

Plano Independent School District

Hickey Elementary

2023-2024 Improvement Plan



Board Approval Date: October 3, 2023

Mission Statement

Mission: Educate, inspire, and empower every student to activate their unique potential in a dynamic world.

Vision

Create a supportive environment where students are committed to excellence, dedicated to caring, powered by learning, and always Plano Proud.

Value Statement

- *Demonstrate a personal commitment to the academic success and general well-being of each student.
- *Positively contribute to my collaborative team and be an active participant in our learning community.
- *Partner with students, families, community members and each other to promote academic growth and social emotional well-being.
- *Value and celebrate individual and collective successes.
- *Prioritize relationships by seeking to understand the feelings of others.
- *Be consistent (individually/collectively) in message and methods.
- *Create a safe space for sharing perspectives by openly giving and receiving authentic feedback.
- *Pursue learning and growth opportunities for ourselves, our team, our students, and our campus.
- *Set and communicate clear expectations, goals, and responsibilities.
- *Persist through difficulties and hardships to reach our individual and collective goals.

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Goal 5: Pillar 5 - Partnerships & Strategic Resource Management - Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff. Strategic Plan - 5.1 Increase community partnerships to elevate student learning outcomes and experiences. Strategic Plan - 5.2 Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes. Strategic Plan - 5.3 Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students. DIP - 5.4 Federal and State Mandates	30

Comprehensive Needs Assessment

Demographics

Demographics Summary

Ethnic Distribution:

African American 9.7%

Hispanic 29.5%

White 19.1%

American Indian 0.38 %

Asian 37%

Two or More Races 4.13%

Economically Disadvantaged 36.5%

There has been a significant increase in beginner level English speakers for kindergarten and first grade this 23-24 school year.

Kindergarten: 38 students; 51.6 % EB

- 34 beginners, 89%
- 4 intermediate, 11%

1st grade: 38 students; 51.2 % EB

- 21 beginners, 55%
- 13 intermediate, 34%
- 4 advanced, 11%

2nd grade: 34 students; 43.2% EB

- 4 beginner, 12%
- 12 intermediate, 35%
- 16 advanced, 47%
- 2 advanced high, 6%

Demographics Strengths

We have a diverse population at Hickey Elementary which contributes to a multi-faceted culture and climate.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students are not making adequate progress in academic language development. **Root Cause:** Teachers need additional support implementing language development strategies.

Student Learning

Student Learning Summary

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

Math Meets and Above

3rd: 58%

4th: 56%

5th: 69%

Reading Meets and Above:

3rd: 68%

4th: 49%

5th: 68%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Math MAP scores demonstrated students in Quintile 1 and 5 did not grow at the same rate as students in Quintiles 2, 3, 4. **Root Cause:** There is a lack of understanding of differentiation.

Problem Statement 2: All grade levels in Reading MAP showed students in Quintile 1 did not grow as much as other quintiles. **Root Cause:** There is a lack of understanding of differentiation.

Problem Statement 3: Over 60% of K-5 students who started the year reading below grade level ended below grade level. **Root Cause:** Foundational Skills and guided reading is not consistent throughout the campus.

Problem Statement 4: Reading MAP scores show that 1st, 3rd, and 5th grade percent of projected growth is less than 100%. **Root Cause:** Foundational Skills and guiding reading is not consistent.

School Processes & Programs

School Processes & Programs Summary

Our staff is provided multiple opportunities for professional learning on campus, at the district, and at Region 10 trainings. Our teachers are supported by Elementary Academic Services and are provided time for collaboration with peers. We attempt to hire the highest quality teaches and paraprofessionals to our campus and continually work to support them.

We set aside time dedicated to disaggregate data, focusing on various sub-populations on our campus to ensure the staff is fully aware of instructional and behavioral needs on the campus. Our master schedule is designed to maximize the time of classroom teachers and specialists as they work to provide high quality instruction in class as well as pull-out programs.

The administrators at Hickey have an open door policy and are accessible to all staff as needs arise, setting the tone for engaged leadership, being fully present and working to ensure the academic and social/emotional success of all our students.

School Processes & Programs Strengths

1. We set professional growth goals each year through T-TESS, and provide the opportunity for teaches to revise their goals as needed. Midyear and summative conferences are held to discuss progress towards goals.
2. We engage in multiple data digs throughout the year, utilizing NWEA reports, MAP, AMC, TELPAS, Plano Literacy, formal and informal assessments.
3. Our professional learning opportunities align with our shared commitments and correlate with assessment data and the driver where we need to go instructionally.
4. We have a strong technology component utilizing web-based programs such as Google classroom, online links in the curriculum planner and other district supported technology resources.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student unexpected behaviors were persistent throughout 2022-2023. **Root Cause:** There is a lack of clarity in behavior systems and support.

Perceptions

Perceptions Summary

Overall, according to campus and district survey data, the students and staff at Hickey Elementary feel this is a safe learning environment. Staff and students are aware of emergency protocols and how to respond in emergencies. Our students of all cultures feel valued by the staff. The staff feels that their input is heard and acknowledged and that they are valued as a member of the Hickey family.

Perceptions Strengths

1. Teachers and students feel safe and feel the staff is aware of emergency protocols.
2. Students of various cultures feel valued and cared for by the staff.
3. Teachers feel their input is valued and they are respected.
4. Staff feel comfortable going to campus leaders and administration.
5. Staff feel the campus has a collaborative environment.
6. Staff feel the campus makes ethical choices.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Administrators did not meet walkthrough goals and did not meet goal for providing feedback. **Root Cause:** An official system of prioritizing and calendaring these opportunities is not in place to support substitute shortages and behavior management.

Priority Problem Statements

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

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 64% in 2023 to 66% by June 2024. The Special Education student group performance will increase from 36% in 2023 to 38% by June 2024. The Economically Disadvantaged student group performance will increase from 47% in 2023 to 49% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Reading will increase from 44% in 2023 to 46% by June 2024. The Special Education student group performance will increase from 17% in 2023 to 19% by June 2024. The Economically Disadvantaged student group performance will increase from 33% in 2023 to 35% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Reading will increase from 68% in 2023 to 70% by June 2024. The Special Education student group performance will increase from 33% in 2023 to 35% by June 2024. The Economically Disadvantaged student group performance will increase from 42% in 2023 to 44% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Reading Language Arts

Strategy 1 Details	Reviews		
<p>Strategy 1: Collaborative teams will</p> <ul style="list-style-type: none"> - Use the PISD Collaborative Team Framework to respond to the PLC Process Questions with special attention to planning for differentiated teaching and learning for Quintile 1 and 2 students. - Utilize Campus Instructional Snapshot to identify, apply, and reflect on instructional actions that focus on Feedback, Content, and Context. <p>So that all student achievement quintiles are maintaining or accelerating their MAP projected growth percentage (fall to winter and fall to spring)</p> <p>Q1&2: maintain 100%</p> <p>Q3: 110-115%</p> <p>Q4&5: accelerate at 120%</p> <p>Strategy's Expected Result/Impact: Walkthrough data Lesson plans clearly identify differentiated instruction Lesson plans have adaptations for specific student groups Increased student achievement on unit assessments, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		Summative
	Nov	Feb	June

Strategy 2 Details	Reviews		
Strategy 2: Staff will build an understanding of and consistently implement balanced literacy, Strategy's Expected Result/Impact: Refined understanding of research-based instructional methods/best practices Lesson plans clearly identify elements of balanced literacy Lesson plans clearly identify differentiated instruction Lesson plans have adaptations for specific student groups Increased use of instructional strategies as evidenced in walk-throughs Increased student achievement on unit assessments, MAP, and STAAR Staff Responsible for Monitoring: Campus Administrators Instructional Specialists Team Leaders Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		Summative
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Strategy 3 Details	Reviews		
Strategy 3: Collaborative teams will increase fidelity of implementation of Plano ISD's Instructional Model, the Campus Instructional Snapshot, and AVID strategies with the inclusion of campus staff to support specific student groups as measured through quick data that tracks the planning and implementation of strategies from the Instructional Model and Snapshot, and AVID. Strategy's Expected Result/Impact: Quick data - Hickey Planning Observation Sheet Refined understanding of research-based instructional methods/best practices Lesson plans clearly identify the use of instructional strategies from the PISD Instructional Model and AVID Lesson plans clearly identify differentiated instruction Lesson plans have adaptations for specific student groups Increased use of instructional strategies as evidenced in walk-throughs Increased student achievement on unit assessments, MAP, and STAAR Staff Responsible for Monitoring: Campus Administrators Instructional Specialists Team Leaders Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		Summative
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Strategy 4 Details	Reviews		
Strategy 4: Grade level collaborative teams will increase the fidelity of data-informed, measurable goals for intervention and systems for progress monitoring. Strategy's Expected Result/Impact: Refined understanding of research-based instructional methods/best practices Implementation of monthly data meetings Kid Talk form that includes student goals and progress towards goals Kid Talk Agenda that prioritizes students based on needs Increased use of instructional strategies as evidenced in walk-throughs Increased student achievement on unit assessments, MAP, and STAAR Staff Responsible for Monitoring: Campus Administrators Instructional Specialists Team Leaders Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		Summative
	Nov	Feb	June

0%

No Progress

100%

Accomplished

Continue/Modify

Discontinue

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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 58% in 2023 to 60% by June 2024. The Special Education student group performance will increase from 33% in 2023 to 35% by June 2024. The Economically Disadvantaged student group performance will increase from 50% in 2023 to 52% by 2024.





The percent of 4th grade students that score Meets grade level or above on STAAR Math will increase from 56% in 2023 to 58% by June 2024. The Special Education student group performance will increase from 38% in 2023 to 40% by June 2024. The Economically Disadvantaged student group performance will increase from 35% in 2023 to 37% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Math will increase from 69% in 2023 to 71% by June 2024. The Special Education student group performance will increase from 22% in 2023 to 24% by June 2024. The Economically Disadvantaged student group performance will increase from 48% in 2023 to 50% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Math

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Feb	June
<p>Strategy 1: Collaborative teams will</p> <ul style="list-style-type: none">- Use the PISD Collaborative Team Framework to respond to the PLC Process Questions with special attention to planning for differentiated teaching and learning for Quintile 1 and 2 students.- Utilize Campus Instructional Snapshot to identify, apply, and reflect on instructional actions that focus on Feedback, Content, and Context. <p>So that all student achievement quintiles are maintaining or accelerating their MAP projected growth percentage (fall to winter and fall to spring)</p> <p>Q1&2: maintain 100%</p> <p>Q3: 110-115%</p> <p>Q4&5: accelerate at 120%</p> <p>Strategy's Expected Result/Impact: Walkthrough Data</p> <p>Lesson plans clearly identify differentiated instruction</p> <p>Lesson plans have adaptations for specific student groups</p> <p>Increased student achievement on unit assessments, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Instructional Specialists</p> <p>Team Leaders</p> <p>Teachers</p> <p>Title I:</p> <p>2.4, 2.5, 2.6</p> <p>- TEA Priorities:</p> <p>Build a foundation of reading and math</p>			

Strategy 2 Details	Reviews		
Strategy 2: Staff will build an understanding of and consistently implement instructional strategies aligned to the PISD Instructional Model and AVID including high leverage strategies to increase language proficiency. Strategy's Expected Result/Impact: Refined understanding of research-based instructional methods/best practices Lesson plans clearly identify the use of instructional strategies from the PISD Instructional Model and AVID Lesson plans clearly identify differentiated instruction Lesson plans have adaptations for specific student groups Increased use of instructional strategies as evidenced in walk-throughs Increased student achievement on unit assessments, MAP, and STAAR Staff Responsible for Monitoring: Campus Administrators Instructional Specialists Team Leaders Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		Summative
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Strategy 3 Details	Reviews		
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	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

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

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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 43% in 2023 to 45% by June 2024. The Special Education student group performance will increase from 11% in 2023 to 13% by June 2024. The Economically Disadvantaged student group performance will increase from 17% in 2023 to 17% by 2024.

Evaluation Data Sources: 2024 STAAR Science

Strategy 1 Details	Reviews		
<p>Strategy 1: Collaborative teams will</p> <ul style="list-style-type: none"> - Use the PISD Collaborative Team Framework to respond to the PLC Process Questions with special attention to planning for differentiated teaching and learning for Quintile 1 and 2 students. - Utilize Campus Instructional Snapshot to identify, apply, and reflect on instructional actions that focus on Feedback, Content, and Context. <p>So that all student achievement quintiles are maintaining or accelerating their MAP projected growth percentage (fall to winter and fall to spring)</p> <p>Q1&2: maintain 100%</p> <p>Q3: 110-115%</p> <p>Q4&5: accelerate at 120%</p> <p>Strategy's Expected Result/Impact: Walkthrough Data</p> <ul style="list-style-type: none"> Lesson plans clearly identify differentiated instruction Lesson plans have adaptations for specific student groups Increased student achievement on unit assessments, MAP, and STAAR <p>Staff Responsible for Monitoring: Campus Administrators</p> <ul style="list-style-type: none"> Instructional Specialists Team Leaders Teachers <p>Title I:</p> <p>2.4, 2.5, 2.6</p> <p>- TEA Priorities:</p> <p>Build a foundation of reading and math</p>	Formative		Summative
	Nov	Feb	June

Strategy 2 Details		Reviews		
Strategy 2: Grade level collaborative teams including instructional specialists will build an understanding of and consistently implement instructional strategies aligned to the PISD Instructional Model and AVID including high leverage strategies to increase language proficiency. Strategy's Expected Result/Impact: Refined understanding of research-based instructional methods/best practices Lesson plans clearly identify the use of instructional strategies from the PISD Instructional Model and AVID Lesson plans clearly identify differentiated instruction Lesson plans have adaptations for specific student groups Increased use of instructional strategies as evidenced in walk-throughs Increased student achievement on unit assessments, MAP, and STAAR Staff Responsible for Monitoring: Campus Administrators Instructional Specialists Team Leaders Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative		Summative
		Nov	Feb	June
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		Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

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

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

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

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

Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students.

Strategic Plan - 3.1 Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position.

Strategic Plan - 3.2 Design and deliver a multi-pronged, aligned Professional Learning plan for onboarding and continuous growth to increase student engagement, achievement and growth.

Strategic Plan - 3.3 Design and implement systems and opportunities to strengthen the Plano ISD Leadership Pipeline for all levels of the organization.

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

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 1: The all student and individual student group attendance rates will increase from 95.23% in 2023 to 95.73% in 2024.

Evaluation Data Sources: Pinnacle
Edugence

Strategy 1 Details	Reviews		
Strategy 1: Form Campus Attendance Collaborative Team that effectively utilize district and community resources, services and data to encourage good attendance practices and improve student attendance. Strategy's Expected Result/Impact: Documentation of attendance concerns and parent contact completed Decrease in the number of tardies Decrease in student absences Staff Responsible for Monitoring: Campus Administrators Counselor Secretary Teachers	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Review and refine tiered interventions to address chronic absenteeism as integrated into MTSS Framework Strategy's Expected Result/Impact: Decrease in the number of tardies Decrease in student absences	Formative		Summative
	Nov	Feb	June

Staff Responsible for Monitoring: Campus Administrators Counselor Secretary Teachers			
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>			

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.

Evaluation Data Sources: Review 360 data

Strategy 1 Details	Reviews		
Strategy 1: Instructional staff will consistently implement the use of behavior management strategies from STOIC training and the campus and district leveled behavior guides. Strategy's Expected Result/Impact: Increased use of behavior management strategies as evidenced in walk-throughs Decrease in the number of behavior incidents and office referrals Staff Responsible for Monitoring: Campus Administration Counselor Instructional Specialists Team Leaders Teachers	Formative		Summative
	Nov	Feb	June

Strategy 2 Details	Reviews		
Strategy 2: The campus will utilize the district Student Management Team and the campus PBIS Behavior Support Team to provide teacher support meetings and professional learning opportunities to address behavior management strategies. Strategy's Expected Result/Impact: Increased use of behavior management strategies as evidenced in walk-throughs Decrease in the number of behavior incidents and office referrals Staff Responsible for Monitoring: Campus Administration Counselor PBIS Behavior Support Team Instructional Specialists Team Leaders Teachers	Formative		Summative
	Nov	Feb	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

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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.

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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. Hickey will reduce the number of bullying incident investigations from 14 in 2023 to 13 or less in 2024.

Evaluation Data Sources: Review 360

Strategy 1 Details	Reviews		
Strategy 1: Instructional staff will consistently implement the use of behavior management strategies from STOIC training and the campus and district leveled behavior guides. Strategy's Expected Result/Impact: Increased use of behavior management strategies as evidenced in walk-throughs Decrease in the number of bullying incidents Staff Responsible for Monitoring: Campus Administration Counselor Instructional Specialists Team Leaders Teachers	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: All campus staff will complete Bullying Prevention and Response training. Strategy's Expected Result/Impact: Increased awareness of what bullying is and isn't Decrease in the number of bullying incidents	Formative		Summative
	Nov	Feb	June

Staff Responsible for Monitoring: Campus Administration Teachers			
 No Progress	 Accomplished	 Continue/Modify	 Discontinue

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

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Performance Objective 5: All incidents requiring a threat assessment will be completed per District policy.

Evaluation Data Sources: Review 360 data

Strategy 1 Details		Reviews		
Strategy 1: The threat assessment team will monitor behavior incidents and reports for any that require a threat assessment. Strategy's Expected Result/Impact: Incidents that require a threat assessment will have one completed per district policy. Staff Responsible for Monitoring: Campus Administration Counselor		Formative		Summative
		Nov	Feb	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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