%	43%	30%	*	*	*	53%	59%
2026	36%	46%	33%	*	*	*	54%	60%
2027	41%	48%	35%	*	*	*	56%	61%
2028	45%	51%	38%	*	*	*	57%	62%
2029	50%	54%	41%	*	*	*	59%	63%

College, Career & Military Readiness Plan

Administrator Responsible for Implementation of the Plan

Deputy Superintendent of Teaching, Learning & Life Readiness

Professional Development for Identified Campuses

District Support Team (DST)
Each year, the District will use specific criteria, including accountability predictions, performance and growth data over time and student and staff needs that could benefit from additional support, to identify campuses for additional monitoring or targeted support.

Support
Support for identified campuses will include professional learning, tailored coaching, monitoring of formative assessment data regarding identified high priority knowledge and skills, and specific coaching and professional learning for specific teachers based on data.

Goals for % CCMR Met

Year	All	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races
2024 (Class of 2023)	75%	55%	70%	95%	55%	*	83%	70%
2025 (Class of 2024)	88%	61%	74%	96%	62%	*	85%	75%
2026 (Class of 2025)	89%	66%	78%	97%	69%	*	88%	79%
2027 (Class of 2026)	91%	72%	82%	98%	76%	*	90%	84%
2028 (Class of 2027)	92%	77%	86%	99%	83%	*	93%	88%
2029 (Class of 2028)	93%	83%	91%	100%	90%	*	95%	93%

Year	Eco. Disadv.	EB/EL	Special Ed.	Foster	Homeless	Migrant	Cont. Enrolled	Former Special Ed.
2024 (Class of 2023)	56%	36%	82%	*	41%	*	80%	58%
2025 (Class of 2024)	62%	45%	84%	*	50%	*	83%	63%
2026 (Class of 2025)	68%	54%	87%	*	59%	*	86%	67%
2027 (Class of 2026)	74%	63%	89%	*	68%	*	89%	72%
2028 (Class of 2027)	80%	72%	92%	*	77%	*	92%	77%
2029 (Class of 2028)	86%	81%	94%	*	86%	*	95%	82%

Additional Components Required by Law

Component	Staff Responsible	Documented Policy, Process, or Procedure
Suicide prevention programs	Executive Director of Counseling, College, Career & Military Readiness	• Board Policies FFB and FFEB • Suicide Prevention Resources
Conflict resolution programs	Executive Director of Student & Family Services	• Board Policies FFI, FFF and FO • Student Management
Violence prevention programs	Executive Director of Student & Family Services	• Dating Violence Policy- Board Policy FFH • Student Management
Dyslexia treatment programs	Executive Director for Student Support Services	• Board Policies EHB and EKC • Dyslexia Program
Dropout reduction	Executive Director of Student & Family Services	• Board Policy EHBC • Social services, resources and support provided by Communities in Schools at identified campuses
Integration of technology in instructional and administrative programs	Executive Director of Instructional Technology	Digital Learning Plan
Positive behavior interventions and support	Executive Director of Student & Family Services	• Board Policies FFI, FFF and FO • Student Management

Component	Staff Responsible	Documented Policy, Process, or Procedure
Staff Development	Director of Professional Learning	Board Policy DMA
Career education	Executive Director of Counseling, College, Career & Military Readiness	College and Career Readiness Program and Resources
Accelerated education	Chief Learning Officer	Acceleration Program
Comprehensive school counseling program	Executive Director of Counseling, College, Career & Military Readiness	Counseling Services
Higher education information	Executive Director of Counseling, College, Career & Military Readiness	Board Policy FFEA Academic Planning
Policy Addressing Sexual Abuse and Maltreatment of children	Executive Director of Student & Family Services	Board Policy FFG
Trauma-informed care policy	Executive Director of Student & Family Services	Board Policy FFBA

Duties of School Resource Officers and Security Personnel

School Resource Officers

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.

Security Personnel

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.

Security Personnel who are not peace 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.

Routine School Discipline

District staff shall not assign School Resource Officers or contract peace officers serving as Security Personnel 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.