

**Plano Independent School District**  
**Vines High School**  
**2023-2024 Improvement Plan**



**Board Approval Date:** October 3, 2023

# Mission Statement

At Vines High School, we work together to build a learning community of academically, socially, and emotionally well-rounded individuals through meaningful interactions.

## Vision

COMMITTED TO EXCELLENCE | DEDICATED TO CARING | POWERED BY LEARNING | PLANO ISD PROUD



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| 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. Strategic Plan - 5.1 Increase community partnerships to elevate student learning outcomes and experiences. Strategic Plan - 5.2 Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes. Strategic Plan - 5.3 Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students. DIP - 5.4 Federal and State Mandates   | 24 |

# 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 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
- Federal Report Card and accountability 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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- PSAT
- Student failure and/or retention rates
- Observation Survey results

## Student Data: Student Groups

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

- Gifted and talented data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS 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
- Study of best practices

# 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.

1.1 Strategic Plan - 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.

1.2 Strategic Plan - 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.

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

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC ELAR from 2022 baseline to 2024.

1.8 DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2022 baseline to 2024.

1.9 DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2022 baseline to 2024.





1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

## **Performance Objective 1: 9-12 READING LANGUAGE ARTS**

The percent of students that score Meets grade level or above on STAAR English I and II will increase from 63 & 73% in 2023 to 65 & 75% by June 2024. The Special Education student group performance will increase from 16 & 22% in 2023 to 19 & 25% by June 2024. The Economically Disadvantaged student group performance will increase from 40 & 56% in 2023 to 43 & 59% by 2024.

**Evaluation Data Sources:** 2024 STAAR EOC English I & II

| Strategy 1 Details   | Reviews          |            |                  |
|--|------------------|------------|------------------|
| <p><b>Strategy 1:</b> Professional learning on the PLC process and will structure collaborative meetings to model the process including discussions around the Collaborative Team Framework and Instructional Model.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaborative teams will become more effective and efficient when implementing the PLC process. Teachers will increase their understanding of the collaborative team framework and instructional model.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, department heads, team leaders</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> | <b>Formative</b> |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b>      |
|  |                  |            |                  |
| Strategy 2 Details   | Reviews          |            |                  |
| <p><b>Strategy 2:</b> Determine individual needs of all students by using historical assessment data, PMAs, and common assessments</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will know students' individual needs and how to support them in using specific individualized data connected to standards. Teachers will increase their ability to navigate and utilize Edugence.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Department Heads, Team Leaders</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>  | <b>Formative</b> |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b>      |
|  |                  |            |                  |
| Strategy 3 Details   | Reviews          |            |                  |
| <p><b>Strategy 3:</b> Incorporate differentiation strategies to target growth on specific student needs and standards</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher efficacy and understanding of differentiation strategies to maximize learning outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Department Heads, Team Leaders</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>  | <b>Formative</b> |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b>      |
|  |                  |            |                  |

| Strategy 4 Details   | Reviews   |     |           |
|--|-----------|-----|-----------|
| <p><b>Strategy 4:</b> Professional learning on student engagement strategies and implement instructional strategies to increase student engagement</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and academic progress; increased teacher ability to effectively engage students.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Department Heads</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>             | Formative |     | Summative |
|  | Nov       | Feb | June      |
|  |           |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |           |     |           |



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1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

**Performance Objective 2:** 9-12 MATHEMATICS

The percent of students that score Meets grade level or above on the Algebra I EOC will increase from 27% in 2022 to 30% by June 2024. The Special Education student group performance will increase from 16% in 2022 to 19% by June 2024. The Economically Disadvantaged student group performance will increase from 16% in 2022 to 19% by 2024.

**Evaluation Data Sources:** 2024 STAAR/EOC Algebra I

| Strategy 1 Details   | Reviews   |     |           |
|--|-----------|-----|-----------|
| <b>Strategy 1:</b> Professional learning on the PLC process and will structure collaborative meetings to model the process including discussions around the Collaborative Team Framework and Instructional Model.<br><b>Strategy's Expected Result/Impact:</b> Collaborative teams will become more effective and efficient when implementing the PLC process. Teachers will increase their understanding of the collaborative team framework and instructional model.<br><b>Staff Responsible for Monitoring:</b> Administration, department heads, team leaders  | Formative |     | Summative |
|  | Nov       | Feb | June      |
|  |           |     |           |
| Strategy 2 Details   | Reviews   |     |           |
| <b>Strategy 2:</b> Determine individual needs of all students by using historical assessment data, PMAs, and common assessments  | Formative |     | Summative |
|  | Nov       | Feb | June      |
|  |           |     |           |
| Strategy 3 Details   | Reviews   |     |           |
| <b>Strategy 3:</b> Incorporate differentiation strategies to target growth on specific student needs and standards   | Formative |     | Summative |
|  | Nov       | Feb | June      |
|  |           |     |           |
| Strategy 4 Details   | Reviews   |     |           |
| <b>Strategy 4:</b> Professional learning on student engagement strategies and implement instructional strategies to increase student engagement  | Formative |     | Summative |
|  | Nov       | Feb | June      |
|  |           |     |           |
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1.8 DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2022 baseline to 2024.

1.9 DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2022 baseline to 2024.





1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

**Performance Objective 3:** 9-12 SCIENCE

The percent of students that score Meets grade level or above on STAAR/EOC Biology I will increase from 72% in 2022 to 74% by June 2024. The Special Education student group performance will increase from 32% in 2022 to 35% by June 2024. The Economically Disadvantaged student group performance will increase from 52% in 2022 to 55% by 2024.

**Evaluation Data Sources:** 2024 STAAR/EOC Biology

| Strategy 1 Details  | Reviews   |     |           |
|---|-----------|-----|-----------|
| <b>Strategy 1:</b> Professional learning on the PLC process and will structure collaborative meetings to model the process including discussions around the Collaborative Team Framework and Instructional Model. | Formative |     | Summative |
|   | Nov       | Feb | June      |
|   |           |     |           |

| Strategy 2 Details   | Reviews          |            |                  |
|--|------------------|------------|------------------|
| <b>Strategy 2:</b> Determine individual needs of all students by using historical assessment data, PMAs, and common assessments.   | <b>Formative</b> |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b>      |
|  |                  |            |                  |
| Strategy 3 Details   | Reviews          |            |                  |
| <b>Strategy 3:</b> Incorporate differentiation strategies to target growth on specific student needs and standards.  | <b>Formative</b> |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b>      |
|  |                  |            |                  |
| Strategy 4 Details   | Reviews          |            |                  |
| <b>Strategy 4:</b> Professional learning on student engagement strategies and implement instructional strategies to increase student engagement.   | <b>Formative</b> |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b>      |
|  |                  |            |                  |
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**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.

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.

Strategic Plan - 2.2 Provide improved marketing, communications and advising for students and families related to pathways for the future.

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





DIP - 2.4 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. The interim goal is to reach and maintain a four-year graduation rate of 92.7% or higher for all students.

DIP - 2.5 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.

**Performance Objective 1: PSAT/NMSQT (10th Grade)**

The percentage of 10th grade students who meet the CCR Standard on PSAT/NMSQT Math will increase from xx% 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 xx% in 2023 to 68% by 2024.

| Strategy 1 Details  | Reviews   |     |           |
|---|-----------|-----|-----------|
| <b>Strategy 1:</b> Identify and place students who show potential for success in honors and AP courses and provide on-going support<br><b>Strategy's Expected Result/Impact:</b> Increase in the number of students identified and appropriately placed in higher-level courses<br><b>Staff Responsible for Monitoring:</b> Administration, Counselors<br><br><b>TEA Priorities:</b><br>Connect high school to career and college, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative |     | Summative |
|   | Nov       | Feb | June      |
|   |           |     |           |

| Strategy 2 Details   | Reviews          |            |                  |
|--|------------------|------------|------------------|
| <b>Strategy 2:</b> Embed PSAT/NMSQT-type questions during instruction and provide opportunities for feedback and discussion<br><b>Strategy's Expected Result/Impact:</b> Increase in student performance and growth on PSAT/NMSQT; improved CCMR rating<br><b>Staff Responsible for Monitoring:</b> Department Heads, Team Leaders<br><br><b>TEA Priorities:</b><br>Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction   | <b>Formative</b> |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b>      |
|  |                  |            |                  |
| Strategy 3 Details   | Reviews          |            |                  |
| <b>Strategy 3:</b> Inform students and parents of the importance and benefits of being successful on PSAT/NMSQT<br><b>Strategy's Expected Result/Impact:</b> Increase in student performance and growth on PSAT/NMSQT; improved CCMR rating<br><b>Staff Responsible for Monitoring:</b> Administration, Counselors<br><br><b>TEA Priorities:</b><br>Connect high school to career and college, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture  | <b>Formative</b> |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b>      |
|  |                  |            |                  |
| Strategy 4 Details   | Reviews          |            |                  |
| <b>Strategy 4:</b> Collaborate with feeder middle schools to align practices in identifying students for high-level courses<br><b>Strategy's Expected Result/Impact:</b> Improved alignment among feeder campuses to accurately identify students with potential<br><b>Staff Responsible for Monitoring:</b> Administration<br><br><b>TEA Priorities:</b><br>Connect high school to career and college, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture   | <b>Formative</b> |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b>      |
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**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.

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

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.

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

**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.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.





Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

**Performance Objective 1:** The all student and individual student group attendance rates will be maintained at 96% or higher.

| Strategy 1 Details   | Reviews          |            |                  |
|--|------------------|------------|------------------|
| <p><b>Strategy 1:</b> Inform students and parents of the importance of daily attendance and how attendance is reported.<br/> <b>Strategy's Expected Result/Impact:</b> Improved understanding of the importance of daily attendance; decrease in absence and tardies<br/> <b>Staff Responsible for Monitoring:</b> Administration, Attendance Clerk</p> <p><b>TEA Priorities:</b><br/>           Improve low-performing schools<br/> <b>- ESF Levers:</b><br/>           Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>                                      | <b>Formative</b> |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b>      |
|  |                  |            |                  |
| Strategy 2 Details   | Reviews          |            |                  |
| <p><b>Strategy 2:</b> Review attendance weekly and consistently identify students as concerns arise to provide interventions as appropriate including individual Student Support Plans<br/> <b>Strategy's Expected Result/Impact:</b> Improved attendance rates as a campus and for targeted demographics<br/> <b>Staff Responsible for Monitoring:</b> Administration, Attendance Clerk</p> <p><b>TEA Priorities:</b><br/>           Improve low-performing schools<br/> <b>- ESF Levers:</b><br/>           Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | <b>Formative</b> |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b>      |
|  |                  |            |                  |



| Strategy 3 Details   | Reviews   |     |           |
|--|-----------|-----|-----------|
| <b>Strategy 3:</b> Recognize students who maintain high attendance rates as a reinforcement of the expectations for daily attendance<br><b>Strategy's Expected Result/Impact:</b> Improved attendance rate; Improved campus culture<br><b>Staff Responsible for Monitoring:</b> Administration<br><br><b>TEA Priorities:</b><br>Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture   | Formative |     | Summative |
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|  |           |     |           |
| Strategy 4 Details   | Reviews   |     |           |
| <b>Strategy 4:</b> Provide professional learning for attendance clerk, campus clerk, and assistant principals on effective intervention strategies<br><b>Strategy's Expected Result/Impact:</b> Increase in understanding and effectiveness in attendance reporting procedures and intervention<br><b>Staff Responsible for Monitoring:</b> Administration<br><br><b>TEA Priorities:</b><br>Recruit, support, retain teachers and principals, Improve low-performing schools<br><b>- ESF Levers:</b><br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing  | Formative |     | Summative |
|  | Nov       | Feb | June      |
|  |           |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |           |     |           |

**Goal 4:** Pillar 4 - 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.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.





Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

**Performance Objective 2:** 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.

| Strategy 1 Details  | Reviews   |     |           |
|---|-----------|-----|-----------|
| <p><b>Strategy 1:</b> Create and implement a campus-wide discipline plan</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent procedures and clear expectations; improved system of preventing and responding to concerns</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative |     | Summative |
|   | Nov       | Feb | June      |
|   |           |     |           |

| Strategy 2 Details   | Reviews          |            |                  |
|--|------------------|------------|------------------|
| <p><b>Strategy 2:</b> Provide professional learning to staff on the campus-wide discipline plan and discipline management strategies that incorporate restorative practices</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher knowledge and capacity to manage student discipline; Consistent implementation of discipline management</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>      | <b>Formative</b> |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b>      |
|  |                  |            |                  |
| Strategy 3 Details   | Reviews          |            |                  |
| <p><b>Strategy 3:</b> Administration will collaborate with district student management staff as needed for support and professional learning and will monitor discipline data weekly</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent implementation and awareness of discipline data that can inform campus decisions</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p><b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>   | <b>Formative</b> |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b>      |
|  |                  |            |                  |
| Strategy 4 Details   | Reviews          |            |                  |
| <p><b>Strategy 4:</b> Recognize students who model behavior expectations as a reinforcement of expectations</p> <p><b>Strategy's Expected Result/Impact:</b> Positive impact on campus culture; Decrease in the number of discipline incidents and referrals</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b><br/>Improve low-performing schools</p> <p><b>- ESF Levers:</b><br/>Lever 3: Positive School Culture</p>  | <b>Formative</b> |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b>      |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |                  |            |                  |

**Goal 4:** Pillar 4 - 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.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.





Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

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DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

**Performance Objective 3:** The district and campuses will reduce the number of drug incidents (PEIMS Codes 04 & 36) and alcohol ( PEIMS Code 05) incidents by 10% based on 2022-23 baseline.

| Strategy 1 Details   | Reviews          |            |                  |
|--|------------------|------------|------------------|
| <p><b>Strategy 1:</b> Counselors and/or the School Resource Officer will formally educate students on the risks of drug and alcohol use.<br/> <b>Strategy's Expected Result/Impact:</b> Decrease in the number of drug/alcohol-related incidents; Improved campus culture<br/> <b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>ESF Levers:</b><br/>                     Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | <b>Formative</b> |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b>      |
|  |                  |            |                  |
| Strategy 2 Details   | Reviews          |            |                  |
| <p><b>Strategy 2:</b> Administration will communicate expectations to students and parents and inform students and parents of consequences related to drugs or alcohol offenses<br/> <b>Strategy's Expected Result/Impact:</b> Increased understanding and awareness of expectations and consequences<br/> <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b><br/>                     Lever 3: Positive School Culture</p>                 | <b>Formative</b> |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b>      |
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| Strategy 3 Details   | Reviews   |     |           |
|--|-----------|-----|-----------|
| <b>Strategy 3:</b> Recognize and celebrate Red Ribbon Week to promote drug-use prevention<br><b>Strategy's Expected Result/Impact:</b> Positive campus culture and decrease in drug-use incidents<br><b>Staff Responsible for Monitoring:</b> Administration, Counselors<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture   | Formative |     | Summative |
|  | Nov       | Feb | June      |
|  |           |     |           |
| Strategy 4 Details   | Reviews   |     |           |
| <b>Strategy 4:</b> Inform students and parents of the Tip Line and respond to all tips in a timely manner<br><b>Strategy's Expected Result/Impact:</b> Increased reporting and decrease in Student Code of Conduct violations<br><b>Staff Responsible for Monitoring:</b> Administration<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture   | Formative |     | Summative |
|  | Nov       | Feb | June      |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |           |     |           |

**Goal 4:** Pillar 4 - 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.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.





Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

**Performance Objective 4:** The district will reduce the number of bullying (PEIMS Code 61) incidents by 10% based on the 2022-23 baseline. Each campus will reduce the number of incidents by 10% or at least 1 incident based on their 22-23 baseline.

| Strategy 1 Details   | Reviews          |            |                  |
|--|------------------|------------|------------------|
| <p><b>Strategy 1:</b> Counselors will provide targeted lessons on bullying prevention.<br/> <b>Strategy's Expected Result/Impact:</b> Increased student understanding about bullying; Decrease in the number of occurrences<br/> <b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>ESF Levers:</b><br/>                     Lever 3: Positive School Culture</p>   | <b>Formative</b> |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b>      |
|  |                  |            |                  |
| Strategy 2 Details   | Reviews          |            |                  |
| <p><b>Strategy 2:</b> Administration will communicate expectations to students and parents and inform students and parents of consequences related to bullying<br/> <b>Strategy's Expected Result/Impact:</b> Increased student understanding about bullying; Decrease in the number of occurrences<br/> <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>ESF Levers:</b><br/>                     Lever 3: Positive School Culture</p> | <b>Formative</b> |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b>      |
|  |                  |            |                  |

| Strategy 3 Details   | Reviews          |            |                  |
|--|------------------|------------|------------------|
| <b>Strategy 3:</b> Recognize students who model good citizenship to promote a positive campus culture<br><b>Strategy's Expected Result/Impact:</b> Improved campus culture; Decrease in discipline referrals and bullying reports<br><b>Staff Responsible for Monitoring:</b> Administration<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture   | <b>Formative</b> |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b>      |
|  |                  |            |                  |
| Strategy 4 Details   | Reviews          |            |                  |
| <b>Strategy 4:</b> Inform students and parents of the Tip Line and respond to all tips in a timely manner<br><b>Strategy's Expected Result/Impact:</b> Increased reporting and decrease in Student Code of Conduct violations<br><b>Staff Responsible for Monitoring:</b> Administration<br><br><b>ESF Levers:</b><br>Lever 3: Positive School Culture   | <b>Formative</b> |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Feb</b> | <b>June</b>      |
|  |                  |            |                  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |                  |            |                  |

**Goal 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.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.





Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

**Performance Objective 5:** All incidents requiring a threat assessment will be completed per District policy.

| Strategy 1 Details   | Reviews   |     |           |
|--|-----------|-----|-----------|
| <b>Strategy 1:</b> Administration will review discipline referrals in a timely manner to conduct required threat assessments<br><b>Strategy's Expected Result/Impact:</b> Consistently provide support to students who need threat assessments<br><b>Staff Responsible for Monitoring:</b> Administration  | Formative |     | Summative |
|  | Nov       | Feb | June      |
|  |           |     |           |
| Strategy 2 Details   | Reviews   |     |           |
| <b>Strategy 2:</b> Administration will collaborate with district student management staff as needed for support and professional learning to accurately determine the incidents that require a threat assessment<br><b>Strategy's Expected Result/Impact:</b> Consistently provide support to students who need threat assessments<br><b>Staff Responsible for Monitoring:</b> Administration  | Formative |     | Summative |
|  | Nov       | Feb | June      |
|  |           |     |           |
| Strategy 3 Details   | Reviews   |     |           |
| <b>Strategy 3:</b> Administration will keep an accurate log to track incidents that require a threat assessment and ensure follow up when threat assessments are needed<br><b>Strategy's Expected Result/Impact:</b> Compliance in completing required threat assessments<br><b>Staff Responsible for Monitoring:</b> Administration   | Formative |     | Summative |
|  | Nov       | Feb | June      |
|  |           |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div> |           |     |           |



**Goal 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.

Strategic Plan - 5.1 Increase community partnerships to elevate student learning outcomes and experiences.

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

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

DIP - 5.4 Federal and State Mandates