

Plano Independent School District
Frankford Middle School
2023-2024 Improvement Plan



Board Approval Date: October 3, 2023

Mission Statement

Frankford Middle School is committed to providing all students with a successful nurturing environment that promotes academic excellence and respect for all.

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Comprehensive Needs Assessment

Revised/Approved: September 19, 2023

Demographics

Demographics Summary

For 2023-2024 the below enrollment numbers were present as of 9/6/23:

Total Enrollment - 835

- 262 - 6th grade students
- 274 - 7th grade students
- 299 - 8th grade students

Ethnicity:

- 40% Hispanic
- 26% White
- 22% African American
- 7% Asian
- 4% Two or more races

Demographics Strengths

Strengths:

- Strong EB community
- Regularly fall within district average of assessment performance
- Academic achievement in ELA, math, and science
- Top 25% comparative academic growth
- Top 25% comparative closing the gaps

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Frankford has a high mobility rate throughout the school year. **Root Cause:** There are several extended stay hotels, homeless shelters, and section 8 apartments in the area.

Problem Statement 2: Frankford's McKinney Vento population is one of the largest in the district. **Root Cause:** There are several extended stay hotels, homeless shelters, and section 8 apartments in the area.

Problem Statement 3: Students from Frankford's non-Title I feeder elementary opt to transfer to other middle schools. **Root Cause:** Negative perceptions about Frankford exist in the community.

Student Learning

Student Learning Summary

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

Student Learning Strengths

Strength:

- Access to tutorials
- Immigrant English tutoring
- FNA - Plano West tutors
- Parental support
- Community academic night
- Multicultural night
- Title I support staff
- Intervention support

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 55% of 6th grade students performed below the Meets performance level on Spring 2023 Reading STAAR. 49% of 7th grade students performed below the Meets performance level on Spring 2023 Reading STAAR. 57% of 8th grade students performed below the Meets performance level on Spring 2023 Reading STAAR. **Root Cause:** Lack of rigor and "heavy lifting" in Tier I instruction.

Problem Statement 2 (Prioritized): 72% of 6th grade students performed below the Meets performance level on Spring 2023 Math STAAR. 85% of 7th grade students performed below the Meets performance level on Spring 2023 Math STAAR. 57% of 8th grade students performed below the Meets performance level Spring 2023 Math STAAR. **Root Cause:** Lack of rigor and "heavy lifting" in Tier I instruction.

Problem Statement 3: 57% of 8th grade students performed below the Meets performance level on Spring 2023 Science STAAR. **Root Cause:** Lack of rigor and "heavy lifting" in Tier I instruction.

Problem Statement 4: 75% of 8th grade students performed below the Meets performance level Spring 2023 Social Studies STAAR. **Root Cause:** Lack of rigor and "heavy

lifting" in Tier I instruction.

Problem Statement 5: 49.5% of 8th grade students were "not on track" based on Spring 2023 MAP. **Root Cause:** Lack of rigor and "heavy lifting" in Tier I instruction.

School Processes & Programs

School Processes & Programs Summary

Admin implemented the following items to support the decision making process this year:

- Monthly Leadership Team meetings
- Monthly committee meetings
- Monthly Staff Meeting
- Weekly Admin Meeting
- Counseling / Sped/ 504 / MTSS Support Team meeting
- Online Staff Handbook
- PBIS meeting / Soar Store
- Instructional Snapshot & Vision
- Classroom walkthroughs
- Level 2 Foundations Training

CLUB	SPONSOR	Meeting Times
AVID	Katia Chavez	Class time
Chef Club	Jennifer Parker	1st Wednesday of the month 3:40-4:30
JYSEP	Ranneh Kayfan	Monday's 3:40 to 4:30
National Junior Honor Society (NJHS)	Justin Parker	3rd Monday of each month, 7:45-8:20, blue pod
PALS		Daily 6th Period
Robotics	Ranneh Kayfan	Wednesday's 3:40 to 4:30 and some Friday's 3:40 to 4:30 or sometimes 5:30 PM
Speech and Debate	David Dowell	
Student Council	Paul Ziegler	1st and 3rd Wednesday of each month; 3:45pm-4:30pm;
Whiz Quiz		TBD

School Processes & Programs Strengths

- Purposeful meeting, communication with admin

- Online handbook for staff with clear expectations
- Diverse club and organizations for students
- PDH variety for staff
- Assigned teacher supervision
- Required committee meetings
- PLC Coaching and designated planning time / room (The Nest)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Large groups of students are not connected to the campus through organizations and extracurriculars. **Root Cause:** There has been turnover in program leadership and there is no activity bus available.

Problem Statement 2 (Prioritized): The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC process (policies and practices). **Root Cause:** Teams have not been thoroughly trained in the PLC process.

Perceptions

Perceptions Summary

Culture, climate, values, and beliefs are a priority at Frankford Middle School. We are focused on building positive relationships with the staff, students, and parents. Some of the ways we accomplish this are listed below:

- Culture surveys- Start, stop, continue; Pulse Checks
- Elementary visits by administrator
- Leadership Huddle
- Open-door Policy
- Extended Lunch Days
- PTA meetings
- Community outreach
- Principal Council
- Attending team and department meeting
- New Teacher Mentor system
- Teachers on Call program

Perceptions Strengths

Strength:

- Honest feedback from Admin, staff, parents, students
- Positive student/ teacher relationships
- Staff feels comfortable coming to the admin
- Academic Night
- PTA volunteers
- ESL classes for parents offered by the district
- Community perception has improved

- Addition of Parent Liaison

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student survey response data indicates that students would like to be taught by teachers who provide a balance of structure and kindness. **Root Cause:** Students seek positive relationships at school.

Problem Statement 2 (Prioritized): Staff and student response data indicates that both groups would like common area behaviors addressed. **Root Cause:** Students seek a safe and orderly school environment.

Priority Problem Statements

Problem Statement 1: 55% of 6th grade students performed below the Meets performance level on Spring 2023 Reading STAAR. 49% of 7th grade students performed below the Meets performance level on Spring 2023 Reading STAAR. 57% of 8th grade students performed below the Meets performance level on Spring 2023 Reading STAAR.

Root Cause 1: Lack of rigor and "heavy lifting" in Tier I instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 72% of 6th grade students performed below the Meets performance level on Spring 2023 Math STAAR. 85% of 7th grade students performed below the Meets performance level on Spring 2023 Math STAAR. 57% of 8th grade students performed below the Meets performance level Spring 2023 Math STAAR.

Root Cause 2: Lack of rigor and "heavy lifting" in Tier I instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC process (policies and practices).

Root Cause 3: Teams have not been thoroughly trained in the PLC process.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Staff and student response data indicates that both groups would like common area behaviors addressed.

Root Cause 4: Students seek a safe and orderly school environment.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Frankford has a high mobility rate throughout the school year.

Root Cause 5: There are several extended stay hotels, homeless shelters, and section 8 apartments in the area.

Problem Statement 5 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)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- 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 released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- 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
- 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- 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
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

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: 6-8 READING LANGUAGE ARTS





The percent of 6th grade students that score Meets grade level or above on STAAR Reading will increase from 47% in 2022 to 48% by June 2024. The Special Education student group performance will increase from 33% in 2022 to 39% by June 2024. The Economically Disadvantaged student group performance will increase from 35% in 2022 to 39% by 2024.

The percent of 7th grade students that score Meets grade level or above on STAAR Reading will increase from 60% in 2022 to 61% by June 2024. The Special Education student group performance will increase from 26% in 2022 to 32% by June 2024. The Economically Disadvantaged student group performance will increase from 43% in 2022 to 47% by 2024.

The percent of 8th grade students that score Meets grade level or above on STAAR Reading will increase from 64% in 2022 to 65% by June 2024. The Special Education student group performance will increase from 21% in 2022 to 27% by June 2024. The Economically Disadvantaged student group performance will increase from 55% in 2022 to 59% by 2024.

Evaluation Data Sources: 2024 STAAR Reading Language Arts

Strategy 1 Details	Reviews		
Strategy 1: Core content teams will meet daily to engage in the PLC process according to the Collaborative Team Framework. Strategy's Expected Result/Impact: Improved academic performance measured by MAP growth reports. Staff Responsible for Monitoring: PLC Coach, PLC Leads, Admin Title I: 2.4, 2.6	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Teachers will utilize common instructional and learning environment elements as outlined in Frankford's instructional vision and AVID strategies. Strategy's Expected Result/Impact: Consistent use of best practice strategies in classrooms as documented by campus leadership team walkthroughs. Staff Responsible for Monitoring: Leadership Team Title I: 2.4, 2.5, 2.6	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Identified students will receive additional opportunities for intervention provided through Title I. Strategy's Expected Result/Impact: Students receiving additional intervention will move up a MAP quintile by EOY testing. Staff Responsible for Monitoring: SST; Admin Title I: 2.4, 2.5, 2.6 Funding Sources: - 211 Title I, Part A	Formative		Summative
	Nov	Feb	June

Strategy 4 Details	Reviews		
Strategy 4: Provide resources needed for students to access the learning and for teachers to be prepared to deliver effective Tier I instruction. Strategy's Expected Result/Impact: Students have necessary materials to access instruction. Staff Responsible for Monitoring: Admin, Title I Title I: 2.4, 2.5, 2.6	Formative		Summative
	Nov	Feb	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>			

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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 2: 6-8 MATHEMATICS

The percent of 6th grade students that score Meets grade level or above on STAAR Math will increase from 46% in 2022 to 49% by June 2024. The Special Education student group performance will increase from 39% in 2022 to 45% by June 2024. The Economically Disadvantaged student group performance will increase from 35% in 2022 to 40% by 2024.

The percent of 7th grade students that score Meets grade level or above on STAAR Math will increase from 13% in 2022 to 16% by June 2024. The Special Education student group performance will increase from 11% in 2022 to 17% by June 2024. The Economically Disadvantaged student group performance will increase from 10% in 2022 to 15% by 2024.

The percent of 8th grade students that score Meets grade level or above on STAAR Math will increase from 62% in 2022 to 65% by June 2024. The Special Education student group performance will increase from 30% in 2022 to 36% by June 2024. The Economically Disadvantaged student group performance will increase from 47% in 2022 to 52% by 2024.

Strategy 1 Details	Reviews		
Strategy 1: Core content teams will meet daily to engage in the PLC process according to the Collaborative Team Framework. Strategy's Expected Result/Impact: Improved academic performance measured by MAP growth reports. Staff Responsible for Monitoring: PLC Coach, PLC Leads, Admin Title I: 2.4, 2.6	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Teachers will utilize common instructional and learning environment elements as outlined in Frankford's instructional vision and AVID strategies. Strategy's Expected Result/Impact: Consistent use of best practice strategies in classrooms as documented by campus leadership team walkthroughs. Staff Responsible for Monitoring: Leadership Team Title I: 2.4, 2.5, 2.6	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Identified students will receive additional opportunities for intervention. Strategy's Expected Result/Impact: Students receiving additional intervention will move up a MAP quintile by EOY testing. Staff Responsible for Monitoring: SST; Admin Title I: 2.4, 2.5, 2.6	Formative		Summative
	Nov	Feb	June
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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 3: 6-8 SCIENCE

The percent of 8th grade students that score Meets grade level or above on STAAR Science will increase from 52% in 2022 to 53% by June 2024. The Special Education student group performance will increase from 20% in 2022 to 26% by June 2024. The Economically Disadvantaged student group performance will increase from 34% in 2022 to 38% by 2024.

Evaluation Data Sources: 2024 STAAR Science

Strategy 1 Details	Reviews		
Strategy 1: Core content teams will meet daily to engage in the PLC process according to the Collaborative Team Framework. Strategy's Expected Result/Impact: Improved academic performance measured by MAP growth reports. Staff Responsible for Monitoring: PLC Coach, PLC Leads, Admin Title I: 2.4, 2.6	Formative		Summative
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Strategy 2: Teachers will utilize common instructional and learning environment elements as outlined in Frankford's instructional vision and AVID strategies. Strategy's Expected Result/Impact: Consistent use of best practice strategies in classrooms as documented by campus leadership team walkthroughs. Staff Responsible for Monitoring: Leadership Team Title I: 2.4, 2.5, 2.6	Formative		Summative
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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 4: 6-8 SOCIAL STUDIES

The percent of students that score Meets grade level or above on STAAR Grade 8 Social Studies will increase from 35% in 2022 to 38% by June 2024. The Special Education student group performance will increase from 18% in 2022 to 24% by June 2024. The Economically Disadvantaged student group performance will increase from 22% in 2022 to 27% by 2024.

Evaluation Data Sources: 2024 Eighth Grade STAAR Social Studies

Strategy 1 Details	Reviews		
Strategy 1: Core content teams will meet daily to engage in the PLC process according to the Collaborative Team Framework. Strategy's Expected Result/Impact: Improved academic performance measured by MAP growth reports. Staff Responsible for Monitoring: PLC Coach, PLC Leads, Admin Title I: 2.4, 2.6	Formative		Summative
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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: MAP SAT BENCHMARKS (8th Grade)

The percentage of 8th grade students who meet the CCR Standard on MAP Reading will increase from 50.5% in 2023 to 68% by 2024.

Evaluation Data Sources: Spring MAP Reports

Strategy 1 Details		Reviews		
Strategy 1: Teachers will utilize common instructional and learning environment elements as outlined in Frankford's instructional vision and AVID strategies. Staff Responsible for Monitoring: Leadership Team Title I: 2.4, 2.5, 2.6		Formative		Summative
		Nov	Feb	June
Strategy 2 Details		Reviews		
Strategy 2: Students will be provided opportunities to connect current learning with future goals and career opportunities. Staff Responsible for Monitoring: Counselors, Admin Title I: 2.5		Formative		Summative
		Nov	Feb	June

Strategy 3 Details	Reviews		
Strategy 3: Provide resources needed for students to access the learning and for teachers to be prepared to deliver effective Tier I instruction. Staff Responsible for Monitoring: Admin; Title I Title I: 2.4, 2.5, 2.6	Formative		Summative
	Nov	Feb	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

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

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		
Strategy 1: Proactively communicate with students and parents about attendance and truancy. Staff Responsible for Monitoring: Attendance Clerk, Admin Title I: 4.1, 4.2	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Increase opportunities for students and parents to connect with the school. Staff Responsible for Monitoring: Title I, Soar Squad, Counselors, Admin Title I: 2.5, 4.1, 4.2 Funding Sources: - 211 Title I, Part A	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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		
Strategy 1: PBIS Foundations practices and strategies will be implemented in common areas campus-wide. Staff Responsible for Monitoring: PBIS Soar Squad, Admin Title I: 2.5	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Establish systems and provide resources for students and staff that contribute to a safe and orderly environment. Staff Responsible for Monitoring: Admin; Soar Squad Title I: 2.5 Funding Sources: - 211 Title I, Part A	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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 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		
Strategy 1: PBIS Foundations practices and strategies will be implemented in common areas campus-wide. Staff Responsible for Monitoring: PBIS Soar Squad, Admin	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Establish systems and provide resources for students and staff that contribute to a safe and orderly environment. Staff Responsible for Monitoring: Admin; Soar Squad Title I: 2.5	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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		
Strategy 1: PBIS Foundations practices and strategies will be implemented in common areas campus-wide. Staff Responsible for Monitoring: PBIS Soar Squad, Admin	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Establish systems and provide resources for students and staff that contribute to a safe and orderly environment. Staff Responsible for Monitoring: Admin; Soar Squad Title I: 2.5	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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		
Strategy 1: Utilize weekly meetings to ensure threat assessment needs are addressed. Staff Responsible for Monitoring: Admin, Student Support Team		Formative		Summative
		Nov	Feb	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

Goal 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

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,290.00
+/- Difference					\$4,290.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,278.00
+/- Difference					\$1,278.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
4	1	2			\$0.00
4	2	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$272,350.00
+/- Difference					\$272,350.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$36,465.00
+/- Difference					\$36,465.00
Grand Total Budgeted					\$314,383.00
Grand Total Spent					\$0.00
+/- Difference					\$314,383.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Frankford

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

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

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

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

Reading

Grade 6

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	79	86	87	0	16	0	46	127	10	67	188	95	283
2022	29	37	67		81		33	35	80	22	55	32	47
2023	31	39	68		82		36	37	81	24	56	33	48
2024	33	41	68		82		39	39	81	26	56	35	48
2025	35	43	69		83		43	41	82	29	57	37	49
2026	39	47	71		85		49	45	84	33	59	40	51
2027	43	51	72		86		56	49	85	38	60	43	52

HB3 Campus Goals - All Grades STAAR at Meets Standard

Frankford

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

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

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

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

Reading												Grade 7	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	59	94	80	1	14	1	38	120	7	64	173	94	267
2022	41	47	82	0	79	100	26	43	71	30	67	48	60
2023	43	49	83	1	80	100	29	45	72	32	68	49	61
2024	45	51	83	2	80	100	32	47	72	34	68	51	61
2025	47	53	84	3	81	100	36	49	73	37	69	53	62
2026	51	57	86	4	83	100	42	53	75	41	71	56	64
2027	55	61	87	6	84	100	49	57	76	46	72	59	65

HB3 Campus Goals - All Grades STAAR at Meets Standard

Frankford

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

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

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

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

Reading

Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	82	80	99	2	18	1	34	127	6	49	199	97	296
2022	51	56	76	100	83	0	21	55	67	45	70	53	64
2023	53	58	77	100	84	2	24	57	68	47	71	54	65
2024	55	60	77	100	84	4	27	59	68	49	71	56	65
2025	57	62	78	100	85	6	31	61	69	52	72	58	66
2026	61	66	80	100	87	10	37	65	71	56	74	61	68
2027	65	70	81	100	88	14	44	69	72	61	75	64	69

HB3 Campus Goals - All Grades STAAR at Meets Standard

Frankford

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

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

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

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

Reading												All Grades	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	220	260	266	3	48	2	118	374	23	180	560	286	846
2022	40	47	75	67	81	50	27	45	74	31	64	44	57
2023	42	49	76	68	82	52	30	47	75	33	65	45	58
2024	44	51	76	69	82	54	33	49	75	35	65	47	58
2025	46	53	77	70	83	56	37	51	76	38	66	49	59
2026	50	57	79	71	85	60	43	55	78	42	68	52	61
2027	54	61	80	73	86	64	50	59	79	47	69	55	62

HB3 Campus Goals - All Grades STAAR at Meets Standard

Frankford

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

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

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

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

Math

Grade 6

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	79	86	87	0	16	0	46	127	10	67	188	95	283
2022	27	34	69		88		39	35	90	27	55	27	46
2023	30	36	70		89		42	37	91	29	56	29	47
2024	33	39	72		91		45	40	93	31	58	31	49
2025	36	43	74		93		49	44	95	34	60	34	51
2026	42	47	76		95		54	48	97	38	62	38	53
2027	48	53	79		98		61	54	100	43	65	43	56

HB3 Campus Goals - All Grades STAAR at Meets Standard

Frankford

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

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

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

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

Math												Grade 7	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	51	62	27	1	4	1	35	92	3	50	78	79	157
2022	10	10	19	0	50	0	11	10	0	8	10	15	13
2023	13	12	20	1	51	2	14	12	1	10	11	17	14
2024	16	15	22	3	53	4	17	15	3	12	13	19	16
2025	19	19	24	5	55	7	21	19	5	15	15	22	18
2026	25	23	26	7	57	11	26	23	7	19	17	26	20
2027	31	29	29	10	60	15	33	29	10	24	20	31	23

HB3 Campus Goals - All Grades STAAR at Meets Standard

Frankford

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

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

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

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

Math

Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	90	112	152	2	28	1	37	154	10	63	295	111	406
2022	32	53	80	100	93	0	30	47	80	44	71	39	62
2023	35	55	81	100	94	2	33	49	81	46	72	41	63
2024	38	58	83	100	96	4	36	52	83	48	74	43	65
2025	41	62	85	100	98	7	40	56	85	51	76	46	67
2026	47	66	87	100	100	11	45	60	87	55	78	50	69
2027	53	72	90	100	100	15	52	66	90	60	81	55	72

HB3 Campus Goals - All Grades STAAR at Meets Standard

Frankford

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

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

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

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

Math											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	220	259	266	3	48	2	118	373	23	180	560	285	845
2022	25	36	70	67	88	0	28	34	74	28	57	28	47
2023	28	38	71	68	89	2	31	36	75	30	58	30	48
2024	31	41	73	70	91	4	34	39	77	32	60	32	50
2025	34	45	75	72	93	7	38	43	79	35	62	35	52
2026	40	49	77	74	95	11	43	47	81	39	64	39	54
2027	46	55	80	77	98	15	50	53	84	44	67	44	57

HB3 Campus Goals - All Grades STAAR at Meets Standard

Frankford

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

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

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

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

Science 8

Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	83	80	99	2	18	1	35	128	6	49	200	97	297
2022	33	35	71	100	89	100	20	34	83	31	57	40	52
2023	35	37	72	100	90	100	23	36	84	33	58	41	53
2024	38	39	72	100	90	100	26	38	84	36	58	43	53
2025	41	41	73	100	91	100	30	41	85	39	59	45	54
2026	45	45	75	100	93	100	35	45	87	43	61	48	56
2027	50	49	76	100	94	100	42	49	88	48	62	52	57

HB3 Campus Goals - All Grades STAAR at Meets Standard

Frankford

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

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

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

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

Social Studies 8

Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	82	80	99	2	18	1	34	127	6	49	199	97	296
2022	16	24	55	100	72	0	18	22	67	22	40	25	35
2023	18	26	56	100	73	3	21	24	68	25	41	27	36
2024	21	29	58	100	75	6	24	27	70	28	43	29	38
2025	25	33	60	100	77	10	28	31	72	31	45	32	40
2026	30	38	62	100	79	16	33	36	74	37	47	36	42
2027	36	44	65	100	82	23	40	42	77	43	50	40	45

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

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

	<ul style="list-style-type: none"> • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students 		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	<p>Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. Campus Wellness Plan • K-8 Include at least one Parent on Campus Wellness Team. • K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> • K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<ul style="list-style-type: none"> • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. • K-5 Ensure students are receiving daily unstructured play during recess. • K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> • K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal, Human Resources	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. • Funding source: State and Local 	ESSA	
Principal, Executive Director for Student and Family Services	<p>Parent Involvement</p> <ul style="list-style-type: none"> • Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local • Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local • Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local • Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local 		

	<ul style="list-style-type: none"> • Utilize social media to keep parents and community informed. Funding source: State and Local • PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local • Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local • Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA 		
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