

Plano Independent School District
Davis Elementary
2023-2024 Improvement Plan



Board Approval Date: October 3, 2023

Mission Statement

Davis Elementary is a professional learning community committed to ensuring every student achieves at least one year of growth in Reading and Math.

Vision

Together we grow.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Davis Elementary is a Title 1, Pre-K-5 campus in the center of Plano ISD, 2701 Parkhaven Dr. in Plano, Texas. Neighborhoods surrounding the school are owned by upper middle class working families. The average home price in the Davis Elementary attendance area ranges between \$450,000-\$500,000. As you drive through the neighborhood there is an increasing number of homes for lease. Davis Elementary proudly serves approximately 290 students. Davis Elementary continues to proudly serve approximately 70 students, Pre-K-5 from across Collin County through the Regional Day School Program for the Deaf which is housed on our campus. Our diverse student body is comprised of: 10%-African American, 10%-Asian, 30%-Hispanic/Latino, 44%-White, and 6%-Two or More Races. Additionally, 40% of the students we serve are Economically Disadvantaged while 37% of our student body qualifies for Special Education services which is significantly higher than other campuses in the district or state. The mobility rate is 10%.

Who are We as a staff?

Davis Elementary has a staff of highly qualified administrators, instructional support specialists, para-professionals and teachers that strive to learn new strategies and techniques to ensure that students achieve all levels of learning. Teacher leadership is valued as lead teachers in grade levels share their expertise, campus development, peer observations, and advocating or innovative teaching skills to address areas of needed growth. New teachers are provided a mentor to provide support during the first two years on our campus. Davis teachers are provided leadership opportunities to serve on Site Based Improvement Planning. The campus will introduce instructional round teams to develop professional development plans. Professional development plans will be created by analyzing multiple sources of data related to teacher development and student achievement. Professional development needs are identified through instructional rounds, observations, T-TESS evaluations, assessment data, High Reliability Schools quick data and other district and staff surveys.

Professional development occurs during staff development days, collaborative team meetings, instructional coaching by instructional leaders on campus and through job-embedded learning such as peer observations and model teaching by instructional experts from within the district and other consultants such as Lead4ward and Solution Tree. Teachers are also provided the opportunity to attend professional development aligned with professional goal setting outside of the district by experts in the field of education and other campuses in Plano.

Professional development was provided on student data analysis, collaborative team planning, professional learning communities and the understanding by design framework planning process that provides the structure to guide curriculum, assessment, and instruction; the implementation of balanced literacy practices such as guided reading. Instructional rounds will be conducted in the fall and the spring to provide data towards improvement in these areas. The new learning will be monitored through walk through observations, grade level and vertical collaborative team discussions. The results of the professional learning will have an impact on students. This will be measured by the concepts that are taught and the data received on formative and summative assessments throughout the year and the EOY reports. Teachers are encouraged to use their strengths at various times to support the grade level or campus during professional development learning or discussions. This will allow teachers to share their new learning with the staff opening a window of knowledge that would spark interest in other staff members.

A majority of the experienced teachers have 5 years or more teaching experience. Collaborative team meeting and instructional coaching will be used for in-depth study of curriculum, planning of formative assessments, and professional development on High Reliability Schools Level 2 work: Effective Instruction to ensure all teachers are providing high-quality instruction to every student.

Demographics Strengths

The diversity on our campus represents a strength as our students are able to participate and engage in culturally rich discussions and experiences as well as develop an appreciation for individuals with unique needs. This diversity creates a welcoming atmosphere to new students regardless of ethnicity, race, or diverse abilities.

Inclusive practices are used to maximize supporting students in the self-contained or deaf education program developing academic and social abilities while immersed with age-appropriate peers.

Students attending Davis Elementary live in a stable residential neighborhood. Most students remain at Davis for most of their elementary years. This provides the opportunity for students to build a solid foundation in literacy and math skills to build upon for more rigorous work in the upper elementary years. The mobility rate is only 10% which also affords us the opportunity to build relationships with families and students as they progress through elementary school. The attendance rate has experienced little fluctuation over the last few years and remains steady above 95%.

Davis' teachers are highly qualified. Davis has a caring, committed staff that strives to put the needs of our students first. Davis teachers attend district professional development and share new learning with colleagues on a regular basis. Several teachers lead district staff development on curriculum and instruction. Teachers are provided multiple opportunities to lead others and improve teaching pedagogy through time allotted for collaborative team meetings. Weekly collaborative lesson planning occurs for grade levels to ensure all students are provided instruction aligned to the rigor of the TEKS. Additional collaborative team meetings provide the opportunity for professional development on instructional strategies, data analysis, and improvement planning based on student needs for increased student achievement.

Student Learning

Student Learning Summary

Davis Elementary Goals Including HB3 Goals: (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 1st grade had a fall to spring Math Median conditional growth percentile of 44. **Root Cause:** Collaborative team planning protocols were not consistently utilized.

Problem Statement 2 (Prioritized): 1st grade had a fall to spring Reading Median conditional growth percentile of 44. **Root Cause:** Collaborative team planning protocols were not consistently utilized.

Problem Statement 3 (Prioritized): 3rd grade had a fall to spring Reading Median conditional growth percentile of 45.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary

Davis Elementary is focused on improving student academic achievement through effective Professional Learning Communities (PLCs) and targeted Response to Intervention (RtI). Each grade level has a common planning time to meet with their collaborative team as well as school wide staff who support their students. Teachers plan collaboratively using curriculum resources from the district curriculum planner and follow the scope and sequence of Plano ISD. The master schedule was amended this year to ensure that it maximizes instructional time and includes a daily 30 minute Intervention and Extension (I/E) time to meet the needs of all students. During teams common planning time, teams along with campus specialist utilize the essential 4 questions of a PLC to guide their work (What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it?) '

Teams meet monthly to evaluate the progress individual students are making towards grade level standards. Based on response to intervention, individualized plans are created or revised monthly for students.

Davis has a dedicated PTA who not only volunteer but also support our school in many other ways (i.e. assemblies and family nights).

Systems are in place to provide a safe and collaborative environment where students, staff, and families can provide feedback to ensure each child receives an excellent education.

School Processes & Programs Strengths

Teachers understand the expectations of collaborative planning in Professional Learning Communities (PLCs) and follow the Understanding by Design model to ensure they plan with the end goal in mind. Extended planning allows teams to spend an additional day at least 3 times a year on planning and data analysis. Our active PTA program is a definite strengths for our campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Common Formative Assessments (CFA) are not being utilized schoolwide to monitor growth frequently so that needed supports can be provided.

Perceptions

Perceptions Summary

Perceptions Summary

Davis Elementary is a positive and safe place for students to learn at high levels. Teachers approach each child with the mindset they can grow regardless of where they currently perform.

Students at Davis have opportunities to exemplify their leadership skills via important roles such as safety patrol, morning announcements, student council and robotics.

Teachers use positive behavior supports with students which contributes to the positive environment

Perceptions Strengths

Staff, students and families percieve Davis as a safe and welcoming environment. All stakeholders feel like they have a voice in the continual improvement of our school.

Priority Problem Statements

Problem Statement 1: 1st grade had a fall to spring Math Median conditional growth percentile of 44.

Root Cause 1: Collaborative team planning protocols were not consistently utilized.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 1st grade had a fall to spring Reading Median conditional growth percentile of 44.

Root Cause 2: Collaborative team planning protocols were not consistently utilized.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 3rd grade had a fall to spring Reading Median conditional growth percentile of 45.

Root Cause 3:

Problem Statement 3 Areas: Student Learning

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)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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 department and/or faculty meeting discussions and data

Parent/Community Data

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

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: K-5 READING LANGUAGE ARTS

HB#3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from xx% in 2022 to xx% by June 2024. The Special Education student group performance will increase from xx% in 2022 to xx% by June 2024. The Economically Disadvantaged student group performance will increase from xx% in 2022 to xx% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Reading will increase from xx% in 2022 to xx% by June 2024. The Special Education student group performance will increase from xx% in 2022 to xx% by June 2024. The Economically Disadvantaged student group performance will increase from xx% in 2022 to xx% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Reading will increase from xx% in 2022 to xx% by June 2024. The Special Education student group performance will increase from xx% in 2022 to xx% by June 2024. The Economically Disadvantaged student group performance will increase from xx% in 2022 to xx% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Reading Language Arts

Strategy 1 Details		Reviews		
<p>Strategy 1: Through the use of the Davis Instructional Model and Collaborative Team Framework and current data points, grade level teams will meet every week to collaboratively plan instruction to unpack the TEKS and continuously evaluate student data during extended planning. Extended planning will be all day 3 times a year.</p> <p>Strategy's Expected Result/Impact: The intended impact of this strategy is to effectively improve classroom instruction and better align the instruction to fit specific student needs.</p> <p>Staff Responsible for Monitoring: Grade Level teachers along with Instructional specialist and Administration.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3</p>		Formative		Summative
		Nov	Feb	June
Strategy 2 Details		Reviews		
<p>Strategy 2: We will use ESSER Funds to provide intervention for students who have the highest opportunity for growth. We will identify these student through STAAR and other data sources.</p> <p>Strategy's Expected Result/Impact: We expect to close learning gaps in reading and math for all students.</p> <p>Staff Responsible for Monitoring: Grade Level teachers along with Instructional specialist and Administration.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: - 282 ESSER III</p>		Formative		Summative
		Nov	Feb	June

Strategy 3 Details		Reviews		
Strategy 3: Using high leverage instructional strategies (engaging students in cognitively complex tasks, asking in-depth questions, organizing students to interact and collaborate) campus wide, we will focus on improving Tier 1 instruction through professional development and increasing instructional walk -throughs Strategy's Expected Result/Impact: We expect to have tight expectations campus wide with what Tier 1 instruction should look like in each classroom. We expect this will improve classroom tier 1 instruction which leads to improved student performance. Staff Responsible for Monitoring: All Staff TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3		Formative		Summative
		Nov	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: 1st grade had a fall to spring Reading Median conditional growth percentile of 44. Root Cause: Collaborative team planning protocols were not consistently utilized.
Problem Statement 3: 3rd grade had a fall to spring Reading Median conditional growth percentile of 45.

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.

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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.

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

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

Performance Objective 2: K-5 MATHEMATICS

HB3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from xx% in 2022 to xx% by June 2024. The Special Education student group performance will increase from xx% in 2022 to xx% by June 2024. The Economically Disadvantaged student group performance will increase from xx% in 2022 to xx% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Math will increase from xx% in 2022 to xx% by June 2024. The Special Education student group performance will increase from xx% in 2022 to xx% by June 2024. The Economically Disadvantaged student group performance will increase from xx% in 2022 to xx% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Math will increase from xx% in 2022 to xx% by June 2024. The Special Education student group performance will increase from xx% in 2022 to xx% by June 2024. The Economically Disadvantaged student group performance will increase from xx% in 2022 to xx% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Math

Strategy 1 Details		Reviews		
Strategy 1: Through the use of the Davis Instructional Model and Collaborative Team Framework and current data points, grade level teams will meet every week to collaboratively plan instruction to unpack the TEKS and continuously evaluate student data during extended planning. Extended planning will be all day 3 times a year. Strategy's Expected Result/Impact: The intended impact of this strategy is to effectively improve classroom instruction and better align the instruction to fit specific student needs. Staff Responsible for Monitoring: Grade Level teachers along with Instructional specialist and Administration. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative		Summative
		Nov	Feb	June
Strategy 2 Details		Reviews		
Strategy 2: We will use ESSER Funds to provide intervention for students who have the highest opportunity for growth. We will identify these student through STAAR and other data sources. Strategy's Expected Result/Impact: We expect to close learning gaps in math for all students. Staff Responsible for Monitoring: Grade Level teachers along with Instructional specialist and Administration. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - 282 ESSER III		Formative		Summative
		Nov	Feb	June

Strategy 3 Details	Reviews		
Strategy 3: Using high leverage instructional strategies (engaging students in cognitively complex tasks, asking in-depth questions, organizing students to interact and collaborate) campus wide, we will focus on improving Tier 1 instruction through professional development and increasing instructional walk -throughs Strategy's Expected Result/Impact: We expect to have tight expectations campus wide with what Tier 1 instruction should look like in each classroom. We expect this will improve classroom tier 1 instruction which leads to improved student performance. Staff Responsible for Monitoring: All Staff TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative		Summative
	Nov	Feb	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 1st grade had a fall to spring Math Median conditional growth percentile of 44. Root Cause: Collaborative team planning protocols were not consistently utilized.

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

Performance Objective 3: K-5 SCIENCE

The percent of 5th grade students that score Meets grade level or above on STAAR Science will increase from xx% in 2022 to xx% by June 2024. The Special Education student group performance will increase from xx% in 2022 to xx% by June 2024. The Economically Disadvantaged student group performance will increase from xx% in 2022 to xx% by 2024.

Evaluation Data Sources: 2024 STAAR Science

Strategy 1 Details	Reviews		
Strategy 1: Through the use of the Davis Instructional Model and Collaborative Team Framework and current data points, grade level teams will meet every week to collaboratively plan instruction to unpack the TEKS and continuously evaluate student data during extended planning. Extended planning will be all day 3 times a year. Strategy's Expected Result/Impact: The intended impact of this strategy is to effectively improve classroom instruction and better align the instruction to fit specific student needs. Staff Responsible for Monitoring: 5th grade teachers ESF Levers: Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: We will use ESSER Funds to provide intervention for students who have the highest opportunity for growth. We will identify these student through STAAR and other data sources. Strategy's Expected Result/Impact: We expect to close learning gaps in Science for all students. Staff Responsible for Monitoring: 5th grade teachers, Instructional Specialists and Administration. ESF Levers: Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Using high leverage instructional strategies (engaging students in cognitively complex tasks, asking in-depth questions, organizing students to interact and collaborate) campus wide, we will focus on improving Tier 1 instruction through professional development and increasing instructional walk -throughs Strategy's Expected Result/Impact: We expect to have tight expectations campus wide with what Tier 1 instruction should look like in each classroom. We expect this will improve classroom tier 1 instruction which leads to improved student performance. Staff Responsible for Monitoring: All Staff ESF Levers: Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	June
<div> <div>0% No Progress</div> <div>100% 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.

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: Starting the 2nd 9weeks we will be starting a contest for grade level/classroom attendance percentages. The contest will be run by our counselor and publicized on our morning announcements. Strategy's Expected Result/Impact: In the situations where students have an impact on their ability to attend school, this contest will encourage them to attend consistently. Staff Responsible for Monitoring: Counselor	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: We will reach out by phone and/or email for students with excessive tardies and/or absences. Strategy's Expected Result/Impact: Parents will understand the importance of consistent school attendance. Staff Responsible for Monitoring: Counselor and Assistant Principal	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: When students arrive late or pick up early we will give them an "I am Here" flyer to encourage attendance. Strategy's Expected Result/Impact: Parents will understand the importance of consistent school attendance. Staff Responsible for Monitoring: Attendance Secretary	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.

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.

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.

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.

Goal 5: Pillar 5 - Partnerships & Strategic Resource Management - Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff.

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

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

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

DIP - 5.4 Federal and State Mandates

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,510.00
+/- Difference					\$1,510.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$270.00
+/- Difference					\$270.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$66,240.00
+/- Difference					\$66,240.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	2	2			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,465.00
+/- Difference					\$3,465.00
Grand Total Budgeted					\$71,485.00
Grand Total Spent					\$0.00
+/- Difference					\$71,485.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Davis

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 3

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	0	12	18	1	7	0	15	8	2	9	32	6	38
2022		33	67	100	29		27	12	0	22	50	50	50
2023		35	68	100	30		30	14	1	24	51	51	51
2024		37	68	100	30		33	16	1	26	51	53	51
2025		39	69	100	31		37	18	2	29	52	55	52
2026		43	71	100	33		43	22	4	33	54	58	54
2027		47	72	100	34		50	26	5	38	55	61	55

HB3 Campus Goals - All Grades STAAR at Meets Standard

Davis

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.

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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 4	
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	3	12	18	0	4	0	16	13	3	1	33	11	44
2022	0	17	50		75		19	38	67	0	42	27	39
2023	2	19	51		76		22	40	68	2	43	28	40
2024	4	21	51		76		25	42	68	4	43	30	40
2025	6	23	52		77		29	44	69	7	44	32	41
2026	10	27	54		79		35	48	71	11	46	35	43
2027	14	31	55		80		42	52	72	16	47	38	44

HB3 Campus Goals - All Grades STAAR at Meets Standard

Davis

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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Reading

Grade 5

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	4	7	23	1	0	0	12	11	2	4	28	7	35
2022	50	57	78	100			50	82	100	75	68	86	71
2023	52	59	79	100			53	84	100	77	69	87	72
2024	54	61	79	100			56	86	100	79	69	89	72
2025	56	63	80	100			60	88	100	82	70	91	73
2026	60	67	82	100			66	92	100	86	72	94	75
2027	64	71	83	100			73	96	100	91	73	97	76

HB3 Campus Goals - All Grades STAAR at Meets Standard

Davis

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

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

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

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

Reading												All Grades	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	7	31	59	2	11	0	43	32	7	14	93	24	117
2022	29	32	66	100	45		30	47	57	36	53	50	52
2023	31	34	67	100	46		33	49	58	38	54	51	53
2024	33	36	67	100	46		36	51	58	40	54	53	53
2025	35	38	68	100	47		40	53	59	43	55	55	54
2026	39	42	70	100	49		46	57	61	47	57	58	56
2027	43	46	71	100	50		53	61	62	52	58	61	57

HB3 Campus Goals - All Grades STAAR at Meets Standard

Davis

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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.

Math

Grade 3

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	0	12	18	1	7	0	15	8	2	9	32	6	38
2022		8	50	0	29		27	12	50	11	31	33	32
2023		10	51	1	30		30	14	51	13	32	35	33
2024		13	53	3	32		33	17	53	15	34	37	35
2025		17	55	5	34		37	21	55	18	36	40	37
2026		21	57	7	36		42	25	57	22	38	44	39
2027		27	60	10	39		49	31	60	27	41	49	42

HB3 Campus Goals - All Grades STAAR at Meets Standard

Davis

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Math												Grade 4	
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	3	12	18	0	4	0	16	13	3	1	33	11	44
2022	0	8	22		25		12	15	33	0	18	9	16
2023	3	10	23		26		15	17	34	2	19	11	17
2024	6	13	25		28		18	20	36	4	21	13	19
2025	9	17	27		30		22	24	38	7	23	16	21
2026	15	21	29		32		27	28	40	11	25	20	23
2027	21	27	32		35		34	34	43	16	28	25	26

HB3 Campus Goals - All Grades STAAR at Meets Standard

Davis

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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.

Math

Grade 5

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	4	7	23	1	0	0	12	11	2	4	28	7	35
2022	50	57	78	100			50	82	100	100	71	71	71
2023	53	59	79	100			53	84	100	100	72	73	72
2024	56	62	81	100			56	87	100	100	74	75	74
2025	59	66	83	100			60	91	100	100	76	78	76
2026	65	70	85	100			65	95	100	100	78	82	78
2027	71	76	88	100			72	100	100	100	81	87	81

HB3 Campus Goals - All Grades STAAR at Meets Standard

Davis

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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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	7	31	59	2	11	0	43	32	7	14	93	24	117
2022	29	19	53	50	27		28	38	57	36	39	33	38
2023	32	21	54	51	28		31	40	58	38	40	35	39
2024	35	24	56	53	30		34	43	60	40	42	37	41
2025	38	28	58	55	32		38	47	62	43	44	40	43
2026	44	32	60	57	34		43	51	64	47	46	44	45
2027	50	38	63	60	37		50	57	67	52	49	49	48

HB3 Campus Goals - All Grades STAAR at Meets Standard

Davis

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 5

Grade 5

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	4	7	23	1	0	0	12	11	2	4	28	7	35
2022	50	14	65	0			25	45	50	0	54	43	51
2023	53	16	66	1			28	47	51	2	55	45	52
2024	56	19	68	3			31	50	53	4	57	47	54
2025	59	23	70	5			35	54	55	7	59	50	56
2026	65	28	72	7			40	59	58	11	61	54	58
2027	71	34	75	10			47	65	62	16	64	58	61

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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