

Plano Independent School District

Otto Middle School

2023-2024 Improvement Plan



Board Approval Date: October 3, 2023

Mission Statement

We exist to establish a strong foundational knowledge, instill social awareness, and build servant leadership skills that will open opportunities and create a ripple effect of positive change.

Vision

Every student will become an academic & social leader by meeting standard on their ELAR and Math STAAR assessments and serving as a positive role model in their decisions and interactions with others.

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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.	34
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Goal 5: Pillar 5 - Partnerships & Strategic Resource Management - Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff. Strategic Plan - 5.1 Increase community partnerships to elevate student learning outcomes and experiences. Strategic Plan - 5.2 Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes. Strategic Plan - 5.3 Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students. DIP - 5.4 Federal and State Mandates	44
Site-Based Improvement Committee	45

Comprehensive Needs Assessment

Revised/Approved: August 18, 2023

Demographics

Demographics Summary

Otto Middle School is a Title 1 school with an enrollment of 970 students. The ethnic diversity of the school has remained stable over the last three years, with only slight shifts in AA (+1.1%), Hispanic (+1.5%), White (-1.4%), and Asian (2.3%). The EL population has seen the greatest change, with an increase of 5%. The ESL, SPED, and Economically Disadvantaged populations have remained fairly steady, with no significant changes. Seventh grade is our smallest population of the three grades with 305 students. Sixth grade contains 318 students and 8th is our largest group with 347 students.

Demographics Strengths

- Ethnically diverse staff that is reflective of the student body
- Low mobility rate
- Strong parent & community support
- Strong PTSA organization which actively supports the school and students
- Inclusive student culture which spans broad socioeconomic levels and a very diverse ethnic composition

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus staff need to ensure that cohesion and inclusivity are prioritized within academics, student activities, and social interactions. **Root Cause:** Student body academic and social needs continue to shift as the students continue to make gains post-COVID.

School Processes & Programs

School Processes & Programs Summary

The campus has a proud history of placing emphasis on initiatives that promote a healthy, positive, and inclusive culture. These initiatives include utilizing PBIS and CHAMPS, promoting a 'PAWSitive' culture, behavior and achievement awards, and Bobcat Bucks. Students can earn Bobcat Bucks for academic achievement, exhibiting a growth mindset, showing respect, or helping another individual. Students look forward to redeeming their "dollars" in our weekly Bobcat Store. The campus wide implementation of PBIS and CHAMPS enables Otto to strengthen its school climate, guide students in appropriate social interactions, and support an inclusive culture through positive reinforcement.

Teachers utilize MAP, STAAR, and on-going formative assessments to identify and group students by common areas of low growth and low performing TEKS. These students are then assigned to specific I&E courses and tutorials which target their academic needs, helping to fill their individual learning gaps. This was a significant factor in the growth of our students last year and will continue this school year as we work to ensure equitable growth among all student sub-populations.

The I&E course is a new class that provides time for students to build relationships, set goals, focus on social-emotional learning strategies, and receive targeted remediation for Math & ELAR. This year, focus will be placed on helping students build executive functioning skills, build a growth mindset, and individualized goal-setting as students track their personal data and academic growth.

PLC's have been an integral part of the campus to align planning and instruction. With a new dedicated period each day, core teachers are able to place focus on data analysis to adjust instruction and maximize student growth and mastery. Teachers also share effective instructional strategies and monitor the effectiveness of intervention efforts. We are utilizing backwards design processes, which enables teams to define student learning proficiency and ensure instruction is appropriately rigorous and challenging for all students.

School Processes & Programs Strengths

- The Activity Bus program provides late bus runs, giving students the ability to attend targeted tutorials who would otherwise not have access
- The campus has a strong CARE focus that promotes positive social interactions and relationship building for students and staff
- The new I&E class provides students the opportunity to build executive functioning skills and receive targeted remediation
- Emphasis on collaborative planning within all core subjects is a continuing campus initiative
- Strong new teacher mentor program that is providing support to our teachers as they build their pedagogical skills

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Content teams are learning to maximize daily dedicated PLC planning time to increase teacher efficacy and target student-specific learning needs that will increase academic growth. **Root Cause:** PLC teams are benefitting from a significant increase in the amount of weekly dedicated planning time (400%). They need guidance on effective PLC protocols and processes to ensure effective use of this time in a way that facilitates both their growth and that of the students.

Problem Statement 2 (Prioritized): Teachers need opportunities to observe and discuss effective teaching through peer observations and instructional rounds. **Root Cause:** With

several new teachers on campus this year, their pedagogical skills will grow with the ability to observe effective instructional practices and subsequent implementation of these tools within their classrooms.

Perceptions

Perceptions Summary

Staff, student and parent/guardian perceptions are assessed multiple times throughout the year through the HRS surveys. This tool provides feedback on safety, security, and levels of academic and social-emotional support. The campus also conducts staff surveys to provide an additional forum for suggestions and feedback on policies and procedures.

Perceptions Strengths

Per the results of the HRS survey, staff and students feel:

Otto is a safe and orderly environment with clear rules and procedures in place

They know the emergency procedures for the school and how to implement them

PLC teams and structures are in place that enable collaborative planning and data analysis to drive instructional decisions

Budgets are managed appropriately to ensure teachers have access to the instructional-related materials they need

Students would like more opportunities to have a voice in campus procedures & processes

Results from the staff survey showed that the staff:

Feel the campus climate is positive and supportive with high expectations for staff and students

The policy of no cellphones during the school day increased the ability of students to focus on instruction and learning

The new ZAP policy regarding missing work greatly increased the submission rate of student work and increased student achievement

The activities and support from the campus CARE team were greatly appreciated in helping to reduce stress and build staff relationships

The staff enjoyed the staff-student celebration activities and would like to build in more opportunities for campus celebrations

Otto continues to benefit from very strong parent and community support as well as a great PTA program.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents & guardians need a forum to meet and voice their questions and concerns with campus administration through live sessions. **Root Cause:** Parents & guardians appreciate the opportunity to feel they have a role in supporting the initiatives of the school as well as a forum to ask questions and feel heard.

Problem Statement 2: CARE activities, outreach, and team building activities are needed for the staff at Otto. **Root Cause:** The staff need opportunities to build connections, especially for new staff members, as well as opportunities to enhance their well-being and relieve stress as the school year progresses.

Problem Statement 3: The campus and students will benefit from the development of periodic student focus groups. **Root Cause:** Students have expressed a desire to have a voice regarding campus processes & procedures. They provide valuable insight into the campus culture, helping to highlight successes and uncover needs.

Priority Problem Statements

Problem Statement 1: Content teams are learning to maximize daily dedicated PLC planning time to increase teacher efficacy and target student-specific learning needs that will increase academic growth.

Root Cause 1: PLC teams are benefitting from a significant increase in the amount of weekly dedicated planning time (400%). They need guidance on effective PLC protocols and processes to ensure effective use of this time in a way that facilitates both their growth and that of the students.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Teachers need opportunities to observe and discuss effective teaching through peer observations and instructional rounds.

Root Cause 2: With several new teachers on campus this year, their pedagogical skills will grow with the ability to observe effective instructional practices and subsequent implementation of these tools within their classrooms.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Parents & guardians need a forum to meet and voice their questions and concerns with campus administration through live sessions.

Root Cause 3: Parents & guardians appreciate the opportunity to feel they have a role in supporting the initiatives of the school as well as a forum to ask questions and feel heard.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures 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 64% in 2022 to 65% 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 42% in 2022 to 46% by 2024.

The percent of 7th grade students that score Meets grade level or above on STAAR Reading will increase from 75% in 2022 to 76% by June 2024. The Special Education student group performance will increase from 25% in 2022 to 31% by June 2024. The Economically Disadvantaged student group performance will increase from 64% in 2022 to 68% by 2024.

The percent of 8th grade students that score Meets grade level or above on STAAR Reading will increase from 74% in 2022 to 75% by June 2024. The Special Education student group performance will increase from 29% in 2022 to 35% by June 2024. The Economically Disadvantaged student group performance will increase from 55% in 2022 to 59% by 2024.

HB3 Goal





Evaluation Data Sources: 2024 STAAR Reading Language Arts

Strategy 1 Details		Reviews		
Strategy 1: PLC Teams will enhance their capacity to increase student achievement by meeting daily to plan using the Instructional Framework Model (4 Critical Questions). They will utilize formative & summative data to assess mastery, share effective instructional strategies, and monitor the effectiveness of reteaching and intervention efforts. Strategy's Expected Result/Impact: For students, this will result in increased academic performance on MAP, district and campus standards-based assessments, and STAAR. For teachers, this will result in strengthening teacher pedagogy. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach, Admin Team Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative		Summative
		Nov	Feb	June
Strategy 2 Details		Reviews		
Strategy 2: The ELAR department will enhance academic achievement by using backwards design within their PLC teams to define proficiency and ensure high academic rigor and spiraling of TEKS to increase retention and mastery. Strategy's Expected Result/Impact: Increased academic performance and growth through instruction that is rigorous and adaptive to student learning needs. Spiraling of prior TEKS within all assessments will increase retention of concepts. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach, Admin Team Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative		Summative
		Nov	Feb	June

Strategy 3 Details		Reviews		
<p>Strategy 3: Extended planning days will be provided to teachers to have dedicated time for data analysis, identifying low-performing, high priority TEKS, using the backwards design process to develop assessments, and prepare lessons. Teachers will also spend time in other classrooms observing instructional practices in action that they can implement to enhance their lessons and pedagogy.</p> <p>Strategy's Expected Result/Impact: For students, this will result in increased academic performance on MAP, district and campus standards-based assessments, and STAAR. For teachers, this will result in strengthening teacher pedagogy.</p> <p>Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach, Admin Team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>		Formative		Summative
		Nov	Feb	June
Strategy 4 Details		Reviews		
<p>Strategy 4: The ELAR team will implement Kagan Cooperative Learning strategies bi-monthly to help differentiate instruction, aid in small group efficacy, and increase student engagement.</p> <p>Strategy's Expected Result/Impact: Increased academic performance on MAP, district and campus standards-based assessments and STAAR.</p> <p>Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach, Admin Team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>		Formative		Summative
		Nov	Feb	June

Strategy 5 Details		Reviews		
Strategy 5: Incorporate critical reading strategies designed to model & support purposeful annotations, which will aid in comprehension across content areas and deepen text analysis. Strategy's Expected Result/Impact: Increased academic performance on MAP, district and campus standards-based assessments and STAAR. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative		Summative
		Nov	Feb	June
Strategy 6 Details		Reviews		
Strategy 6: Conduct Flashback Fridays and targeted interventions to increase academic achievement in inferencing, summarizing, identifying the main idea, context clues, and the author's purpose. Strategy's Expected Result/Impact: Increased academic performance on MAP, district and campus standards-based assessments and STAAR. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach, Admin Team Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative		Summative
		Nov	Feb	June
Strategy 7 Details		Reviews		
Strategy 7: Collaborate with SPED and EL teaching staff to design and implement effective teaching and intervention strategies for EL and SPED students, with emphasis on closing achievement gaps. Strategy's Expected Result/Impact: Increased academic performance on MAP, district and campus standards-based assessments and STAAR. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative		Summative
		Nov	Feb	June

Strategy 8 Details		Reviews		
Strategy 8: Provide targeted tutorials outside of the school day to address individual student's low-performing TEKS and areas of needed growth. Students will be identified through progress monitoring using MAP and formative and summative assessments. Strategy's Expected Result/Impact: Increased academic performance on MAP, district and campus standards-based assessments and STAAR. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach, Admin Team Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 282 ESSER III		Formative		Summative
		Nov	Feb	June
Strategy 9 Details		Reviews		
Strategy 9: Use of Title I funds for an Instructional Coach who will support student learning under the direction and leadership of the campus principal. This support will consist of direct personalized teacher support, assisting with the implementation of best practices, informal teacher observations, delivery of professional development, and the analysis of campus data to guide academic growth. Strategy's Expected Result/Impact: For students, this will result in increased academic performance on MAP, district and campus standards-based assessments, and STAAR. For teachers, this will result in strengthening teacher pedagogy. Staff Responsible for Monitoring: Admin Team Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - 211 Title I, Part A - \$83,500		Formative		Summative
		Nov	Feb	June

Strategy 10 Details		Reviews		
Strategy 10: Provide bus transportation after school to enable access to tutorials and remediation for students who could not otherwise attend. Strategy's Expected Result/Impact: Increased academic performance on MAP, district and campus standards-based assessments and STAAR. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach, Admin Team Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 Title I, Part A - \$9,776.70		Formative		Summative
		Nov	Feb	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

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.

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

Performance Objective 2: 6-8 MATHEMATICS

The percent of 6th grade students that score Meets grade level or above on STAAR Math will increase from 60% in 2022 to 63% 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 36% in 2022 to 41% by 2024.

The percent of 7th grade students that score Meets grade level or above on STAAR Math will increase from 26% in 2022 to 29% by June 2024. The Special Education student group performance will increase from 8% in 2022 to 14% by June 2024. The Economically Disadvantaged student group performance will increase from 15% in 2022 to 20% by 2024.

The percent of 8th grade students that score Meets grade level or above on STAAR Math will increase from 75% in 2022 to 78% by June 2024. The Special Education student group performance will increase from 29% in 2022 to 35% by June 2024. The Economically Disadvantaged student group performance will increase from 53% in 2022 to 58% by 2024.

HB3 Goal





Evaluation Data Sources: 2024 STAAR Math

Strategy 1 Details	Reviews		
Strategy 1: PLC Teams will enhance their capacity to increase student achievement by meeting daily to plan using the Instructional Framework Model (4 Critical Questions). They will utilize formative & summative data to assess mastery, share effective instructional strategies, and monitor the effectiveness of reteaching and intervention efforts. Strategy's Expected Result/Impact: Increased academic performance on MAP, district and campus standards-based assessments and STAAR. Staff Responsible for Monitoring: Department Head, Instructional Coach, Admin Team Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: The math department will enhance academic achievement by using backwards design within their PLC teams to define proficiency and ensure high academic rigor and spiraling of TEKS to increase retention and mastery. Strategy's Expected Result/Impact: Increased academic performance and growth through instruction that is rigorous and adaptive to student learning needs. Spiraling of prior TEKS within all assessments will increase retention of concepts. Staff Responsible for Monitoring: Math Department Head, PLC Leads, Instructional Coach, Admin Team Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		Summative
	Nov	Feb	June

Strategy 3 Details		Reviews		
Strategy 3: Extended planning days will be provided to teachers to have dedicated time for data analysis, identifying low-performing, high priority TEKS, using the backwards design process to develop assessments, and prepare lessons. Teachers will also spend time in other classrooms observing instructional practices in action that they can implement to enhance their lessons and pedagogy. Strategy's Expected Result/Impact: For students, this will result in increased academic performance on MAP, district and campus standards-based assessments, and STAAR. For teachers, this will result in strengthening teacher pedagogy. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach, Admin Team Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative		Summative
		Nov	Feb	June
Strategy 4 Details		Reviews		
Strategy 4: The math team will implement Kagan Cooperative Learning strategies bi-monthly to help differentiate instruction, aid in small group efficacy, and increase student engagement. Strategy's Expected Result/Impact: Increased academic performance on MAP, district and campus standards-based assessments and STAAR. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach, Admin Team Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative		Summative
		Nov	Feb	June
Strategy 5 Details		Reviews		
Strategy 5: Incorporate kinesthetic activities and the use of manipulatives to increase retention and provide greater differentiation to meet individual learning needs. Strategy's Expected Result/Impact: Increased academic performance on MAP, district and campus standards-based assessments and STAAR. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach, Admin Team Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative		Summative
		Nov	Feb	June

Strategy 6 Details		Reviews		
Strategy 6: The math department will incorporate higher-order thinking questioning techniques to increase rigor and critical thinking skills. Strategy's Expected Result/Impact: Increased academic performance on MAP, district and campus standards-based assessments and STAAR. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach, Admin Team Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative		Summative
		Nov	Feb	June
Strategy 7 Details		Reviews		
Strategy 7: Teachers will utilize interactive notebooks to help students synthesize learning, track their progress, and to provide a resource to extend learning. Strategy's Expected Result/Impact: Increased academic performance on MAP, district and campus standards-based assessments and STAAR. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative		Summative
		Nov	Feb	June
Strategy 8 Details		Reviews		
Strategy 8: Collaborate with SPED and EL teaching staff to design and implement effective teaching and intervention strategies for EL and SPED students, with emphasis on closing achievement gaps. Strategy's Expected Result/Impact: Increased academic performance on MAP, district and campus standards-based assessments and STAAR. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative		Summative
		Nov	Feb	June

Strategy 9 Details		Reviews		
Strategy 9: Provide targeted tutorials outside of the school day to address individual student's low-performing TEKS and areas of needed growth. Students will be identified through progress monitoring using MAP and formative and summative assessments. Strategy's Expected Result/Impact: Increased academic performance on MAP, district and campus standards-based assessments and STAAR. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach, Admin Team Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 282 ESSER III		Formative		Summative
		Nov	Feb	June
Strategy 10 Details		Reviews		
Strategy 10: Use of Title 1 funds for an Instructional Coach who will support student learning under the direction and leadership of the campus principal. This support will consist of direct personalized teacher support, assisting with the implementation of best practices, informal teacher observations, delivery of professional development, and the analysis of campus data to guide academic growth. Strategy's Expected Result/Impact: For students, this will result in increased academic performance on MAP, district and campus standards-based assessments, and STAAR. For teachers, this will result in strengthening teacher pedagogy. Staff Responsible for Monitoring: Admin team Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - 211 Title I, Part A - \$83,500		Formative		Summative
		Nov	Feb	June

Strategy 11 Details		Reviews		
Strategy 11: Provide bus transportation after school to enable access to tutorials and remediation for students who could not otherwise attend. Strategy's Expected Result/Impact: Increased academic performance on MAP, district and campus standards-based assessments and STAAR. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach, Admin Team Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 Title I, Part A		Formative		Summative
		Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

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 66% in 2022 to 67% 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 44% in 2022 to 48% by 2024.





HB3 Goal

Evaluation Data Sources: 2024 STAAR Science

Strategy 1 Details		Reviews		
Strategy 1: PLC Teams will enhance their capacity to increase student achievement by meeting daily to plan using the Instructional Framework Model (4 Critical Questions). They will utilize formative & summative data to assess mastery, share effective instructional strategies, and monitor the effectiveness of reteaching and intervention efforts. Strategy's Expected Result/Impact: Increased academic performance on MAP, district and campus standards-based assessments and STAAR. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach, Admin Team Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction		Formative		Summative
		Nov	Feb	June
Strategy 2 Details		Reviews		
Strategy 2: The science department will enhance academic achievement by using backwards design within their PLC teams to define proficiency and ensure high academic rigor and spiraling of TEKS to increase retention and mastery. Strategy's Expected Result/Impact: Increased academic performance and growth through instruction that is rigorous and adaptive to student learning needs. Spiraling of prior TEKS within all assessments will increase retention of concepts. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach, Admin Team Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction		Formative		Summative
		Nov	Feb	June
Strategy 3 Details		Reviews		
Strategy 3: Extended planning days will be provided to teachers to have dedicated time for data analysis, identifying low-performing, high priority TEKS, using the backwards design process to develop assessments, and prepare lessons. Teachers will also spend time in other classrooms observing instructional practices in action that they can implement to enhance their lessons and pedagogy. Strategy's Expected Result/Impact: Department Head, PLC Leads, Instructional Coach, Admin Team Staff Responsible for Monitoring: For students, this will result in increased academic performance on MAP, district and campus standards-based assessments, and STAAR. For teachers, this will result in strengthening teacher pedagogy. Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction		Formative		Summative
		Nov	Feb	June

Strategy 4 Details		Reviews		
Strategy 4: The science team will implement Kagan Cooperative Learning strategies bi-monthly to help differentiate instruction, aid in small group efficacy, and increase student engagement. Strategy's Expected Result/Impact: Increased academic performance on MAP, district and campus standards-based assessments and STAAR. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach, Admin Team Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction		Formative		Summative
		Nov	Feb	June
Strategy 5 Details		Reviews		
Strategy 5: Implement writing responses at lesson and unit levels to increase acquisition, mastery, and application of academic language to address misunderstandings, monitor progress, and apply learning. Strategy's Expected Result/Impact: Increased academic performance on MAP, district and campus standards-based assessments and STAAR. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach Title I: 2.4, 2.6		Formative		Summative
		Nov	Feb	June
Strategy 6 Details		Reviews		
Strategy 6: Teachers will utilize interactive notebooks to help students to transition content from working to long term memory. An emphasis will be placed on content vocabulary and focused notes to facilitate academic language acquisition and synthesizing learning. Strategy's Expected Result/Impact: Increased academic performance on MAP, district and campus standards-based assessments and STAAR. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach Title I: 2.4, 2.6		Formative		Summative
		Nov	Feb	June

Strategy 7 Details		Reviews		
Strategy 7: Collaborate with SPED and EL teaching staff to design and implement effective teaching and intervention strategies for EL and SPED students, with emphasis on closing achievement gaps. Strategy's Expected Result/Impact: Increased academic performance on MAP, district and campus standards-based assessments and STAAR. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction		Formative		Summative
		Nov	Feb	June
Strategy 8 Details		Reviews		
Strategy 8: Provide targeted tutorials outside of the school day to address individual student's low-performing TEKS and areas of needed growth. Students will be identified through progress monitoring using MAP and formative and summative assessments. Strategy's Expected Result/Impact: Increased academic performance on MAP, district and campus standards-based assessments and STAAR. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach Title I: 2.4, 2.6		Formative		Summative
		Nov	Feb	June
Strategy 9 Details		Reviews		
Strategy 9: Use of Title 1 funds for a Title 1 Instructional Coach who will support student learning under the direction and leadership of the campus principal. This support will consist of direct personalized teacher support, assisting with the implementation of best practices, informal teacher observations, delivery of professional development, and the analysis of campus data to guide academic growth. Strategy's Expected Result/Impact: Increased academic performance on MAP, district and campus standards-based assessments and STAAR. Staff Responsible for Monitoring: Admin Team Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction		Formative		Summative
		Nov	Feb	June

Strategy 10 Details		Reviews		
Strategy 10: Provide bus transportation after school to enable access to tutorials and remediation for students who could not otherwise attend. Strategy's Expected Result/Impact: Increased academic performance on MAP, district and campus standards-based assessments and STAAR. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach, Admin Team		Formative		Summative
		Nov	Feb	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

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

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 56% in 2022 to 59% by June 2024. The Special Education student group performance will increase from 24% in 2022 to 30% by June 2024. The Economically Disadvantaged student group performance will increase from 35% in 2022 to 40% by 2024.





HB3 Goal

Evaluation Data Sources: 2024 Eighth Grade STAAR Social Studies

Strategy 1 Details	Reviews		
Strategy 1: PLC Teams will enhance their capacity to increase student achievement by meeting daily to plan using the Instructional Framework Model (4 Critical Questions). They will utilize formative & summative data to assess mastery, share effective instructional strategies, and monitor the effectiveness of reteaching and intervention efforts. Strategy's Expected Result/Impact: Increased academic performance on MAP, district and campus standards-based assessments and STAAR. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach, Admin Team Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: The social studies department will enhance academic achievement by using backwards design within their PLC teams to define proficiency and ensure high academic rigor and spiraling of TEKS to increase retention and mastery. Strategy's Expected Result/Impact: Increased academic performance and growth through instruction that is rigorous and adaptive to student learning needs. Spiraling of prior TEKS within all assessments will increase retention of concepts. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach, Admin Team Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Extended planning days will be provided to teachers to have dedicated time for data analysis, identifying low-performing, high priority TEKS, using the backwards design process to develop assessments, and prepare lessons. Teachers will also spend time in other classrooms observing instructional practices in action that they can implement to enhance their lessons and pedagogy. Strategy's Expected Result/Impact: Department Head, PLC Leads, Instructional Coach, Admin Team Staff Responsible for Monitoring: For students, this will result in increased academic performance on MAP, district and campus standards-based assessments, and STAAR. For teachers, this will result in strengthening teacher pedagogy. Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	June

Strategy 4 Details		Reviews		
Strategy 4: The social studies team will implement Kagan Cooperative Learning strategies bi-monthly to help differentiate instruction, aid in small group efficacy, and increase student engagement. Strategy's Expected Result/Impact: Increased academic performance on MAP, district and campus standards-based assessments and STAAR. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach, Admin Team Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction		Formative		Summative
		Nov	Feb	June
Strategy 5 Details		Reviews		
Strategy 5: Teachers will utilize interactive notebooks that will enable students to connect their previous knowledge to new learning and to promote connections between academic material and real world applications. Strategy's Expected Result/Impact: Increased academic performance on MAP, district and campus standards-based assessments and STAAR. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach Title I: 2.4, 2.6		Formative		Summative
		Nov	Feb	June
Strategy 6 Details		Reviews		
Strategy 6: Incorporate marking the text strategies and model purposeful annotation to aid students in deciphering excerpts and build comprehension skills across content areas. Strategy's Expected Result/Impact: Increased academic performance on MAP, district and campus standards-based assessments and STAAR. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach, Title I: 2.4, 2.6		Formative		Summative
		Nov	Feb	June

Strategy 7 Details	Reviews		
Strategy 7: Incorporate choice board vocabulary activities to tailor learning to each student's individual learning style. Strategy's Expected Result/Impact: Increased academic performance on MAP, district and campus standards-based assessments and STAAR. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	June
Strategy 8 Details	Reviews		
Strategy 8: Implement the ACE (answer, cite, explain) strategy to help students organize their writing and support their thinking to form constructed responses for informative/explanatory compositions. Strategy's Expected Result/Impact: Increased academic performance on MAP, district and campus standards-based assessments and STAAR. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	June
Strategy 9 Details	Reviews		
Strategy 9: Collaborate with SPED and EL teaching staff to design and implement effective teaching and intervention strategies for EL and SPED students, with emphasis on closing achievement gaps. Strategy's Expected Result/Impact: Increased academic performance on MAP, district and campus standards-based assessments and STAAR. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach Title I: 2.4, 2.6	Formative		Summative
	Nov	Feb	June

Strategy 10 Details	Reviews		
Strategy 10: Provide targeted tutorials outside of the school day to address individual student's low-performing TEKS and areas of needed growth. Students will be identified through progress monitoring using MAP and formative and summative assessments. Strategy's Expected Result/Impact: Increased academic performance on MAP, district and campus standards-based assessments and STAAR. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach Title I: 2.4, 2.6	Formative		Summative
	Nov	Feb	June
Strategy 11 Details	Reviews		
Strategy 11: Use of Title 1 funds for a Title 1 Instructional Coach who will support student learning under the direction and leadership of the campus principal. This support will consist of direct personalized teacher support, assisting with the implementation of best practices, informal teacher observations, delivery of professional development, and the analysis of campus data to guide academic growth. Strategy's Expected Result/Impact: Increased academic performance on MAP, district and campus standards-based assessments and STAAR. Staff Responsible for Monitoring: Admin Team Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	June
Strategy 12 Details	Reviews		
Strategy 12: Provide bus transportation after school to enable access to tutorials and remediation for students who could not otherwise attend. Strategy's Expected Result/Impact: Increased academic performance on MAP, district and campus standards-based assessments and STAAR. Staff Responsible for Monitoring: Department Head, PLC Leads, Instructional Coach, Admin Team Title I: 2.4, 2.6	Formative		Summative
	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

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

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 69% in 2023 to 71% by 2024.

Evaluation Data Sources: Spring MAP Reports

Strategy 1 Details		Reviews		
Strategy 1: Host a 'Find Your Future' virtual event where students will investigate career paths & participate in panels related to their interests & aptitudes to encourage a focus on post-secondary readiness. Strategy's Expected Result/Impact: Increase in the number of 8th grade students who meet readiness on the CCR Standard and are focused on post-secondary goals. Staff Responsible for Monitoring: Counselors, Admin Team Title I: 2.4, 2.6		Formative		Summative
		Nov	Feb	June

Strategy 2 Details	Reviews		
Strategy 2: Increase enrollment in honors courses by 5% for Hispanic, AA, and White students in Science 7H and Hispanic students in Social Studies 8H. Strategy's Expected Result/Impact: Increase in the number of students who meet readiness on the CCR standard and are focused on post secondary goals. Staff Responsible for Monitoring: Counseling, Admin Team Title I: 2.4, 2.6	Formative		Summative
	Nov	Feb	June

0%

No Progress

100%

Accomplished

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Discontinue

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.

Performance Objective 1: Implement systems and procedures for the care, development, & support of staff that will result in a caring, nurturing, and rigorous student environment.

Evaluation Data Sources: HRS, Staff surveys

Strategy 1 Details		Reviews		
Strategy 1: Teacher mentors will conduct face-to-face meetings with new teachers to check-in on their well-being, needs, and to provide pedagogical support & guidance. They will conduct five sessions with each new teacher in the fall semester and three sessions in the spring. Strategy's Expected Result/Impact: Increased teacher retention, classroom management, and pedagogical skills. Staff Responsible for Monitoring: New Teacher Supervisor, Instructional Coaches, Admin team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative		Summative
		Nov	Feb	June
Strategy 2 Details		Reviews		
Strategy 2: Quarterly teacher-led PD sessions on topics related to classroom management techniques, engagement and differentiation strategies. Strategy's Expected Result/Impact: Increased pedagogical skills for new teachers and increased academic performance on MAP,		Formative		Summative
		Nov	Feb	June

<p>STAAR, and formative assessments.</p> <p>Staff Responsible for Monitoring: New Teacher Supervisor, Instructional Coaches, Admin Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

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

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: Attendance notice letters will be sent quarterly for students who have accrued three or more unexcused absences. Strategy's Expected Result/Impact: Improved campus attendance rates and parental awareness of the importance of high attendance. Staff Responsible for Monitoring: Admin Team Title I: 2.5	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Implement monthly perfect attendance incentives and drawings for students. Strategy's Expected Result/Impact: Improved campus attendance rates and student awareness of the importance of high attendance. Staff Responsible for Monitoring: Counseling team, Admin team 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 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: Implement weekly Character Strong lessons in I&E and AVID classes to build social interaction and engagement skills, a sense of belonging, and promote well-being Strategy's Expected Result/Impact: Reduce number of discipline incidents among all students Staff Responsible for Monitoring: Counseling team, Admin team Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Counseling will conduct monthly small group focus sessions for students who are struggling with social interactions and engagement. Strategy's Expected Result/Impact: Reduce number of discipline incidents among all students Staff Responsible for Monitoring: Counseling team, Admin team Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	June

Strategy 3 Details		Reviews		
Strategy 3: Implement a mentor program pairing PAL students with students who are struggling academically and socially. Paired teams will meet weekly to discuss concerns, share ideas, provide guidance, and build relationships. Strategy's Expected Result/Impact: Reduce number of discipline incidents and increase academic performance on formative assessments. Staff Responsible for Monitoring: Counseling team, Admin team Title I: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture		Formative		Summative
		Nov	Feb	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

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: Host Red Ribbon week activities to raise student awareness of the dangers & risks of drugs Strategy's Expected Result/Impact: Raise student awareness of the danger of drugs and reduce number of campus drug incidents. Staff Responsible for Monitoring: Counseling team, Admin team Title I: 2.5, 2.6	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Conduct guidance lessons to equip students with the knowledge and skills to abstain from partaking in drugs. Strategy's Expected Result/Impact: Raise student awareness of the danger of drugs and reduce the number of campus drug incidents. Staff Responsible for Monitoring: Counseling team, Admin team Title I: 2.5, 2.6	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.

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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: Conduct Safety Net groups to build social competency skills among students Strategy's Expected Result/Impact: Reduced number of bullying incidents on campus Staff Responsible for Monitoring: Counseling team, Admin team Title I: 2.5, 2.6	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Conduct guidance lessons on the definition of bullying, the signs, and how to report concerns for themselves and others. Strategy's Expected Result/Impact: Reduced number of bullying incidents on campus Staff Responsible for Monitoring: Counseling team, Admin team Title I: 2.5, 2.6	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: Conduct all threat assessments as soon as the site team can be assembled but no more than 2 school days from the date of discovery. Strategy's Expected Result/Impact: Completion of all threat assessments in a timely manner to ensure the safety of students and the campus Staff Responsible for Monitoring: Admin team Title I: 2.6		Formative		Summative
		Nov	Feb	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 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

Performance Objective 1: Maximize campus resources & partnerships to best meet the academic and social needs of students and staff.

Evaluation Data Sources: HRS and other student/staff surveys

Strategy 1 Details	Reviews		
Strategy 1: Conduct quarterly focus group sessions with STUCO and volunteer student groups Strategy's Expected Result/Impact: Create open communication between faculty and students and provide students a voice for their input and ideas regarding campus procedures and activities. Staff Responsible for Monitoring: Admin team Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Conduct quarterly parent meeting sessions for feedback, input, and questions related to school operations and activities Strategy's Expected Result/Impact: Create open communication between faculty and parents/guardians. Provide a voice for parent/guardian input and ideas regarding campus procedures and activities. Staff Responsible for Monitoring: Admin team Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Site-Based Improvement Committee

Committee Role	Name	Position
Administrator	Victoria Kearns	Assistant Principal
Administrator	Mark Kelly	Assistant Principal
Administrator	Amy Robison	Principal
Non-classroom Professional	Jackie Bargmann	Title I Campus Coach
Classroom Teacher	Farideh Banks	Science Department Head
Classroom Teacher	Danielle Davis	English Department Head
Classroom Teacher	Jennifer Evans	Social Studies Department Head
Classroom Teacher	Miriam Carpenter	CARE Campus Coordinator
Campus Professional, Non-teaching	Erin Lindquist	Special Education Department Head
District-level Professional	Fern Johnson	Digital Learning Specialist
Non-classroom Professional	Kristyn Croteau	Academic Specialist
Campus Professional, Non-teaching	Nikole Roberson	Lead Counselor
Support Staff Member	Norma Jones	Parent Involvement Liaison
Community Representative	Adriana White	Community Member
Business Representative	Katherine Mathes	Business Representative
Business Representative	Sabrina Bala	Business Representative
Parent-Selected by PTSA	Sandhya Seshadri	Parent-Selected by PTSA
Parent	Eric Black	Parent
Parent	Hsiang-Yin Chen	Parent
Parent	Kameka Goodall	Parent
Parent	Prabhakaran Balasubramaniam	Parent
Parent	Tynesha Heard	Parent
Community Representative	Fawn Henderson	Community Member

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					\$3,760.00
+/- Difference					\$3,760.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,380.00
+/- Difference					\$1,380.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			\$83,500.00
1	1	10			\$9,776.70
1	2	10			\$83,500.00
1	2	11			\$0.00
Sub-Total					\$176,776.70
Budgeted Fund Source Amount					\$231,400.00
+/- Difference					\$54,623.30
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$0.00
1	2	9			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$23,210.00
+/- Difference					\$23,210.00
Grand Total Budgeted					\$259,750.00

282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Grand Total Spent					\$176,776.70
+/- Difference					\$82,973.30

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Otto

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	39	70	72	1	106	0	30	107	14	104	233	71	304
2022	59	41	64	100	76		33	42	86	44	70	44	64
2023	61	43	65	100	77		36	44	87	46	71	45	65
2024	63	45	65	100	77		39	46	87	48	71	47	65
2025	65	47	66	100	78		43	48	88	51	72	49	66
2026	69	51	68	100	80		49	52	90	55	74	52	68
2027	73	55	69	100	81		56	56	91	60	75	55	69

HB3 Campus Goals - All Grades STAAR at Meets Standard

Otto

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

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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	45	94	58	0	121	0	40	124	10	87	241	92	333
2022	67	52	84		89		25	64	90	53	80	61	75
2023	69	54	85		90		28	66	91	55	81	62	76
2024	71	56	85		90		31	68	91	57	81	64	76
2025	73	58	86		91		35	70	92	60	82	66	77
2026	77	62	88		93		41	74	94	64	84	69	79
2027	81	66	89		94		48	78	95	69	85	72	80

HB3 Campus Goals - All Grades STAAR at Meets Standard

Otto

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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	34	89	72	0	121	2	34	109	18	78	275	58	333
2022	59	48	83		92	50	29	55	89	46	77	62	74
2023	61	50	84		93	52	32	57	90	48	78	63	75
2024	63	52	84		93	54	35	59	90	50	78	65	75
2025	65	54	85		94	56	39	61	91	53	79	67	76
2026	69	58	87		96	60	45	65	93	57	81	70	78
2027	73	62	88		97	64	52	69	94	62	82	73	79

HB3 Campus Goals - All Grades STAAR at Meets Standard

Otto

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

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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	118	253	202	1	348	2	104	340	42	269	749	221	970
2022	62	48	77	100	86	50	29	54	88	48	76	56	71
2023	64	50	78	100	87	52	32	56	89	50	77	57	72
2024	66	52	78	100	87	54	35	58	89	52	77	59	72
2025	68	54	79	100	88	56	39	60	90	55	78	61	73
2026	72	58	81	100	90	60	45	64	92	59	80	64	75
2027	76	62	82	100	91	64	52	68	93	64	81	67	76

HB3 Campus Goals - All Grades STAAR at Meets Standard

Otto

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	38	69	69	1	96	0	30	105	14	101	216	70	286
2022	53	33	59	0	81		30	36	79	41	68	37	60
2023	56	35	60	1	82		33	38	80	43	69	39	61
2024	59	38	62	3	84		36	41	82	45	71	41	63
2025	62	42	64	5	86		40	45	84	48	73	44	65
2026	68	46	66	7	88		45	49	86	52	75	48	67
2027	74	52	69	10	91		52	55	89	57	78	53	70

HB3 Campus Goals - All Grades STAAR at Meets Standard

Otto

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	33	73	21	0	54	0	36	88	5	66	121	64	185
2022	15	12	29		48		8	15	0	15	30	19	26
2023	18	14	30		49		11	17	1	17	31	21	27
2024	21	17	32		51		14	20	3	19	33	23	29
2025	24	21	34		53		18	24	5	22	35	26	31
2026	30	25	36		55		23	28	7	26	37	30	33
2027	36	31	39		58		30	34	10	31	40	35	36

HB3 Campus Goals - All Grades STAAR at Meets Standard

Otto

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	47	111	112	0	199	2	38	148	23	102	414	87	501
2022	55	40	83		94	50	29	53	91	47	78	60	75
2023	58	42	84		95	52	32	55	92	49	79	62	76
2024	61	45	86		97	54	35	58	94	51	81	64	78
2025	64	49	88		99	57	39	62	96	54	83	67	80
2026	70	53	90		100	61	44	66	98	58	85	71	82
2027	76	59	93		100	65	51	72	100	63	88	76	85

HB3 Campus Goals - All Grades STAAR at Meets Standard

Otto

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	118	253	202	1	349	2	104	341	42	269	751	221	972
2022	43	30	69	0	83	50	22	38	76	37	67	41	61
2023	46	32	70	1	84	52	25	40	77	39	68	43	62
2024	49	35	72	3	86	54	28	43	79	41	70	45	64
2025	52	39	74	5	88	57	32	47	81	44	72	48	66
2026	58	43	76	7	90	61	37	51	83	48	74	52	68
2027	64	49	79	10	93	65	44	57	86	53	77	57	71

HB3 Campus Goals - All Grades STAAR at Meets Standard

Otto

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	34	89	72	0	122	2	34	110	18	78	276	58	334
2022	50	29	75		90	50	21	44	78	35	68	55	66
2023	52	31	76		91	52	24	46	79	37	69	56	67
2024	55	33	76		91	54	27	48	79	40	69	58	67
2025	58	35	77		92	57	31	51	80	43	70	60	68
2026	62	39	79		94	61	36	55	82	47	72	63	70
2027	67	43	80		95	65	43	59	83	52	73	67	71

HB3 Campus Goals - All Grades STAAR at Meets Standard

Otto

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	34	89	72	0	122	2	34	110	18	78	276	58	334
2022	38	28	58		79	50	24	35	72	23	58	45	56
2023	40	30	59		80	53	27	37	73	26	59	47	57
2024	43	33	61		82	56	30	40	75	29	61	49	59
2025	47	37	63		84	60	34	44	77	32	63	52	61
2026	52	42	65		86	66	39	49	79	38	65	56	63
2027	58	48	68		89	73	46	55	82	44	68	60	66

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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