

Plano Independent School District

Andrews Elementary

2023-2024 Improvement Plan



Board Approval Date: October 3, 2023

Mission Statement

The Andrews community works in unity to ensure the development of responsible and successful students.

Vision

Committed to Excellence

Dedicated to Caring

Powered by Learning

Plano ISD Proud.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	5
Perceptions	6
Priority Problem Statements	7
Goals	8
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.	9
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.	16
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.	17
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.	18
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	23
Addendums	24

Comprehensive Needs Assessment

Demographics

Demographics Summary

Andrews Elementary is located in Plano ISD, a Collin County district with 44 elementary schools, 13 middle schools, 7 high schools, and 3 senior high schools. Andrews Elementary serves a diverse student population in grades K-5 with a wide array of languages spoken that plays a significant role in the strength of our programs. In the 2022-2023 school year, total enrollment was approximately 450 students and 50 staff members. We are creating a global community awareness benefiting the educational growth of each individual student. We offer numerous opportunities for the community to participate in the daily life of our campus.

Andrews provides services to students with special education needs and houses the Achieve, Connect, and Elevate special education programs. Andrews prides itself on having low staff turnover, however, as new staff are hired we offer a welcoming onboarding process to help them become acclimated with the campus and learn the systems and processes at Andrews, as well as Plano ISD. This onboarding process includes teacher mentors to support new staff all throughout the year. There is a range of three to four teachers per grade level and Andrews also employs support specialists that include an Instructional Specialist, Dyslexia Teacher, ESL Coach and Interventionist, PACE teacher, and Library Media Specialist.

What makes Andrews unique is the close community that is committed to excellence and ensuring that all students and families feel safe and belong. The parents, community, and teachers strive to offer inclusive events that bring the community together throughout the year. The Andrews PTA and campus staff collaborate on an ongoing basis and reflect to monitor the effectiveness and success of events attended.

Demographics Strengths

Demographic Strengths:

Ethnicity

	Asian	African American	American Indian	Hispanic	Two or More	White
Percent of Students	57.02%	10.02%	0.89%	7.35%	4.45%	20.27%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Within the last three years, our GT student group has decreased from 131 students to 88 students. **Root Cause:** The number of student applications and those qualified has decreased based on enrollment.

Problem Statement 2: Within the last three year, our Economically Disadvantaged student group has increased from 44 students to 63 students. **Root Cause:** The number of students who qualify for Free and Reduced Lunch has increased since COVID.

Student Learning

Student Learning Summary

Andrews 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.

Student Learning Strengths

Andrews is a campus that historically performs above that of both the district and state on STAAR at all levels of performance. The majority of Andrews students perform in the top two quintiles on local assessments (MAP).

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The PACE student group in four out of six grade levels did not meet the expected growth in Math as evidenced on EOY MAP. **Root Cause:** Lack of knowledge of enrichment opportunities that will meet the needs of students in that group.

School Processes & Programs

School Processes & Programs Summary

Andrews incorporates the following programs and processes into the daily operations of our school in order to ensure the parents, staff, and students are well-informed, feel welcomed and valued, teachers and staff are working in a continual improvement model, and data analysis is incorporated into a consistent schedule for monitoring the progress of our goals.

- We offer district-wide programs such as PACE (Plano Academic and Creative Education), English as a Second Language (ESL), Dyslexia, and Special Education to enhance the education of our students who qualify for these programs.
- New teacher mentoring program to include processes for Year 1 teachers and tailored processes for Year 2 teachers and experienced teachers new to Plano
- Professional Learning Communities processes to include: PISD Collaborative Team Framework & Collaborative Team Planning once a week.
- Multi-Tiered Support Systems (MTSS) and Student Support Teams (SST) meet regularly to review data and create individualized learning and support plans based on the needs of students
- Ongoing data analysis by campus administrators, team leaders, teachers, and MTSS team members
- Data analysis meetings with grade-level teachers after district/state assessment to develop new instructional plans to help meet the needs of all learners
- Extended Planning Time for classroom teachers (preceding each unit of study)
- Included in the campus master schedule is 30 minutes of intervention and enrichment time for each grade level.
- 1-to-1 Chromebook ratio that allows each student to have access to technology.
- Each grade level dedicates 15 minutes per day for Social and Emotional Learning instruction utilizing Character Strong
- Implementation of the district-wide safety and security protocols.
- Campus and district professional development is offered for staff throughout the year.
- Staff surveys are an effective means of gauging climate, professional development needs, etc.

School Processes & Programs Strengths

Andrews is recognized for having a positive school culture. The community is at the heart of providing support in an effort to ensure all stakeholders are valued and students and families have successful elementary school experiences.

Andrews has a supportive PTA presence and intentionally plans events that will connect and support all community members.

Staff turnover rate is consistently low which contributes to a positive campus climate and culture.

Students benefit from having their own technology device which allows for more collaboration and differentiation in the classrooms.

Teachers effectively use time in the master schedule for intervention and enrichment.

Professional development for staff is provided on a variety of topics and through various modalities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Within the last three years our GT population has decreased from 131 to 88 students Increase in ED from 44-63 **Root Cause:** The number of student applications and those qualified has decreased based on enrollment.

Perceptions

Perceptions Summary

Andrews is a neighborhood school that prides itself on the positive learning culture that is exhibited by both staff and students. We have dedicated quality time, employing strategies to make Andrews a High-Reliability School. Andrews continues to focus our time and energy on creating a Safe and Collaborative School Culture, specifically through Positive Behavior and Intervention Support (PBIS) in schools. We believe in creating a safe, orderly, and collaborative environment conducive to learning.

Andrews is deeply rooted in the values of academic excellence, social and emotional development, and diversity. Andrews strives for equity across the campus, as we believe that all students should benefit from high-quality teaching in every classroom. We believe in the value of the arts in creating a well-rounded school program that engages all types of learners. Our school traditions are numerous and help to establish a family environment that brings the school and community together throughout the year. Andrews was recently honored with the PTA Honor Roll 500+ Club which recognizes schools for achieving a rate of parent and community membership in our PTA.

Perceptions Strengths

At Andrews Elementary, we believe the following are strengths of our safe and collaborative culture:

- Collaborative Team Planning: weekly, data-driven, student-centered
- MTSS/SST meeting: ongoing meetings, student-centered, solution-oriented, progress monitoring, the timeline for updates on progress
- Communication methods between home and school and PTA
- Data Team: meets regularly to review campus-wide data and shared with staff to offer feedback on progress
- Safety and security procedures are well-known and consistent
- Staff and parents enjoy school-wide events

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In the 2022-2023 school year, 63% of the incidents reported in Review 360 were from one grade level. **Root Cause:** Lack of training for teachers to identify what behaviors should be entered in Review 360.

Priority Problem Statements

Problem Statement 1: Within the last three years, our GT student group has decreased from 131 students to 88 students.

Root Cause 1: The number of student applications and those qualified has decreased based on enrollment.

Problem Statement 1 Areas: Demographics

Problem Statement 2: In the 2022-2023 school year, 63% of the incidents reported in Review 360 were from one grade level.

Root Cause 2: Lack of training for teachers to identify what behaviors should be entered in Review 360.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: The PACE student group in four out of six grade levels did not meet the expected growth in Math as evidenced on EOY MAP.

Root Cause 3: Lack of knowledge of enrichment opportunities that will meet the needs of students in that group.

Problem Statement 3 Areas: Student Learning

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 87% in 2022 to 88% by June 2024. The Special Education student group performance will increase from 67% in 2022 to 73% by June 2024. The Economically Disadvantaged student group performance will increase from 57% in 2022 to 61% by 2024.

The percent of 4th-grade students that score Meets grade level or above on STAAR Reading will increase from 83% in 2022 to 84% by June 2024. The Special Education student group performance will increase from 55% in 2022 to 61% by June 2024. The Economically Disadvantaged student group performance will increase from 81% in 2022 to 85% by 2024.





The percent of 5th-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 33% in 2022 to 39% by June 2024. The Economically Disadvantaged student group performance will increase from 64% in 2022 to 68% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Reading Language Arts

Strategy 1 Details	Reviews		
Strategy 1: Increased participation by the administration in the collaborative team planning process on a weekly basis, with an emphasis on Plano ISD's Instructional Framework and the Campus Instructional Model. Strategy's Expected Result/Impact: Enhanced Tier 1 instruction Staff Responsible for Monitoring: Administration, Instructional Specialist, Leadership Team Problem Statements: Student Learning 1	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Grade-level teams will meet for Extended Planning prior to each unit to Unpack the Learning, review common formative assessment data, and historical data to inform Tier 1 planning and instruction. Strategy's Expected Result/Impact: Data-driven focus on the planning of each Reading Unit for tailored Tier 1 instruction Staff Responsible for Monitoring: Administration, Instructional Specialist, Leadership Team Problem Statements: Student Learning 1	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Use and monitor differentiated strategies to effectively plan for Intervention and Enrichment to occur daily that will meet the needs of all learners to close or enhance their foundational skills in reading, specifically addressing the students in the Special Education and/or Economically Disadvantaged student groups. Strategy's Expected Result/Impact: Students in Quintiles 1-5 will achieve 120% growth throughout the course of the school year Staff Responsible for Monitoring: Administration, Instructional Specialist, ESL Coach and Interventionist, Special Education, Grade-level teachers Problem Statements: Demographics 1 - Student Learning 1	Formative		Summative
	Nov	Feb	June
	N/A		

Strategy 4 Details		Reviews		
Strategy 4: Follow-up coaching, including modeling/observations/feedback, will occur in all grade levels to ensure fidelity in the implementation of guided reading and balanced literacy components needed to grow students in our High Priority Knowledge and Skills target areas. Strategy's Expected Result/Impact: Students in Quintiles 1-5 will achieve 120% growth throughout the course of the school year as evidenced on MAP. Students will show growth in the HPKS clusters as identified by Lead4ward Staff Responsible for Monitoring: Administration, Instructional Specialist, ESL Coach and Interventionist, Special Education, Grade-level teachers Problem Statements: Demographics 1 - Student Learning 1		Formative		Summative
		Nov	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Within the last three years, our GT student group has decreased from 131 students to 88 students. Root Cause: The number of student applications and those qualified has decreased based on enrollment.
Student Learning
Problem Statement 1: The PACE student group in four out of six grade levels did not meet the expected growth in Math as evidenced on EOY MAP. Root Cause: Lack of knowledge of enrichment opportunities that will meet the needs of students in that group.

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 2: K-5 MATHEMATICS

HB3 - The percent of 3rd-grade students that score Meets grade level or above on STAAR Math will increase from 84% in 2022 to 87% by June 2024. The Special Education student group performance will increase from 33% in 2022 to 39% by June 2024. The Economically Disadvantaged student group performance will increase from 71% in 2022 to 76% by 2024.

The percent of 4th-grade students that score Meets grade level or above on STAAR Math will increase from 73% in 2022 to 76% by June 2024. The Special Education student group performance will increase from 36% in 2022 to 42% by June 2024. The Economically Disadvantaged student group performance will increase from 50% in 2022 to 55% by 2024.





The percent of 5th-grade students that score Meets grade level or above on STAAR Math will increase from 68% in 2022 to 71% by June 2024. The Special Education student group performance will increase from 44% in 2022 to 50% by June 2024. The Economically Disadvantaged student group performance will increase from 45% in 2022 to 50% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Math

Strategy 1 Details	Reviews		
Strategy 1: Increased participation by the administration in the collaborative team planning process on a weekly basis, with an emphasis on Plano ISD's Instructional Framework and the Campus Instructional Model. Strategy's Expected Result/Impact: Enhanced Tier 1 instruction Staff Responsible for Monitoring: Administration, Instructional Specialist, Leadership Team Problem Statements: Student Learning 1	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: Grade-level teams will meet for Extended Planning prior to each unit to Unpack the Learning, review common formative assessment data, and historical data to inform Tier 1 planning and instruction. Strategy's Expected Result/Impact: Data-driven focus on the planning of each Reading Unit for tailored Tier 1 instruction Staff Responsible for Monitoring: Administration, Instructional Specialist, Leadership Team Problem Statements: Student Learning 1	Formative		Summative
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Strategy 3 Details	Reviews		
Strategy 3: Use and monitor differentiated strategies to effectively plan for Intervention and Enrichment to occur daily that will meet the needs of all learners to close or enhance their numeracy and problem-thinking skills in math, specifically addressing the students in the Special Education and/or Economically Disadvantaged student groups. Strategy's Expected Result/Impact: Students in Quintiles 1-5 will achieve 120% growth throughout the course of the school year Staff Responsible for Monitoring: Administration, Instructional Specialist, ESL Coach and Interventionist, Special Education, Grade-level teachers Problem Statements: Demographics 1 - Student Learning 1	Formative		Summative
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Strategy 4 Details		Reviews		
Strategy 4: Follow-up coaching, including modeling/observations/feedback, will occur in all grade levels to ensure fidelity in the implementation of guided math and manipulative integration needed to grow students in our High Priority Knowledge and Skills target areas. Strategy's Expected Result/Impact: Students in Quintiles 1-5 will achieve 120% growth throughout the course of the school year as evidenced on MAP. Students will show growth in the HPKS clusters as identified by Lead4ward Staff Responsible for Monitoring: Administration, Instructional Specialist, ESL Coach and Interventionist, Special Education, Grade-level teachers Problem Statements: Demographics 1 - Student Learning 1		Formative		Summative
		Nov	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Within the last three years, our GT student group has decreased from 131 students to 88 students. Root Cause: The number of student applications and those qualified has decreased based on enrollment.
Student Learning
Problem Statement 1: The PACE student group in four out of six grade levels did not meet the expected growth in Math as evidenced on EOY MAP. Root Cause: Lack of knowledge of enrichment opportunities that will meet the needs of students in that group.

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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1.10 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 66% in 2022 to 69% by June 2024. The Special Education student group performance will increase from 33% in 2022 to 39% by June 2024. The Economically Disadvantaged student group performance will increase from 45% in 2022 to 50% by 2024.

Evaluation Data Sources: 2024 STAAR Science

Strategy 1 Details	Reviews		
Strategy 1: Increased participation by the administration in the collaborative team planning process on a weekly basis, with an emphasis on Plano ISD's Instructional Framework and the Campus Instructional Model. Strategy's Expected Result/Impact: Enhanced Tier 1 instruction Staff Responsible for Monitoring: Administration, Instructional Specialist, Leadership Team Problem Statements: Student Learning 1	Formative		Summative
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	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

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

Strategic Plan - 2.1 Design, build and implement programs that provide expanded pathways for students to high-wage, high-demand careers that span a variety of interests.

Strategic Plan - 2.2 Provide improved marketing, communications and advising for students and families related to pathways for the future.

Strategic Plan - 2.3 Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system).

DIP - 2.4 Plano ISD will reach and maintain the long term four-year graduation rate for All Students and all student groups at 98.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a four-year graduation rate of 92.7% or higher for all students.

DIP - 2.5 Plano ISD will reach and maintain the long term CCMR rate for All Students at 93.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a CCMR rate of 88% or higher for the all student group.

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.

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.

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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

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Andrews

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	3	2	14	0	39	0	6	7	2	18	42	20	62
2022	67	50	79		95		67	57	50	67	86	90	87
2023	69	52	80		96		70	59	51	69	87	91	88
2024	71	54	80		96		73	61	51	71	87	93	88
2025	73	56	81		97		77	63	52	74	88	95	89
2026	77	60	83		99		83	67	54	78	90	98	91
2027	81	64	84		100		90	71	55	83	91	100	92

HB3 Campus Goals - All Grades STAAR at Meets Standard

Andrews

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 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	7	4	22	0	44	0	11	16	1	29	56	27	83
2022	71	0	82		93		55	81	100	69	84	81	83
2023	73	2	83		94		58	83	100	71	85	82	84
2024	75	4	83		94		61	85	100	73	85	84	84
2025	77	6	84		95		65	87	100	76	86	86	85
2026	81	10	86		97		71	91	100	80	88	89	87
2027	85	14	87		98		78	95	100	85	89	92	88

HB3 Campus Goals - All Grades STAAR at Meets Standard

Andrews

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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 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	7	10	14	0	35	0	9	11	3	17	40	28	68
2022	100	50	50		97		33	64	100	71	82	79	81
2023	100	52	51		98		36	66	100	73	83	80	82
2024	100	54	51		98		39	68	100	75	83	82	82
2025	100	56	52		99		43	70	100	78	84	84	83
2026	100	60	54		100		49	74	100	82	86	87	85
2027	100	64	55		100		56	78	100	87	87	90	86

HB3 Campus Goals - All Grades STAAR at Meets Standard

Andrews

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

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

Reading												All Grades	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	17	16	50	0	118	0	26	34	6	64	138	75	213
2022	82	38	72		95		50	71	83	69	84	83	84
2023	84	40	73		96		53	73	84	71	85	84	85
2024	86	42	73		96		56	75	84	73	85	86	85
2025	88	44	74		97		60	77	85	76	86	88	86
2026	92	48	76		99		66	81	87	80	88	91	88
2027	96	52	77		100		73	85	88	85	89	94	89

HB3 Campus Goals - All Grades STAAR at Meets Standard

Andrews

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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	3	2	14	0	39	0	6	7	2	18	42	20	62
2022	0	50	71		97		33	71	50	78	88	75	84
2023	3	52	72		98		36	73	51	80	89	77	85
2024	6	55	74		100		39	76	53	82	91	79	87
2025	9	59	76		100		43	80	55	85	93	82	89
2026	15	63	78		100		48	84	57	89	95	86	91
2027	21	69	81		100		55	90	60	94	98	91	94

HB3 Campus Goals - All Grades STAAR at Meets Standard

Andrews

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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	7	4	22	0	44	0	11	16	1	29	56	27	83
2022	29	0	73		89		36	50	100	59	75	70	73
2023	32	2	74		90		39	52	100	61	76	72	74
2024	35	5	76		92		42	55	100	63	78	74	76
2025	38	9	78		94		46	59	100	66	80	77	78
2026	44	13	80		96		51	63	100	70	82	81	80
2027	50	19	83		99		58	69	100	75	85	86	83

HB3 Campus Goals - All Grades STAAR at Meets Standard

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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	7	10	14	0	35	0	9	11	3	17	40	28	68
2022	71	30	36		89		44	45	67	71	72	61	68
2023	74	32	37		90		47	47	68	73	73	63	69
2024	77	35	39		92		50	50	70	75	75	65	71
2025	80	39	41		94		54	54	72	78	77	68	73
2026	86	43	43		96		59	58	74	82	79	72	75
2027	92	49	46		99		66	64	77	87	82	77	78

HB3 Campus Goals - All Grades STAAR at Meets Standard

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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	17	16	50	0	118	0	26	34	6	64	138	75	213
2022	41	25	62		92		38	53	67	67	78	68	75
2023	44	27	63		93		41	55	68	69	79	70	76
2024	47	30	65		95		44	58	70	71	81	72	78
2025	50	34	67		97		48	62	72	74	83	75	80
2026	56	38	69		99		53	66	74	78	85	79	82
2027	62	44	72		100		60	72	77	83	88	84	85

HB3 Campus Goals - All Grades STAAR at Meets Standard

Andrews

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

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

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	7	10	14	0	35	0	9	11	3	17	40	28	68
2022	57	30	50		86		33	45	100	47	68	64	66
2023	60	32	51		87		36	47	100	49	69	66	67
2024	63	35	53		89		39	50	100	51	71	68	69
2025	66	39	55		91		43	54	100	54	73	71	71
2026	72	44	57		93		48	59	100	58	75	75	73
2027	78	50	60		96		55	65	100	63	78	79	76

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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