

Plano Independent School District

Wyatt Elementary

2023-2024 Improvement Plan



Board Approval Date: October 3, 2023

Mission Statement

A caring community dedicated to academic excellence for all learners in a challenging and nurturing environment.

Vision

Future Driven
Global Citizens

Students prepared for the journey ahead.

Creative Thinkers

PASSIONATE LEARNERS

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Priority Problem Statements

Problem Statement 1: On the 2023 RLA STAAR test, students in 3rd, 4th, and 5th grades received the following scores out of a maximum of 10 points: 3rd Grade: 5.15 4th Grade: 6.02 5th Grade: 7.25

Root Cause 1: The writing portion was recently introduced to the 2023 STAAR test with no clear guidance on how to approach the curriculum to provide adequate support for this new component.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Five students exited ESL based on TELPAS results in 2022-2023, but our expectation was that twenty-one students could potentially exit.

Root Cause 2: Challenges in the listening and speaking domains of the test. Increased classroom support is necessary; currently, the ESL teacher spends only 45 minutes per day with students in small groups. Additional professional development is required, extending beyond sentence stems. Many students came close to passing but may have fallen short in listening/speaking Teachers need more exposure to TELPAS

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 3: 20% of Wyatt students did not meet their EOY MAP growth target.

Root Cause 3: Quintile 1 students often score high but show limited growth compared to others. Some students have attention and engagement challenges. Others become complacent and may lack motivation to challenge themselves. Teachers should plan for rigor, complex tasks, and engaging methods for these students. Greater emphasis on Tier one is necessary.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

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
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

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

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

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

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

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

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

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

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

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

Performance Objective 1: 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 81% in 2022 to 82% by June 2024. The Special Education student group performance will increase from 47% in 2022 to 53% by June 2024. The Economically Disadvantaged student group performance will increase from 50% in 2022 to 54% by 2024.





The percent of 4th grade students that score Meets grade level or above on STAAR Reading will increase from 82% in 2022 to 83% by June 2024. The Special Education student group performance will increase from 57% in 2022 to 63% by June 2024. The Economically Disadvantaged student group performance will increase from 25% in 2022 to 29% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Reading will increase from 86% in 2022 to 87% by June 2024. The Special Education student group performance will increase from 25% in 2022 to 31% by June 2024. The Economically Disadvantaged student group performance will increase from 55% in 2022 to 59% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Reading Language Arts

Strategy 1 Details	Reviews		
Strategy 1: Data Analysis Meetings Strategy's Expected Result/Impact: Teacher teams will participate in timely analysis of student data. The Data Analysis Checkpoint Calendar will serve as the roadmap for campus Data Digs which will guide teacher teams in making high impact instructional decisions. Each data dig will provide a specific protocol in order to guide teacher discussions about student strengths and needs and will lay the foundation for adjustments that may be needed in the classroom for specific students. Our teachers will design a plan to target student needs based on the data analysis. Staff Responsible for Monitoring: Administrators, Specialists, Teachers Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 1 - School Processes & Programs 2	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Daily Intervention/Enrichment: Level Up Time! Strategy's Expected Result/Impact: The Master Schedule includes Level Up Time for planned, targeted, instruction. Ss will be receiving targeted instruction throughout the school year based on MAP data, formative and summative assessments, reading inventories and writing samples. Teachers will provide lesson plans in 2-week blocks that include names of students receiving targeted instruction, targeted skill, the Teacher providing the instruction, and the assigned independent work for students not receiving direct instruction. Instructional specialists and special education teachers are assigned to grade levels and work with small groups during this time. Our expectation is that this designated time will assist in closing the gaps as well as assuring that all students show progress on the EOY Map. Staff Responsible for Monitoring: Administrators, Instructional Specialists, Team Leaders Problem Statements: Student Learning 1 - School Processes & Programs 2	Formative		Summative
	Nov	Feb	June

Strategy 3 Details	Reviews		
Strategy 3: Extended Planning for Grade Level Collaborative Teams Strategy's Expected Result/Impact: Extended planning will be provided to collaborative teams do big picture planning for Tier One instruction. Grade-level teams will use the collaborative team planning process to unpack Unit TEKS, examine the essential questions, review relevant data, and answer all questions on the PISD Instructional Framework. This process prepares teachers so they fully understand what students need to know and be able to do, and have made a plan about what they will do when students do not understand or have shown mastery of the objectives. Staff Responsible for Monitoring: Administrators, Team Leaders	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
Strategy 4: Wyatt Instructional Specialist Direct Involvement with Collaborative Teams Strategy's Expected Result/Impact: Wyatt Instructional Specialist will assist teachers with developing Student Support Plans and will meet with teams once a month to make sure progress monitoring is being done consistently. She will attend team planning meetings twice a month to guide teachers in using the PISD instructional Model strategies which are tied to our Campus Snapshot. Our expectation is that our collaborative teams will be receptive to suggestions that come from the instructional specialist, that she will guide them in trying strategies from our instructional model and Lead4ward, and that all students will show growth on MOY and EOY MAP assessments, mClass, Unit Tests, Reading Inventories. Staff Responsible for Monitoring: Instructional Specialist and MTSS Team	Formative		Summative
	Nov	Feb	June
Strategy 5 Details	Reviews		
Strategy 5: Language Arts Alignment Grades 3 - 5 Strategy's Expected Result/Impact: Grade 3 - 5 teachers will work as a collaborative team to align instruction for students across their grade levels so that we have greater success on writing Short Constructive Responses and Extended Constructive Responses on STAAR READING 2024. Teachers will meet every 6 weeks to align their work, review writing samples, and share ideas about how to support students. Our expectation is that the percentage of students achieving writing scores of 8, 9, or 10 will be greater on STAAR 2024 than it was on STAAR 2023. In addition, we expect grades 3 - 5 to use the same language so it is known to students moving from 3rd to 4th and 4th to 5th. We will bring grades K - 2 into the alignment in the future. Staff Responsible for Monitoring: Administrators, Specialists, 3 - 5 Teachers Problem Statements: Student Learning 2	Formative		Summative
	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 20% of Wyatt students did not meet their EOY MAP growth target. Root Cause: Quintile 1 students often score high but show limited growth compared to others. Some students have attention and engagement challenges. Others become complacent and may lack motivation to challenge themselves. Teachers should plan for rigor, complex tasks, and engaging methods for these students. Greater emphasis on Tier one is necessary.

Student Learning

Problem Statement 2: On the 2023 RLA STAAR test, students in 3rd, 4th, and 5th grades received the following scores out of a maximum of 10 points: 3rd Grade: 5.15 4th Grade: 6.02 5th Grade: 7.25 **Root Cause:** The writing portion was recently introduced to the 2023 STAAR test with no clear guidance on how to approach the curriculum to provide adequate support for this new component.

School Processes & Programs

Problem Statement 2: 20% of Wyatt students did not meet their EOY MAP growth target. **Root Cause:** Quintile 1 students often score high but show limited growth compared to others. Some students have attention and engagement challenges. Others become complacent and may lack motivation to challenge themselves. Teachers should plan for rigor, complex tasks, and engaging methods for these students. Greater emphasis on Tier one is necessary.

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.

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

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

Performance Objective 2: K-5 MATHEMATICS

HB3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 76% in 2022 to 79% by June 2024. The Special Education student group performance will increase from 40% in 2022 to 46% by June 2024. The Economically Disadvantaged student group performance will increase from 50% in 2022 to 55% 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 86% in 2022 to 92% by June 2024. The Economically Disadvantaged student group performance will increase from 0% in 2022 to 5% by 2024.





The percent of 5th grade students that score Meets grade level or above on STAAR Math will increase from 77% in 2022 to 80% by June 2024. The Special Education student group performance will increase from 25% in 2022 to 31% by June 2024. The Economically Disadvantaged student group performance will increase from 36% in 2022 to 41% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Math

Strategy 1 Details	Reviews		
Strategy 1: DATA Analysis Meetings Strategy's Expected Result/Impact: Teacher teams will participate in timely analysis of student data. The Data Analysis Checkpoint Calendar will serve as the roadmap for campus Data Digs which will guide teacher teams in making high impact instructional decisions. Each data dig will provide a specific protocol in order to guide teacher discussions about student strengths and needs and will lay the foundation for adjustments that may be needed in the classroom for specific students. Our teachers will design a plan to target student needs based on the data analysis. Staff Responsible for Monitoring: Administrators, Specialists, Teachers Problem Statements: Student Learning 1 - School Processes & Programs 2	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Daily Intervention/Enrichment: Level Up Time! Strategy's Expected Result/Impact: The Master Schedule includes Level Up Time for planned, targeted, instruction. Ss will be receiving targeted instruction throughout the school year based on MAP data, formative and summative assessments, reading inventories and writing samples. Teachers will provide lesson plans in 2-week blocks that include names of students receiving targeted instruction, targeted skill, the Teacher providing the instruction, and the assigned independent work for students not receiving direct instruction. Instructional specialists and special education teachers are assigned to grade levels and work with small groups during this time. Our expectation is that this designated time will assist in closing the gaps as well as assuring that all students show progress on the EOY Map. Staff Responsible for Monitoring: ADMINISTRATORS, Instructional Specialist, Team Leaders	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Extended Planning Strategy's Expected Result/Impact: Extended planning will be provided to collaborative teams do big picture planning for Tier One instruction. Grade-level teams will use the collaborative team planning process to unpack Unit TEKS, examine the essential questions, review relevant data, and answer all questions on the PISD Instructional Framework. This process prepares teachers so they fully understand what students need to know and be able to do, and have made a plan about what they will do when students do not understand or have shown mastery of the objectives. Staff Responsible for Monitoring: Administrators, Team Leaders	Formative		Summative
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Strategy 4 Details		Reviews		
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		Nov	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
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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 65% in 2022 to 68% by June 2024. The Special Education student group performance will increase from 9% in 2022 to 14% by June 2024. The Economically Disadvantaged student group performance will increase from 12% in 2022 to 18% by 2024.

Evaluation Data Sources: 2024 STAAR Science

Strategy 1 Details	Reviews		
Strategy 1: Data Analysis Meetings Strategy's Expected Result/Impact: Teacher teams will participate in timely analysis of student data. The Data Analysis Checkpoint Calendar will serve as the roadmap for campus Data Digs which will guide teacher teams in making high impact instructional decisions. Each data dig will provide a specific protocol in order to guide teacher discussions about student strengths and needs and will lay the foundation for adjustments that may be needed in the classroom for specific students. Our teachers will design a plan to target student needs based on the data analysis. Staff Responsible for Monitoring: Administrators, Specialists, Teachers Problem Statements: Student Learning 1 - School Processes & Programs 2	Formative		Summative
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Strategy 2 Details	Reviews		
Strategy 2: INTERVENTION/ENRICHMENT: LEVEL UP TIME! Strategy's Expected Result/Impact: The Master Schedule includes Level Up Time for planned, targeted, instruction. Ss will be receiving targeted instruction throughout the school year based on MAP data, formative and summative assessments, reading inventories and writing samples. Teachers will provide lesson plans in 2-week blocks that include names of students receiving targeted instruction, targeted skill, the Teacher providing the instruction, and the assigned independent work for students not receiving direct instruction. Instructional specialists and special education teachers are assigned to grade levels and work with small groups during this time. Our expectation is that this designated time will assist in closing the gaps as well as assuring that all students show progress on the EOY Map. Staff Responsible for Monitoring: Administrators, Instructional Specialists, Team Leaders	Formative		Summative
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Strategy 4: Extended Planning Strategy's Expected Result/Impact: Extended planning will be provided to collaborative teams do big picture planning for Tier One instruction. Grade-level teams will use the collaborative team planning process to unpack Unit TEKS, examine the essential questions, review relevant data, and answer all questions on the PISD Instructional Framework. This process prepares teachers so they fully understand what students need to know and be able to do, and have made a plan about what they will do when students do not understand or have shown mastery of the objectives. Staff Responsible for Monitoring: Administrators, Team Leaders		Formative		Summative
		Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: 20% of Wyatt students did not meet their EOY MAP growth target. Root Cause: Quintile 1 students often score high but show limited growth compared to others. Some students have attention and engagement challenges. Others become complacent and may lack motivation to challenge themselves. Teachers should plan for rigor, complex tasks, and engaging methods for these students. Greater emphasis on Tier one is necessary.
School Processes & Programs
Problem Statement 2: 20% of Wyatt students did not meet their EOY MAP growth target. Root Cause: Quintile 1 students often score high but show limited growth compared to others. Some students have attention and engagement challenges. Others become complacent and may lack motivation to challenge themselves. Teachers should plan for rigor, complex tasks, and engaging methods for these students. Greater emphasis on Tier one is necessary.

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: All student and individual student group attendance rates will be maintained at 96% or higher.

Strategy 1 Details	Reviews		
Strategy 1: Communication and Follow-through Strategy's Expected Result/Impact: We will maintain or increase our attendance through regular communication and education of parents by way of newsletter, voice messages, and visual reminders. Staff Responsible for Monitoring: Administrators and MTSS Team	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Systematic Tracking of Attendance Strategy's Expected Result/Impact: Students are less likely to go unnoticed for excessive absences with a system in place that is consistent and includes others who have knowledge of students on a regular basis. Staff Responsible for Monitoring: Administrators, MTSS Team, Campus Secretary, Nurse, Teachers	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Student Support Plans Strategy's Expected Result/Impact: Student Support Plan will provide immediate intervention for student's with excessive absences. Staff Responsible for Monitoring: MTSS Team	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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

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





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

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

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

Performance Objective 2: The district and campuses will incorporate behavior management strategies to reduce the number of discipline placements and maintain a disproportionality risk ratio of 2.0 or lower in each student group.

Strategy 1 Details		Reviews		
Strategy 1: Proactive Measures Strategy's Expected Result/Impact: Consistent campus-wide use of positive behavior supports and restorative practices will promote a culture of respect and kindness. Daily mention of the Wyatt Way, Character Strong, House points, Golden Plate and Golden Plunger, are examples of proactive measures that will reduce the number of negative behaviors that often lead to discipline placements. Staff Responsible for Monitoring: Principals, MTSS Team, Counselor, Teachers Problem Statements: Student Learning 1 - School Processes & Programs 2		Formative		Summative
		Nov	Feb	June

 No Progress
  Accomplished
  Continue/Modify
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Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 20% of Wyatt students did not meet their EOY MAP growth target. Root Cause: Quintile 1 students often score high but show limited growth compared to others. Some students have attention and engagement challenges. Others become complacent and may lack motivation to challenge themselves. Teachers should plan for rigor, complex tasks, and engaging methods for these students. Greater emphasis on Tier one is necessary.

School Processes & Programs

Problem Statement 2: 20% of Wyatt students did not meet their EOY MAP growth target. **Root Cause:** Quintile 1 students often score high but show limited growth compared to others. Some students have attention and engagement challenges. Others become complacent and may lack motivation to challenge themselves. Teachers should plan for rigor, complex tasks, and engaging methods for these students. Greater emphasis on Tier one is necessary.

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Performance Objective 3: The district and campuses will reduce the number of drug incidents (PEIMS Codes 04 & 36) and alcohol (PEIMS Code 05) incidents by 10% based on 2022-23 baseline.

Strategy 1 Details	Reviews		
Strategy 1: Students are educated through programs during Red Ribbon Week. The school counselor provides guidance lessons on making good/healthy choices. Strategy's Expected Result/Impact: Students will acquire an understanding of why it is important to make good and healthy choices. Staff Responsible for Monitoring: Counselor, MTSS Team, Staff	Formative		Summative
	Nov	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

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Performance Objective 4: Positive behavior management strategies will be implemented to reduce the number of bullying incidents by 10% compared with 2022 - 2023 data.

Strategy 1 Details		Reviews		
Strategy 1: By leveraging curriculum supports such as Character Strong within the classroom, prioritizing positive character traits, and using a restorative approach to conflict resolution, we empower students to thoughtfully consider their actions and choose constructive paths when interacting with their peers. Strategy's Expected Result/Impact: Students will show how getting along with their peers makes school better for everyone. They will also demonstrate using positive problem-solving and coping skills when conflicts arise. Staff Responsible for Monitoring: Administrators, Counselor, Staff	Formative		Summative	
	Nov	Feb	June	
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

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

Strategy 1 Details	Reviews		
Strategy 1: The Wyatt Threat Assessment Team will participate in district Threat Assessment required training this school year. Strategy's Expected Result/Impact: The members of the Threat Assessment Team will be well-versed in the precise protocols necessary to respond effectively in the event of an incident. Staff Responsible for Monitoring: Administrators, Counselor, Specialist	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: The Threat Assessment team will meet after each threat and follow the district process to determine the level of threat and actions needed.	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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