

Plano Independent School District

Beverly Elementary

2023-2024 Improvement Plan



Board Approval Date: October 3, 2023

Mission Statement

At Beverly, we will build caring relationships to create a risk free and innovative learning environment, in which all students are empowered to utilize their unique strengths and passions to reach their full potential, while preparing them for life-long success.

Vision

Committed to academic excellence for all

Focused on honoring differences

Devoted to collaborative partnerships

Dedicated to all students

Beverly strong!

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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.	17
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.	25
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.	26

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.	27
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	34
Campus Funding Summary	35

Comprehensive Needs Assessment

Revised/Approved: August 2, 2023

Demographics

Demographics Summary

A Diverse Community

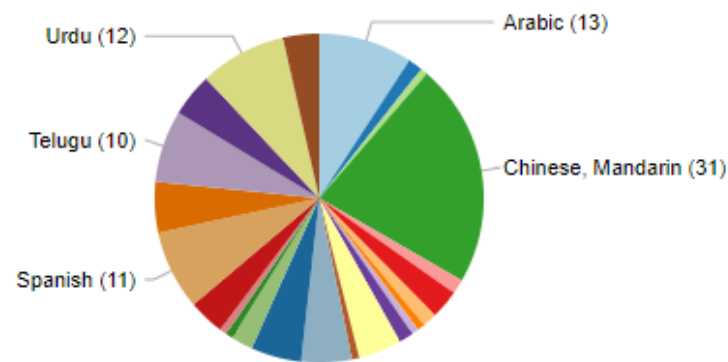
Current Campus Demographics:

Student Ethnicity and Programs

Ethnicity		Programs	
White	35%	Gifted (PACE)	17%
Asian	33%	ESL/EB (Emergent Bilingual)	25%
African American	8%	Special Education	15%
Hispanic	15%	504 Students	3.5%
Two or More Races	8%	Economically Disadvantaged	26%
American Indian	1%		

Ethnicity		Programs	
Total Students		374	

Student Languages



Languages Spoken at Beverly based on Students’ Home Language Surveys

Along with English, other spoken languages include: Burmese, Bengali, Vietnamese, Turkish, Tagalog, Sinhala, Russian, Kurdish, Korean, Portuguese, Hindi, Japanese, Hebrew, Farsi, and Cantonese.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Beverly’s Economic Disadvantaged percentage is increasing at 25% and steadily increasing over the last several years. **Root Cause:** Since COVID, more families have benefitted from the Free & Reduced Lunch Program.

Student Learning

Student Learning Summary

2023 STAAR Results

3rd Reading			3rd Math		
	Approaches	88		Approaches	87
	Meets	67		Meets	62
	Masters	37		Masters	47
4th Reading			4th Math		
	Approaches	95		Approaches	93
	Meets	86		Meets	85
	Masters	64		Masters	63
5th Reading			5th Math		
	Approaches	87		Approaches	93
	Meets	80		Meets	81
	Masters	73		Masters	66
5th Science					
	Approaches	77			
	Meets	64			
	Masters	44			

Student Learning Strengths

Achievements

2013-2022– Texas Education Agency “Met Standard” with Distinction Designation in all applicable areas – ELA/Reading, Math, Science, Top

25 percent Comparative Academic Growth and Comparative Closing Performance Gaps, Postsecondary Readiness; Texas State Exemplary School 1998-2011; USDE NCLB Blue Ribbon school – 2006; TBEC Honor Roll School 2006, 2009-2011; Math Olympiads-5th grade High Achievement top 10% of all teams, 4th grade Meritorious Achievement top 20% of all teams

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Reading, Math, and Science STAAR scores and the percentage of students who were at meets level was not at 100% **Root Cause:** STAAR Redesign 2.0 has changed the format of the test and depth and complexity of student responses for each grade level.

School Processes & Programs

School Processes & Programs Summary

Campus Programs

PASAR (after-school childcare); Safety Patrol; Plano Academic Creative Education (PACE) for identified gifted and talented students; Math Olympiads; Student Council; , Instructional Specialist; Dyslexia Specialist; Experiential Learning Classroom; Campus Assessment and Referral team; Special Education Inclusion; fifth-grade Choir; Collin County Adventure camp (fifth-grade); cultural arts performances; Accelerated Reader Program; field day; after-school Music club; STOP Program; after-school STEM, Art and Chess Clubs

Parent Involvement Opportunities

Parent/Teacher Association (PTA); camp volunteers; School-Based Improvement Committee (SBIC); field trips; book fairs; yearbook; mentoring; office and library volunteers; fifth-grade celebration; Watch D.O.G.S program for Dads; school safety program; Y/O packet volunteers; field day; multicultural committee; student recognition committee; community partnerships committee

Community/Business Partnerships

Chick-fil-A (Allen); Palio's Pizza (Allen) and McDonald's (McDermott)

Beverly Student Programs

Gifted & Talented Programs

Math Rocks

This program aims to identify students with high achievement and high aptitude in mathematics, and serve those students through a rich curriculum unique to Plano ISD. 4th and 5th Grade Math Rocks – Math Rocks Enrichment and 4th – 6th grade TEKS.

PACE

PACE stands for Plano Academic and Creative Education and is the cornerstone of the district's gifted and talented education program serving students in kindergarten through 12th grade. PACE is more than a course; it is a motivating and challenging experience that lasts over multiple years of a student's education. The PACE program provides a learning

environment that nurtures the unique academic and social-emotional needs of students requiring gifted and talented services.

Emergent Bilingual Programs

ESL

ESL programs are designed to make grade level academic content accessible to English learners. ESL programs target English language development, including listening, speaking, reading, and writing skills, through academic content instruction that is linguistically and culturally responsive. This means that the ESL program uses the academic, linguistic, and cultural background of English learners as a platform for acquiring grade level content material in English.

Special Education Programs

Elevate

The Elevate classroom serves students requiring specially designed instruction (SDI) at the prerequisite level beyond what can be provided in a general education or resource classroom. Students receive the majority of their core academic instruction in the Elevate setting. This classroom is designed to address functional academics, social skills, communication, self-advocacy, daily-living skills, and independent or interdependent living skills. Student schedules are individualized and inclusion in the general education classroom is based on the individual student.

ELC- Experiential Learning Classroom

Students served in these classrooms have significant cognitive delays, display needs within the sensori-motor stage of development, require communication supports, and have adaptive delays which require an alternate curricular approach.

Instruction in the **ELC** is focused on teaching pivotal responses, socialization, communication, daily living and self-help skills; as well as functional application of academics which is vertically aligned to standards based instruction. The goal in an ELC is to learn to initiate, which is a prerequisite for social development and independence in order to gain access to an integrated community, domestic, recreational and vocational activities. Students are supported by adults and non-disabled peers in campus and class activities that will enhance their individual goals and provide opportunity for inclusive learning and instruction.

Resource

Students requiring specially designed instruction (SDI) beyond what can be provided in a general education classroom may receive instruction in a Special Education setting. The amount of time a student spends in this setting varies depending on the student's specific needs. A student may receive instruction in a Special Education classroom for a portion of any academic subject and the rest of instruction in general education classes. Behavior supports can be provided in the resource environment based on the student's prescriptive ARD.

School Processes & Programs Strengths

Beverly Achievements

2013-2022– Texas Education Agency “Met Standard” with Distinction Designation in all applicable areas – ELA/Reading, Math, Science, Top 25 percent Comparative Academic Growth and Comparative Closing Performance Gaps, Postsecondary Readiness; Texas State Exemplary School 1998-2011; USDE NCLB Blue Ribbon school – 2006; TBEC Honor Roll School 2006, 2009-2011; Math Olympiads-5th grade High Achievement top 10% of all teams, 4th grade Meritorious Achievement top 20% of all teams

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our Special Education services master schedule did not allow for maximum use of instructional time. **Root Cause:** Due to behavior issues, our staff was stretched to deal with behavior issues first, thus limiting the minutes for instructional support.

Perceptions

Perceptions Summary

Our Mission & Vision

VISION

Committed to academic excellence for all
Focused on honoring differences
Devoted to collaborative partnerships
Dedicated to all students
Beverly strong!

MISSION

At Beverly, we will build caring relationships to create a risk free and innovative learning environment, in which all students are empowered to utilize their unique strengths and passions to reach their full potential, while preparing them for life-long success.
We believe - We achieve - We excel!

Perceptions Strengths

Leading Indicator	Administrator			Teacher/Staff			GAP of Means
	N	Mean	SD	N	Mean	SD	
2.1 The school leader communicates a clear vision as to how instruction should be addressed in the school.	1	4.75	0.43	17	4.11	0.86	-0.64
2.2 Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.	1	4.60	0.49	17	4.16	0.94	-0.44
2.3 Predominant instructional practices throughout the school are known and monitored.	1	4.60	0.49	17	4.24	0.78	-0.36
2.4 Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.	1	4.33	0.47	17	3.98	1.00	-0.35
2.5 Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.	1	4.00	0.63	17	3.97	1.07	-0.03
2.6 Teachers have opportunities to observe and discuss effective teaching.	1	2.88	1.05	17	3.61	1.17	0.73

Based on our March HRS - Level 2 summary, it is clear that our teachers feel supported in their pedagogical skills. We will focus this year on providing opportunities for our teachers to observe, collaborate and discuss effective teaching strategies. We will hone our instructional model and snapshot to better communicate a clear vision of our instructional goals.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Last year, administrators were not visible to staff and left staff with less formal ways to provide input and feel supported. **Root Cause:** Principal retired in March and left the AP with too many tasks to handle and did not allow for staff input in a formal process.

Priority Problem Statements

Problem Statement 1: Reading, Math, and Science STAAR scores and the percentage of students who were at meets level was not at 100%

Root Cause 1: STAAR Redesign 2.0 has changed the format of the test and depth and complexity of student responses for each grade level.

Problem Statement 1 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 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Revised/Approved: September 7, 2023

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

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

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

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

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

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

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

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

Performance Objective 1: 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 94% in 2022 to 95% by June 2024. The Special Education student group performance will increase from 50% in 2022 to 56% by June 2024. The Economically Disadvantaged student group performance will increase from 85% in 2022 to 89% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Reading will increase from 81% in 2022 to 82% by June 2024. The Special Education student group performance will increase from 60% in 2022 to 66% by June 2024. The Economically Disadvantaged student group performance will

increase from 64% in 2022 to 68% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Reading will increase from 90% in 2022 to 91% by June 2024. The Special Education student group performance will increase from 62% in 2022 to 68% by June 2024. The Economically Disadvantaged student group performance will increase from 78% in 2022 to 82% by 2024.

High Priority

HB3 Goal

Evaluation Data Sources: 2024 STAAR Reading Language Arts

Strategy 1 Details		Reviews		
Strategy 1: Data-Driven Strategy: Reading teachers will utilize mClass data, Reading Records and NWEA MAP testing data (RIT bands) to target and individualize students' needed skill support and to enrich and accelerate instruction during I/E time and small group instruction. Organizing Students to Interact and Collaborate strategy for reading groups and interactions for responses Focus on HPKS as driven by our Leadership Report Card Staff Responsible for Monitoring: Classroom teachers, Administrators, Instructional Specialist TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1		Formative		Summative
		Nov	Feb	June
Strategy 2 Details		Reviews		
Strategy 2: Instructional Planning Strategy: Teachers will intentional plan for differentiation activities during our PLC meetings based on data and current instruction (based on PLC four questions:, This includes utilizing the PISD Instructional Model with specific focus on Providing and Communicating Goals Collaborating between Gen Ed teachers and SPED Support staff to focus on students' area of growth. RLA Vertical team discussions Strategy's Expected Result/Impact: By collaborating between grade levels via vertical teams and with our special education staff, our students will have access to differentiated activities and lessons. Staff Responsible for Monitoring: Classroom teachers, Administrators, Instructional Specialist TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1		Formative		Summative
		Nov	Feb	June

Strategy 3 Details		Reviews		
Strategy 3: Student support strategy: Provide substitutes for extended planning time for teachers to analyze formative assessments and other assessment data in order to plan rigorous instruction for TIER 1 with specific student strategies in mind. Utilize substitutes for extended planning time RACE Strategy utilized by Reading teachers Guided Reading/Small Groups and specific comprehension skills tied to written responses-Lead4ward strategies Strategy's Expected Result/Impact: By using a specific reading strategy, RACE, throughout our reading lessons and grade levels, we hope to improve our TIER 1 instruction in reading and writing. Staff Responsible for Monitoring: Classroom teachers, Administrators, Instructional Specialists TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 Funding Sources: Substitute Codes - 282 ESSER III	Formative		Summative	
	Nov	Feb	June	

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Reading, Math, and Science STAAR scores and the percentage of students who were at meets level was not at 100% Root Cause: STAAR Redesign 2.0 has changed the format of the test and depth and complexity of student responses for each grade level.

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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: K-5 MATHEMATICS

HB3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 79% in 2022 to 82% by June 2024. The Special Education student group performance will increase from 50% in 2022 to 56% by June 2024. The Economically Disadvantaged student group performance will increase from 54% in 2022 to 59% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Math will increase from 79% in 2022 to 82% by June 2024. The Special Education student group performance will increase from 60% in 2022 to 66% by June 2024. The Economically Disadvantaged student group performance will increase from 86% in 2022 to 91% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Math will increase from 88% in 2022 to 91% by June 2024. The Special Education student group performance will increase from 88% in 2022 to 94% by June 2024. The Economically Disadvantaged student group performance will increase from 78% in 2022 to 83% by 2024.





High Priority

HB3 Goal

Evaluation Data Sources: 2024 STAAR Math

Strategy 1 Details		Reviews		
Strategy 1: Data-Driven Strategy: Math teachers will utilize NWEA MAP testing data (RIT bands) to target and individualize students' needed skill support and to enrich and accelerate instruction during Dreambox lessons assignments and small group instruction. Include Engaging Students in Cognitively Complex Tasks Work on HPKS as driven by our Leadership Report Card Lead4ward strategies for math instruction Strategy's Expected Result/Impact: By determining student specific RIT bands, teachers will be able to create engaging activities and cognitively complex tasks for all our students. Staff Responsible for Monitoring: Classroom teachers, Administrators, Instructional Specialists TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1		Formative		Summative
		Nov	Feb	June
Strategy 2 Details		Reviews		
Strategy 2: Instructional Planning Strategy: Teachers will intentional plan for differentiation activities during our PLC meetings based on data and current instruction (based on PLC four questions).This includes utilizing the PISD Instructional Model with specific focus on Providing and Communicating Goals Math TIER 1 Strategies - Lead4ward training Math Vertical Team Discussions Strategy's Expected Result/Impact: By focusing on PLC four questions (#3&4) for our small group instruction, our math instruction will meet the needs of all of our students. Staff Responsible for Monitoring: Classroom teachers, Administrators, Instructional Specialists TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1		Formative		Summative
		Nov	Feb	June

Strategy 3 Details		Reviews		
Strategy 3: Student Support Strategy: Provide substitutes for extended planning time for teachers to analyze formative assessments and other assessment data in order to plan rigorous instruction for TIER 1 plan with specific student strategies in min. Utilize substitutes for extended planning time Strategy's Expected Result/Impact: Allow teams time to create formative assessments, analyze data and plan for complex tasks in math. Staff Responsible for Monitoring: Classroom Teachers, Administrators, Instructional Specialists TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Substitute Codes - 282 ESSER III		Formative		Summative
		Nov	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Reading, Math, and Science STAAR scores and the percentage of students who were at meets level was not at 100% Root Cause: STAAR Redesign 2.0 has changed the format of the test and depth and complexity of student responses for each grade level.

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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 73% in 2022 to 76% by June 2024. The Special Education student group performance will increase from 75% in 2022 to 81% by June 2024. The Economically Disadvantaged student group performance will increase from 61% in 2022 to 66% by 2024.

High Priority

Evaluation Data Sources: 2024 STAAR Science

Strategy 1 Details	Reviews		
Strategy 1: Data-Driven Strategy: Science teachers will utilize NWEA MAP testing data (RIT bands) to target and individualize students' needed skill support and to enrich and accelerate instruction during small group instruction. Strategy's Expected Result/Impact: By using the RIT bands for our fifth graders, we can enrich our instruction and hone in on specific science TEKS. Staff Responsible for Monitoring: Science teacher, Administrators, Instructional specialists TEA Priorities: Connect high school to career and college Problem Statements: Student Learning 1	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Instructional Planning Strategy: Science Teachers will intentional plan for differentiation activities during our PLC meetings based on data and current instruction (based on PLC four questions). This includes utilizing the PISD Instructional Model with specific focus on Providing and Communicating Goals and specific focus on Organizing Students to Interact and Collaborate Science Vertical Team Discussion Hands on activities and discussions Strategy's Expected Result/Impact: By collaborating as a Science Vertical team, our staff can share ideas on how to allow students to collaborative and better understand outcomes of hands-on activities. Staff Responsible for Monitoring: Science teachers, administrators, instructional specialist TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	Formative		Summative
	Nov	Feb	June

Strategy 3 Details		Reviews		
Strategy 3: Student support strategy: Provide vocabulary support for students using ESL/EB strategies that include sentence stems, picture examples and other vocabulary strategies. Professional Learning with ESL Specialist on vocabulary strategies Strategy's Expected Result/Impact: By focusing on vocabulary with specific strategies, our staff will expand our students' understanding of science concepts. Staff Responsible for Monitoring: Science teachers, ESL & Instructional Specialists, Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Substitute Codes - 282 ESSER III		Formative		Summative
		Nov	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Reading, Math, and Science STAAR scores and the percentage of students who were at meets level was not at 100% Root Cause: STAAR Redesign 2.0 has changed the format of the test and depth and complexity of student responses for each grade level.

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: Data Driven Strategy: Monitor student attendance and tardies - through office staff and encourage parents to check students in and out through the office Strategy's Expected Result/Impact: By monitoring student attendance, we can ensure students have access to the complete curriculum throughout the school year. Staff Responsible for Monitoring: Administrators, Teachers, Attendance Secretary TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1		Formative		Summative
		Nov	Feb	June

Strategy 2 Details	Reviews		
Strategy 2: Instructional Planning Strategy: Conduct SST meetings as attendance impacts student progress and performance. Strategy's Expected Result/Impact: By planning for Student Success Team meetings and creating actionable Student Success Plans, we hope to continuously improve student attendance. Staff Responsible for Monitoring: Administrators, Instructional Specialists, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Student Support : Attendance Incentive each nine weeks - grade levels will maintain 96% attendance as a grade level with an "incentive" at each assembly Strategy's Expected Result/Impact: By encouraging students' attendance, we hope to improve Beverly's overall attendance rate. Staff Responsible for Monitoring: Teachers, Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Reading, Math, and Science STAAR scores and the percentage of students who were at meets level was not at 100% Root Cause: STAAR Redesign 2.0 has changed the format of the test and depth and complexity of student responses for each grade level.

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: Instructional Planning Strategy: Conduct SST meeting for students with consistent behavior concerns Create a Threat Assessment Team who is trained in threat assessments Strategy's Expected Result/Impact: By creating behaviors goals through our tiered system, students with behavior concerns will have specific goals to help monitor their progress. Staff Responsible for Monitoring: Administrators, Classroom teachers, Instructional Specialists, Counselor TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1		Formative		Summative
		Nov	Feb	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Reading, Math, and Science STAAR scores and the percentage of students who were at meets level was not at 100% **Root Cause:** STAAR Redesign 2.0 has changed the format of the test and depth and complexity of student responses for each grade level.

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.

Strategy 1 Details		Reviews		
Strategy 1: Student Support Strategy: Begin PBIS process with better understanding of the STOIC model and collect data on areas for PBIS improvement and focus. Strategy's Expected Result/Impact: By empowering our teachers with new strategies including the STOIC model, our hope is to improve student engagement and positive school atmosphere, therefore lowering our bullying incidents. Staff Responsible for Monitoring: Teachers, Counselor, Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1		Formative		Summative
		Nov	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Reading, Math, and Science STAAR scores and the percentage of students who were at meets level was not at 100% Root Cause: STAAR Redesign 2.0 has changed the format of the test and depth and complexity of student responses for each grade level.

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: Data Driven Strategy: Monitor student behavior through Review 360 data and number of Bullying investigations and threat assessments. Strategy's Expected Result/Impact: By monitoring Bullying investigations and completing the appropriate threat assessments, our students and families will have confidence in our school positive atmosphere. Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1		Formative		Summative
		Nov	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Reading, Math, and Science STAAR scores and the percentage of students who were at meets level was not at 100% Root Cause: STAAR Redesign 2.0 has changed the format of the test and depth and complexity of student responses for each grade level.

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

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

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

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

DIP - 5.4 Federal and State Mandates

Campus Funding Summary

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Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Substitute Codes		\$0.00
1	2	3	Substitute Codes		\$0.00
1	3	3	Substitute Codes		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,430.00
+/- Difference					\$1,430.00
Grand Total Budgeted					\$1,430.00
Grand Total Spent					\$0.00
+/- Difference					\$1,430.00