

Plano Independent School District

Murphy Middle School

2023-2024 Improvement Plan



Board Approval Date: October 3, 2023

Mission Statement

The mission of Murphy Middle School is

MMS will cultivate a supportive environment as our students pursue their social, emotional, and cognitive potential with resilience and perseverance in the face of life's challenges.

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Student Centered

We believe the best interest of all students must be at the heart of every decision.

Growth Mindset

We believe showing patience and perseverance despite challenges and mistakes is an essential part of the learning process.

Climate & Culture

We believe a safe environment based in authentic relationships fosters positive risk-taking, creates a balance between work and life, and engages students, teachers, and the community.

Teachers as Role Models

We believe teachers should model life-long learning, passion, integrity, grit, and empathy.

Equity

We believe it is our responsibility to meet all students where they are, provide them with an opportunity to thrive, and guide them to their unique destinations.

Engagement of Stakeholders

We believe partnering with students, parents, and the community will promote effective communication, collaboration, and the celebration of education.

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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.	30
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.	34

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.	35
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	44
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Comprehensive Needs Assessment

Revised/Approved: August 7, 2023

Demographics

Demographics Summary

[Link to CNA for Demographics.](#)

Demographics

What are our greatest strengths?

1. Accountability rating for Overall - 95%
Student Achievement - 94%
Student Progress - 90%
Closing Gap - 96
2. Diverse populations

What are our greatest needs? (Potential Problem Statements)

1. Taking MAP seriously.
2. Closing the gap between student groups & programs

Demographics Strengths

CCMR Data:

- 1.Students are encouraged to take CCMR classes through course planning
- 2.This year we will work on 6 year plans starting in 6th grade.
- 3.ELA scores are stronger than Math (state wide)
- 4.Econ Dis scores are high
- 5.EBs showed growth on TEPAS scores.

What are our greatest needs? (Potential Problem Statements)

Work on strengthening the African American and Hispanic subgroups.

Increase our math scores

Data helps in planning our I&E classes

Campus Behavior Data

What are our greatest strengths?

1. Relationship building
2. Collaboration
3. Strong Leadership - team leads, department heads etc.

What are our greatest needs? (Potential Problem Statements)

1. Parent support and accountability for school procedures, grading and discipline.
2. Student grit
3. Holding to campus wide expectations for staff and students.

Campus Attendance Data

What are our greatest strengths?

It is hard to determine strengths based on current data. While overall, we seem to only have a few groups to target, it would be meaningful to consider how this lines up with other campuses. Additionally, having data on consistency and structure of attendance-taking would be helpful.

What are our greatest needs? (Potential Problem Statements)

Reflection on taking attendance practices; Does our structure allow for consistent attendance-taking for all demographics? Are we fair in how we mark tardies/absences for our students? Are we connecting with the families of students with chronic attendance issues?

The data shows that our African American population and Special Education population have the most absences when compared to their percentage of the population. These groups may need targeted support.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Asian and white student groups outperform other student groups at Murphy; African American, Hispanic, Emergent Bilinguals, and Special Education students do not always achieve at their highest potential. **Root Cause:** Examine differentiated practices to support the diverse student demographic needs at Murphy.

Student Learning

Student Learning Summary

[Link to CNA for Student Achievement for CORE Content Subjects](#)

Student Learning Strengths

<u>Math</u>	<u>ELAR</u>	<u>Social Studies</u>	<u>Science</u>
<p><u>Strengths:</u></p> <ul style="list-style-type: none"> Teachers did well in identifying and supporting the students at risk of not meeting state standards (in comparison to the district). 100% of Algebra students met standards (and showed significant growth). The 7th grade students showed massive growth (in comparison to other grade-levels). ED and non-ED showed similar growth. <p><u>Areas of Concerns:</u></p> <ul style="list-style-type: none"> Teachers will need to focus attention to ratios and proportional reasoning in all grade levels. The PMAs are not aligned to the STAAR results (PMAs are given after topics, whereas the STAAR is summative for the year). The 8th grade students' growth needs were not met. Teachers will focus attention to spiraling previous grade-levels TEKS. 	<p><u>Strengths:</u></p> <ul style="list-style-type: none"> Economically disadvantaged grew the same as non-economically disadvantaged. All Ethnicity were all around 47 and performing similarly - white was 51 Students served with 504 are growing and we are meeting their needs to support growth. <p><u>Areas of Concerns:</u></p> <ul style="list-style-type: none"> Students served in special education are not retaining or growing compared to other students. African American students are not growing as expected or when compared to other ethnicities. Our lowest quintile still needs more support or targeted instruction to support growth. 	<p><u>Strengths:</u></p> <ul style="list-style-type: none"> Our students consistently perform well on Colonization/Exploration, Westward Expansion and Reconstruction state standards. We are consistent in improving the performance of quintile 2 and 3 students. Our students consistently perform at the top of district average. <p><u>Areas of Concerns:</u></p> <ul style="list-style-type: none"> SpEd populations consistently perform poorly on STAAR compared to peers. We had a high percentage of EB students score DNM compared to peers. Need to improve growth for lower quintile students (4 and 5). 	<p><u>Strengths:</u></p> <ul style="list-style-type: none"> We are strong at motivating Quintile 2 students to exceed projected growth. We are strong in maintaining growth in Quintile 1 and 3. 7th and 8th grade are towards the top of district averages. /8th grade improved ESL and ED growth. <p><u>Areas of Concerns:</u></p> <ul style="list-style-type: none"> Still need to work towards SPED and ESL growth across all 3 grade levels. All struggled in Quintile 4 and 5. We struggle to teach the lower group and meet their needs. We struggle to push Quintile 1 further. We tend to teach to the middle of the class.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is consistently less growth across all subjects among students in Quintiles 1 and 4/5. **Root Cause:** Improved planning practices to address supports and differentiated learning and instruction practices.

Problem Statement 2 (Prioritized): Asian and white student groups outperform other student groups at Murphy; African American, Hispanic, Emergent Bilinguals, and Special Education students do not always achieve at their highest potential. **Root Cause:** Examine differentiated practices to support the diverse student demographic needs at Murphy.

Problem Statement 3 (Prioritized): There isn't a consistency in behavior and academic interventions **Root Cause:** MTSS needs to be refined to address supports at Tier I, II, and III.

School Processes & Programs

School Processes & Programs Summary

[Link to CNA for Processes & Programs](#)

School Processes & Programs Strengths

What are our greatest strengths?

1. Collaboration in teams and departments
2. Support for new and experienced teachers
3. Standardized curriculum and processes
4. Vertical Alignment in CORE departments and collaborative planning teams
5. In house experts who are collaborating district wide

What are our greatest needs? (Potential Problem Statements)

1. Consistency in behavior and academic interventions
2. Developing our effectiveness using PLC's and the Instructional Framework
3. Tier 2 and 3 Remediation classes are not in our master schedule

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There isn't a consistency in behavior and academic interventions **Root Cause:** MTSS needs to be refined to address supports at Tier I, II, and III.

Problem Statement 2 (Prioritized): Asian and white student groups outperform other student groups at Murphy; African American, Hispanic, Emergent Bilinguals, and Special Education students do not always achieve at their highest potential. **Root Cause:** Examine differentiated practices to support the diverse student demographic needs at Murphy.

Perceptions

Perceptions Summary

[Link to CNA for Perceptions](#)

Perceptions Strengths

What are our greatest strengths?

1. Safe space for students to speak out
2. safe/know what to do in emergency
3. We have adequate materials to teach
4. Our school has an interactive website for students, parents and community.
5. Groups of teachers are targeted for decisions AND we use electronic tools for teachers' input for decisions

What are our greatest needs? (Potential Problem Statements)

1. Students and community members don't feel that they have formal ways to provide input, to the same extent that admin/staff - we might need to look into ways to better communicate the opportunities that exist - social media?
2. Students and community seem to want more acknowledgement of success of the school, while teachers and admin seem to perceive it as good. Again, we might need to communicate it better - social media?.
3. Maximizing time in the instructional day
4. Social network to involve students, parents, and community
5. Techniques and systems for data collection for teachers

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students and community members don't feel that they have formal ways to provide input. **Root Cause:** Not enough communication from the campus to students & families.

Priority Problem Statements

Problem Statement 1: There is consistently less growth across all subjects among students in Quintiles 1 and 4/5.

Root Cause 1: Improved planning practices to address supports and differentiated learning and instruction practices.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Asian and white student groups outperform other student groups at Murphy; African American, Hispanic, Emergent Bilinguals, and Special Education students do not always achieve at their highest potential.

Root Cause 2: Examine differentiated practices to support the diverse student demographic needs at Murphy.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 3: There isn't a consistency in behavior and academic interventions

Root Cause 3: MTSS needs to be refined to address supports at Tier I, II, and III.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

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
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- 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

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
- 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
- Violence and/or violence prevention 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
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Revised/Approved: September 7, 2023

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 65% in 2022 to 66% by June 2024. The Special Education student group performance will increase from 31% in 2022 to 37% by June 2024. The Economically Disadvantaged student group performance will increase from 49% in 2022 to 53% by 2024.

The percent of 7th grade students that score Meets grade level or above on STAAR Reading will increase from 81% in 2022 to 82% by June 2024. The Special Education student group performance will increase from 42% in 2022 to 48% by June 2024. The Economically Disadvantaged student group performance will

increase from 62% in 2022 to 66% by 2024.

The percent of 8th grade students that score Meets grade level or above on STAAR Reading will increase from 83% in 2022 to 84% by June 2024. The Special Education student group performance will increase from 28% in 2022 to 34% by June 2024. The Economically Disadvantaged student group performance will increase from 69% in 2022 to 73% by 2024.

Evaluation Data Sources: 2024 STAAR Reading Language Arts

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Feb	June
<p>Strategy 1: Use the PISD Collaborative Team Framework to identify essential standards and to respond to the 5 PLC Process Questions to improve the Teaching & Learning Cycle with special attention to planning for differentiated teaching and learning for Quintile 1, 4 and 5 students.</p> <p>Utilize Murphy's Instructional Snapshot to identify, apply, and reflect on instructional actions that focus on Feedback, Content, and Context.</p> <p>Strategy's Expected Result/Impact: So that all student achievement quintiles are maintaining or accelerating their MAP projected growth percentage (fall to winter and fall to spring) Q1&2: maintain 100% Q3: 110-115% Q4&5: accelerate at 120%</p> <p>**Collect quick data on the effective implementation of the PISD Collaborative Team Framework's response to the 5 PLC Process Questions.</p> <p>Improved academic performance through implementation of PISD Collaborative Team Framework evidenced through:</p> <ul style="list-style-type: none">-- MAP Growth Data are within or exceeds district's performance in each Quintile Group-- Closing the Achievement Gap Distinction on STAAR-- Academic Growth Distinction on STAAR <p>Staff Responsible for Monitoring: Murphy Leadership Design Team</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2</p>			

Strategy 2 Details		Reviews		
Strategy 2: Provide Extra Duty Pay for Faculty and Staff to offer differentiated learning supports for attendance, behavior, and academic needs as part of Friday Night Academy. Strategy's Expected Result/Impact: -- Improved Attendance Rate -- Improved Behavior resulting in decreased Office Referrals in Review360 -- MAP Growth Data are within or exceeds district's performance in each Quintile Group -- Closing the Achievement Gap Distinction on STAAR -- Academic Growth Distinction on STAAR Staff Responsible for Monitoring: Campus Administrators ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 Funding Sources: Extra Duty Pay for Faculty & Staff for Friday Night Academy - 282 ESSER III - \$11,310		Formative		Summative
		Nov	Feb	June
Strategy 3 Details		Reviews		
Strategy 3: Provision of Extended Planning Codes to allow for CORE Content and non-CORE Content teachers to observe one another and give feedback on classroom instruction and learning based on Murphy's Instructional Snapshot. Strategy's Expected Result/Impact: -- MAP Growth Data are within or exceeds district's performance in each Quintile Group -- Closing the Achievement Gap Distinction on STAAR -- Academic Growth Distinction on STAAR Staff Responsible for Monitoring: Campus Administrators Leadership Design Team ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2		Formative		Summative
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Strategy 4 Details		Reviews		
Strategy 4: Grade Level & Department Teams will meet to monitor the attendance, behavior, and course performance of assigned student groups to identify students who may need a student support plan. Strategy's Expected Result/Impact: -- MAP Growth Data are within or exceeds district's performance in each Quintile Group -- Closing the Achievement Gap Distinction on STAAR -- Academic Growth Distinction on STAAR -- Decrease in Office Referrals in Review360 -- Increase in Positive Behavior Incidents in Review360 -- Increased Student Attendance & School Engagement -- Safe, distraction free learning environment -- Consistent, effective monitoring of interventions based on students' individualized need Staff Responsible for Monitoring: Leadership Design Team ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative		Summative
		Nov	Feb	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Asian and white student groups outperform other student groups at Murphy; African American, Hispanic, Emergent Bilinguals, and Special Education students do not always achieve at their highest potential. Root Cause: Examine differentiated practices to support the diverse student demographic needs at Murphy.
Student Learning
Problem Statement 1: There is consistently less growth across all subjects among students in Quintiles 1 and 4/5. Root Cause: Improved planning practices to address supports and differentiated learning and instruction practices. Problem Statement 2: Asian and white student groups outperform other student groups at Murphy; African American, Hispanic, Emergent Bilinguals, and Special Education students do not always achieve at their highest potential. Root Cause: Examine differentiated practices to support the diverse student demographic needs at Murphy. Problem Statement 3: There isn't a consistency in behavior and academic interventions Root Cause: MTSS needs to be refined to address supports at Tier I, II, and III.
School Processes & Programs
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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 65% in 2022 to 68% 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 51% in 2022 to x56% by 2024.

The percent of 7th grade students that score Meets grade level or above on STAAR Math will increase from 42% in 2022 to 45% by June 2024. The Special Education student group performance will increase from 23% in 2022 to 29% by June 2024. The Economically Disadvantaged student group performance will increase from 16% in 2022 to 21% by 2024.

The percent of 8th grade students that score Meets grade level or above on STAAR Math will increase from 83% in 2022 to 86% by June 2024. The Special Education student group performance will increase from 42% in 2022 to 48% by June 2024. The Economically Disadvantaged student group performance will increase from 67% in 2022 to 72% by 2024.

Strategy 1 Details	Reviews		
<p>Strategy 1: Use the PISD Collaborative Team Framework to identify essential standards and to respond to the 5 PLC Process Questions to improve the Teaching & Learning Cycle with special attention to planning for differentiated teaching and learning for Quintile 1, 4 and 5 students.</p> <p>Utilize Murphy's Instructional Snapshot to identify, apply, and reflect on instructional actions that focus on Feedback, Content, and Context.</p> <p>Strategy's Expected Result/Impact: Improved academic performance through implementation of PISD Collaborative Team Framework evidenced through:</p> <ul style="list-style-type: none"> -- MAP Growth Data are within or exceeds district's performance in each Quintile Group -- Closing the Achievement Gap Distinction on STAAR -- Academic Growth Distinction on STAAR <p>Staff Responsible for Monitoring: Murphy Leadership Design Team</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2</p>	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide Extra Duty Pay for Faculty and Staff to offer differentiated learning supports for attendance, behavior, and academic needs as part of Friday Night Academy.</p> <p>Strategy's Expected Result/Impact: -- Improved Attendance Rate</p> <ul style="list-style-type: none"> -- Improved Behavior resulting in decreased Office Referrals in Review360 -- MAP Growth Data are within or exceeds district's performance in each Quintile Group -- Closing the Achievement Gap Distinction on STAAR -- Academic Growth Distinction on STAAR <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2</p> <p>Funding Sources: Extra Duty Pay for Faculty & Staff for Friday Night Academy - 282 ESSER III - \$11,310</p>	Formative		Summative
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	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Asian and white student groups outperform other student groups at Murphy; African American, Hispanic, Emergent Bilinguals, and Special Education students do not always achieve at their highest potential. Root Cause: Examine differentiated practices to support the diverse student demographic needs at Murphy.
Student Learning
Problem Statement 1: There is consistently less growth across all subjects among students in Quintiles 1 and 4/5. Root Cause: Improved planning practices to address supports and differentiated learning and instruction practices.

Student Learning

Problem Statement 2: Asian and white student groups outperform other student groups at Murphy; African American, Hispanic, Emergent Bilinguals, and Special Education students do not always achieve at their highest potential. **Root Cause:** Examine differentiated practices to support the diverse student demographic needs at Murphy.

Problem Statement 3: There isn't a consistency in behavior and academic interventions **Root Cause:** MTSS needs to be refined to address supports at Tier I, II, and III.

School Processes & Programs

Problem Statement 1: There isn't a consistency in behavior and academic interventions **Root Cause:** MTSS needs to be refined to address supports at Tier I, II, and III.

Problem Statement 2: Asian and white student groups outperform other student groups at Murphy; African American, Hispanic, Emergent Bilinguals, and Special Education students do not always achieve at their highest potential. **Root Cause:** Examine differentiated practices to support the diverse student demographic needs at Murphy.

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 3: 6-8 SCIENCE

The percent of 8th grade students that score Meets grade level or above on STAAR Science will increase from 83% in 2022 to 84% by June 2024. The Special Education student group performance will increase from 45% in 2022 to 51% by June 2024. The Economically Disadvantaged student group performance will increase from 68% in 2022 to 72% by 2024.

Evaluation Data Sources: 2024 STAAR Science

Strategy 1 Details		Reviews		
<p>Strategy 1: Use the PISD Collaborative Team Framework to identify essential standards and to respond to the 5 PLC Process Questions to improve the Teaching & Learning Cycle with special attention to planning for differentiated teaching and learning for Quintile 1, 4 and 5 students.</p> <p>Utilize Murphy's Instructional Snapshot to identify, apply, and reflect on instructional actions that focus on Feedback, Content, and Context.</p> <p>Strategy's Expected Result/Impact: Improved academic performance through implementation of PISD Collaborative Team Framework evidenced through:</p> <ul style="list-style-type: none"> -- MAP Growth Data are within or exceeds district's performance in each Quintile Group -- Closing the Achievement Gap Distinction on STAAR -- Academic Growth Distinction on STAAR <p>Staff Responsible for Monitoring: Murphy Leadership Design Team</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2</p>		Formative		Summative
		Nov	Feb	June
Strategy 2 Details		Reviews		
<p>Strategy 2: Provide Extra Duty Pay for Faculty and Staff to offer differentiated learning supports for attendance, behavior, and academic needs as part of Friday Night Academy.</p> <p>Strategy's Expected Result/Impact: -- Improved Attendance Rate</p> <ul style="list-style-type: none"> -- Improved Behavior resulting in decreased Office Referrals in Review360 -- MAP Growth Data are within or exceeds district's performance in each Quintile Group -- Closing the Achievement Gap Distinction on STAAR -- Academic Growth Distinction on STAAR <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2</p> <p>Funding Sources: Extra Duty Pay for Faculty & Staff for Friday Night Academy - 282 ESSER III - \$11,310</p>		Formative		Summative
		Nov	Feb	June

Strategy 3 Details	Reviews		
Strategy 3: Provision of Extended Planning Codes to allow for CORE Content and non-CORE Content teachers to observe one another and give feedback on classroom instruction and learning based on Murphy's Instructional Snapshot. Strategy's Expected Result/Impact: -- MAP Growth Data are within or exceeds district's performance in each Quintile Group -- Closing the Achievement Gap Distinction on STAAR -- Academic Growth Distinction on STAAR Staff Responsible for Monitoring: Campus Administrators Leadership Design Team ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
Strategy 4: Grade Level & Department Teams will meet to monitor the attendance, behavior, and course performance of assigned student groups to identify students who may need a student support plan. Strategy's Expected Result/Impact: -- MAP Growth Data are within or exceeds district's performance in each Quintile Group -- Closing the Achievement Gap Distinction on STAAR -- Academic Growth Distinction on STAAR -- Decrease in Office Referrals in Review360 -- Increase in Positive Behavior Incidents in Review360 -- Increased Student Attendance & School Engagement -- Safe, distraction free learning environment -- Consistent, effective monitoring of interventions based on students' individualized need Staff Responsible for Monitoring: Leadership Design Team ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Asian and white student groups outperform other student groups at Murphy; African American, Hispanic, Emergent Bilinguals, and Special Education students do not always achieve at their highest potential. Root Cause: Examine differentiated practices to support the diverse student demographic needs at Murphy.
Student Learning
Problem Statement 1: There is consistently less growth across all subjects among students in Quintiles 1 and 4/5. Root Cause: Improved planning practices to address supports and differentiated learning and instruction practices.

Student Learning

Problem Statement 2: Asian and white student groups outperform other student groups at Murphy; African American, Hispanic, Emergent Bilinguals, and Special Education students do not always achieve at their highest potential. **Root Cause:** Examine differentiated practices to support the diverse student demographic needs at Murphy.

Problem Statement 3: There isn't a consistency in behavior and academic interventions **Root Cause:** MTSS needs to be refined to address supports at Tier I, II, and III.

School Processes & Programs

Problem Statement 1: There isn't a consistency in behavior and academic interventions **Root Cause:** MTSS needs to be refined to address supports at Tier I, II, and III.

Problem Statement 2: Asian and white student groups outperform other student groups at Murphy; African American, Hispanic, Emergent Bilinguals, and Special Education students do not always achieve at their highest potential. **Root Cause:** Examine differentiated practices to support the diverse student demographic needs at Murphy.

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 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 76% in 2022 to 79% 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 62% in 2022 to 67% by 2024.

Evaluation Data Sources: 2024 Eighth Grade STAAR Social Studies

Strategy 1 Details		Reviews		
<p>Strategy 1: Use the PISD Collaborative Team Framework to identify essential standards and to respond to the 5 PLC Process Questions to improve the Teaching & Learning Cycle with special attention to planning for differentiated teaching and learning for Quintile 1, 4 and 5 students.</p> <p>Utilize Murphy's Instructional Snapshot to identify, apply, and reflect on instructional actions that focus on Feedback, Content, and Context.</p> <p>Strategy's Expected Result/Impact: Improved academic performance through implementation of PISD Collaborative Team Framework evidenced through:</p> <ul style="list-style-type: none"> -- MAP Growth Data are within or exceeds district's performance in each Quintile Group -- Closing the Achievement Gap Distinction on STAAR -- Academic Growth Distinction on STAAR <p>Staff Responsible for Monitoring: Murphy Leadership Design Team</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2</p>		Formative		Summative
		Nov	Feb	June
Strategy 2 Details		Reviews		
<p>Strategy 2: Provide Extra Duty Pay for Faculty and Staff to offer differentiated learning supports for attendance, behavior, and academic needs as part of Friday Night Academy.</p> <p>Strategy's Expected Result/Impact: -- Improved Attendance Rate</p> <ul style="list-style-type: none"> -- Improved Behavior resulting in decreased Office Referrals in Review360 -- MAP Growth Data are within or exceeds district's performance in each Quintile Group -- Closing the Achievement Gap Distinction on STAAR -- Academic Growth Distinction on STAAR <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2</p> <p>Funding Sources: Extra Duty Pay for Faculty & Staff for Friday Night Academy - 282 ESSER III - \$11,310</p>		Formative		Summative
		Nov	Feb	June

Strategy 3 Details	Reviews		
Strategy 3: Provision of Extended Planning Codes to allow for CORE Content and non-CORE Content teachers to observe one another and give feedback on classroom instruction and learning based on Murphy's Instructional Snapshot. Strategy's Expected Result/Impact: -- MAP Growth Data are within or exceeds district's performance in each Quintile Group -- Closing the Achievement Gap Distinction on STAAR -- Academic Growth Distinction on STAAR Staff Responsible for Monitoring: Campus Administrators Leadership Design Team ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
Strategy 4: Grade Level & Department Teams will meet to monitor the attendance, behavior, and course performance of assigned student groups to identify students who may need a student support plan. Strategy's Expected Result/Impact: -- MAP Growth Data are within or exceeds district's performance in each Quintile Group -- Closing the Achievement Gap Distinction on STAAR -- Academic Growth Distinction on STAAR -- Decrease in Office Referrals in Review360 -- Increase in Positive Behavior Incidents in Review360 -- Increased Student Attendance & School Engagement -- Safe, distraction free learning environment -- Consistent, effective monitoring of interventions based on students' individualized need Staff Responsible for Monitoring: Leadership Design Team ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Asian and white student groups outperform other student groups at Murphy; African American, Hispanic, Emergent Bilinguals, and Special Education students do not always achieve at their highest potential. Root Cause: Examine differentiated practices to support the diverse student demographic needs at Murphy.
Student Learning
Problem Statement 1: There is consistently less growth across all subjects among students in Quintiles 1 and 4/5. Root Cause: Improved planning practices to address supports and differentiated learning and instruction practices.

Student Learning

Problem Statement 2: Asian and white student groups outperform other student groups at Murphy; African American, Hispanic, Emergent Bilinguals, and Special Education students do not always achieve at their highest potential. **Root Cause:** Examine differentiated practices to support the diverse student demographic needs at Murphy.

Problem Statement 3: There isn't a consistency in behavior and academic interventions **Root Cause:** MTSS needs to be refined to address supports at Tier I, II, and III.

School Processes & Programs

Problem Statement 1: There isn't a consistency in behavior and academic interventions **Root Cause:** MTSS needs to be refined to address supports at Tier I, II, and III.

Problem Statement 2: Asian and white student groups outperform other student groups at Murphy; African American, Hispanic, Emergent Bilinguals, and Special Education students do not always achieve at their highest potential. **Root Cause:** Examine differentiated practices to support the diverse student demographic needs at Murphy.

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 75% in 2023 to 80% by 2024. (District Goal is 68% by 2023)

Evaluation Data Sources: Spring MAP Reports

Strategy 1 Details		Reviews		
Strategy 1: Use Honors Potential Reports after each MAP administration to make recommendations for students not, yet, enrolled in advanced coursework (Honors or AP). Strategy's Expected Result/Impact: Improved course selection for students to be college and career ready Staff Responsible for Monitoring: School Counselors Campus Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative		Summative
		Nov	Feb	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is consistently less growth across all subjects among students in Quintiles 1 and 4/5. Root Cause: Improved planning practices to address supports and differentiated learning and instruction practices.

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 2: MAP SAT BENCHMARKS (8th Grade)

The percentage of 8th grade students who meet the CCR Standard on MAP Math will increase from 48% in 2023 to 50% by 2024. (District Goal is 60% by 2024)

Evaluation Data Sources: Spring MAP Reports

Strategy 1 Details		Reviews		
Strategy 1: Use Honors Potential Reports after each MAP administration to make recommendations for students not, yet, enrolled in advanced coursework (Honors or AP). Strategy's Expected Result/Impact: Improved course selection for students to be college and career ready Staff Responsible for Monitoring: School Counselors Campus Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative		Summative
		Nov	Feb	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: There is consistently less growth across all subjects among students in Quintiles 1 and 4/5. **Root Cause:** Improved planning practices to address supports and differentiated learning and instruction practices.

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: Design and implement a comprehensive action plan to improve school attendance through a systematic examination of attendance data and strengthening of school/family/community partnerships to address attendance barriers, aversions, and disengagement. Strategy's Expected Result/Impact: Attendance rate maintained at 96% or higher Staff Responsible for Monitoring: Campus Administrators Attendance Clerk MTSS Campus Coordinator ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 3 - School Processes & Programs 1 Funding Sources: Extra Duty Pay for Faculty/Staff for Friday Night Academy - 282 ESSER III		Formative		Summative
		Nov	Feb	June

Strategy 2 Details		Reviews		
Strategy 2: Grade Level & Department Teams will meet to monitor the attendance, behavior, and course performance of assigned student groups to identify students who may need a student support plan. Strategy's Expected Result/Impact: -- MAP Growth Data are within or exceeds district's performance in each Quintile Group -- Closing the Achievement Gap Distinction on STAAR -- Academic Growth Distinction on STAAR -- Decrease in Office Referrals in Review360 -- Increase in Positive Behavior Incidents in Review360 -- Increased Student Attendance & School Engagement -- Safe, distraction free learning environment -- Consistent, effective monitoring of interventions based on students' individualized need Staff Responsible for Monitoring: Leadership Design Team ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative		Summative
		Nov	Feb	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning	
Problem Statement 3: There isn't a consistency in behavior and academic interventions	Root Cause: MTSS needs to be refined to address supports at Tier I, II, and III.
School Processes & Programs	
Problem Statement 1: There isn't a consistency in behavior and academic interventions	Root Cause: MTSS needs to be refined to address supports at Tier I, II, and III.

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: The Campus Administrative team will meet monthly to review the Discipline Analysis tool in Edugence to monitor the campus risk ratio and ensure equitable discipline outcomes for all student groups including Special Education. Strategy's Expected Result/Impact: Equitable and fair disciplinary practices across all student groups and programs Staff Responsible for Monitoring: Campus Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Learning 3 - School Processes & Programs 1	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: The PBIS team will conduct quarterly staff meetings to review PBIS expectations and collect input on our schoolwide plan of implementation. Strategy's Expected Result/Impact: Decrease in Office Referrals in Review360 Increase in Positive Behavior Incidents in Review360 Staff Responsible for Monitoring: PBIS Mavericks LASSO Team ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Learning 3 - School Processes & Programs 1	Formative		Summative
	Nov	Feb	June

Strategy 3 Details		Reviews		
Strategy 3: Grade Level & Department Teams will meet to monitor the attendance, behavior, and course performance of assigned student groups to identify students who may need a student support plan. Strategy's Expected Result/Impact: -- MAP Growth Data are within or exceeds district's performance in each Quintile Group -- Closing the Achievement Gap Distinction on STAAR -- Academic Growth Distinction on STAAR -- Decrease in Office Referrals in Review360 -- Increase in Positive Behavior Incidents in Review360 -- Increased Student Attendance & School Engagement -- Safe, distraction free learning environment -- Consistent, effective monitoring of interventions based on students' individualized need Staff Responsible for Monitoring: Leadership Design Team ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative		Summative
		Nov	Feb	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: There isn't a consistency in behavior and academic interventions Root Cause: MTSS needs to be refined to address supports at Tier I, II, and III.
School Processes & Programs
Problem Statement 1: There isn't a consistency in behavior and academic interventions Root Cause: MTSS needs to be refined to address supports at Tier I, II, and III.

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: The Campus Administrative team will meet monthly to review the discipline behavior codes in order to monitor behavior on the campus in specific areas and increase monitoring as needed. Strategy's Expected Result/Impact: Reduction of drug and alcohol incidents by 10%. Increased student attendance and school engagement Staff Responsible for Monitoring: Campus Administrators Problem Statements: Student Learning 3 - School Processes & Programs 1	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Campus will work with district to provide outreach events regarding drugs and alcohol. Strategy's Expected Result/Impact: Reduction of drug and alcohol incidents by 10%. Increased student attendance and school engagement Staff Responsible for Monitoring: Campus Administrators ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 3 - School Processes & Programs 1	Formative		Summative
	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 3 Problem Statements:

Student Learning	
Problem Statement 3: There isn't a consistency in behavior and academic interventions	Root Cause: MTSS needs to be refined to address supports at Tier I, II, and III.
School Processes & Programs	
Problem Statement 1: There isn't a consistency in behavior and academic interventions	Root Cause: MTSS needs to be refined to address supports at Tier I, II, and III.

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: Counselors will provide lessons so that students understand what bullying is, how to resolve conflicts, how to report bullying and how to be an upstander. Strategy's Expected Result/Impact: -- safer, distraction free school environment -- reduction of bullying incidents by 10% Staff Responsible for Monitoring: Counselors Campus Administrators ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 3 - School Processes & Programs 1		Formative		Summative
		Nov	Feb	June

Strategy 2 Details	Reviews		
Strategy 2: Campus administrators will communicate the anti-bullying policy to the families so they understand the difference between bullying and conflict, how to report bullying, and what an imbalance of power is. Strategy's Expected Result/Impact: -- safer, distraction free school environment -- reduction of bullying incidents by 10% Staff Responsible for Monitoring: Campus Administrators ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 3 - School Processes & Programs 1	Formative		Summative
	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 3: There isn't a consistency in behavior and academic interventions Root Cause: MTSS needs to be refined to address supports at Tier I, II, and III.
School Processes & Programs
Problem Statement 1: There isn't a consistency in behavior and academic interventions Root Cause: MTSS needs to be refined to address supports at Tier I, II, and III.

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: Threat assessment protocol ensures appropriate interventions are implemented and monitored based on the student need. Strategy's Expected Result/Impact: -- safe, distraction free learning environment -- consistent, effective monitoring of interventions based on students' individualized need Staff Responsible for Monitoring: CORE Threat Assessment Team (Campus Administrators, SRO, and School Counselors) ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Learning 3 - School Processes & Programs 1		Formative		Summative
		Nov	Feb	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 3: There isn't a consistency in behavior and academic interventions Root Cause: MTSS needs to be refined to address supports at Tier I, II, and III.
School Processes & Programs
Problem Statement 1: There isn't a consistency in behavior and academic interventions Root Cause: MTSS needs to be refined to address supports at Tier I, II, and III.

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

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Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Extra Duty Pay for Faculty & Staff for Friday Night Academy		\$11,310.00
1	2	2	Extra Duty Pay for Faculty & Staff for Friday Night Academy		\$11,310.00
1	3	2	Extra Duty Pay for Faculty & Staff for Friday Night Academy		\$11,310.00
1	4	2	Extra Duty Pay for Faculty & Staff for Friday Night Academy		\$11,310.00
4	1	1	Extra Duty Pay for Faculty/Staff for Friday Night Academy		\$0.00
Sub-Total					\$45,240.00
Budgeted Fund Source Amount					\$11,310.00
+/- Difference					-\$33,930.00
Grand Total Budgeted					\$11,310.00
Grand Total Spent					\$45,240.00
+/- Difference					-\$33,930.00