

# Plano Independent School District District Improvement Plan

## 2020-2021

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date:** October 20, 2020

# Mission Statement

**Our Plano ISD learning community will educate, inspire and empower every student to activate their unique potential in a dynamic world.**

## Vision

**Committed to Excellence**

**Dedicated to Caring**

**Powered by Learning**

**Plano ISD Proud.**

## Ongoing Goals

Plano ISD has five major ongoing district goals:

1. Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.
2. Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.
3. Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.
4. Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.
5. Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

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# Comprehensive Needs Assessment

## Student Learning

### Student Learning Summary

**District 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.

**District Middle 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.

**District High School Goals Including HB3 CCMR Goals:** ([see tables in addendum](#)) HB 3 District and Board goals requires each district to set 5-year goals for college, career, and military readiness including targets for each school year. Plano ISD have set these goals for CCMR. Campus goals are aligned with these CCMR goals. As CCMR goals for college readiness is strongly aligned with the Meets Standard on STAAR EOCs, the district target for 2021 is based on these CCMR increases required from 2019 to 2021. The campus target for EOCs now align with the district required target for 9-10 grade levels for Algebra I, English I and English II, Biology, and US History for the All Student and Specific student groups. 2019 Baseline Data from 2018-19 TAPR

**Plano ISD goal graduation goal analysis:** From 2019 Accountability (Class of 2018) to 2022 Accountability (Class of 2021) Calculation

If between 90 <- RATE < 94: 0.1% increase/year.

- AA from 93.0  $(.1 + .1) = 93.2$
- o Hispanic from 93.7  $(.1 + .1) = 93.9$

If below 90%, then 10% reduction in gap between Current and 94%.

- EL: from 87.3%  $(94.0 - 87.3)/10 = 0.67\%$ .  $87.3\% + 0.7 = 88.0\%$
- Special Ed: from 77.5%  $(94.0 - 77.5)/10 = 1.65\%$ .  $77.5 + 1.7 = 79.2$

# Goals

**Goal 1: Pillar 1 - Learning and Teaching - All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.**





1.1 Empower educators to design learning experiences that meet individual needs of each student.

1.2 Equip educators to continually assess learning using a variety of methods to determine next steps in the learning progression.

**Performance Objective 1:** Action Plan 1.1.1 / 1.2.1 Develop and implement a balanced literacy model of instruction for Pre-Kindergarten (Pre-K) through 5th grade.

**Evaluation Data Sources:** K-5 Reading Records (Beginning, Middle and End of Year), K-5 MAP reading data , PreK CIRCLE data, 2020 Reading STAAR data, gr. 3-5

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide support, resources, and professional learning for Pre-K through 5th grade collaborative teams and administrators on implementation and refinement of the PISD balanced literacy model of instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved planning, instruction and assessment practices by all elementary literacy teachers; Effective use of literacy assessment tools to monitor progress and guide instructional decisions; Evidence of student growth and increased student achievement in reading and writing</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Elementary Academic Services Elementary Literacy Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide coaching and support for K-3 teachers and administrators for the 12 campuses participating in the TEA Reading Academy for the 2020-2021 school year. (3 year implementation: 18 campuses in 2021-2022, and 15 campuses in the 2022-2023)</p> <p><b>Strategy's Expected Result/Impact:</b> Successful completion of Reading Academy modules and artifact submission by identified campus cohorts by mid June 2021; Increased student growth in reading levels, in K-3, over the next three years</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Elementary Academic Services, Reading Academy Facilitators, Elementary Literacy Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

**Goal 1:** Pillar 1 - Learning and Teaching - All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.





1.1 Empower educators to design learning experiences that meet individual needs of each student.

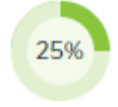
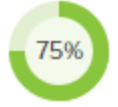
1.2 Equip educators to continually assess learning using a variety of methods to determine next steps in the learning progression.

**Performance Objective 2:** Action Plan 1.1.2 / 1.2.2 Develop and implement a district wide consistent model for Response to Intervention.

**Evaluation Data Sources:** Evidence of intervention goals and progress monitoring in Edugence; Secondary RtI Task Force agendas, work products and Secondary RtI Handbook

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide embedded support, resources and professional learning for collaborative teams and administration as needed to continue to implement, refine and connect the RtI academic process to the overarching Multi-Tiered Systems of Support (MTSS) for elementary students.</p> <p><b>Strategy's Expected Result/Impact:</b> Successful identification of students in need of intervention; Development and implementation of intervention plans at campus and team levels; Evidence of goal setting and progress monitoring in Edugence; Increased use of multiple sources of data by collaborative teams to identify students' academic and behavioral needs to plan and implement effective interventions for student growth</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Elementary Academic Services, Elementary Math and Literacy Coordinators, Multilingual Academic Services and Special Education Departments</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize Secondary Response to Intervention (RtI) Task Force to study needs, identify processes, and develop secondary academic RtI system in alignment with district MTSS guidance.</p> <p><b>Strategy's Expected Result/Impact:</b> Articulated systems of support for Academic RtI in Tier One and Tier Two for implementation in the 21-22 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Secondary Academic Services, Secondary academic coordinators, Executive Director for Multilingual Services</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Develop comprehensive Multi-Tiered System of Support model that fosters equitable student engagement experiences across the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of equitable disciplinary placements; decrease of students with chronic absenteeism; higher enrollment of students who are underrepresented in college in advanced academic courses (secondary) and G/T program (elementary).</p> <p><b>Staff Responsible for Monitoring:</b> Director for MTSS and 504, Executive Director of CCMR and Advanced Academics, Executive Directors of Elementary and Secondary curriculum, Director of Student and Family Services</p>	Formative		
	Nov	Feb	June
			

**Goal 1: Pillar 1 - Learning and Teaching - All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.**


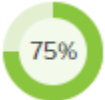


1.1 Empower educators to design learning experiences that meet individual needs of each student.

1.2 Equip educators to continually assess learning using a variety of methods to determine next steps in the learning progression.

**Performance Objective 3: Action Plan 1.2.3** Develop district wide common understanding and use common formative assessments in order to guide instructional decisions.

**Evaluation Data Sources:** Professional learning agendas/training; Edugence evidence of common formative assessment use at campus level

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide support, tools, and professional learning for teacher teams as needed to continue implementing authentic research-based assessment practices, including formative and common formative assessment, in both virtual and face to face learning environments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student progress on grade level standards as evidenced by multiple measures of assessment data; Increased use of formative/ common formative assessments by collaborative teams to monitor progress and adjust instruction</p> <p><b>Staff Responsible for Monitoring:</b> Academic Services Executive Directors (Elementary, Secondary, Multilingual, Special Education, Advanced Academics CCMR), Elementary and Secondary Coordinators and specialists, Professional Learning Department</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide support, tools and professional learning for collaborative teams and administrators to analyze multiple measures of data for effective progress monitoring and instructional planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased use of assessment data by collaborative teams to guide planning; Use of data from assessment such as: MAP assessment, Unit assessments and Curriculum Based Assessments in collaborative teams and by individual teachers to identify gaps and plan interventions; Increased student growth evidenced by progress monitoring of targeted interventions</p> <p><b>Staff Responsible for Monitoring:</b> Academic Services Executive Directors (Elementary, Secondary, Multilingual, Special Education, Advanced Academics CCMR), Assessment, Research and Program Evaluation Department, Elementary and Secondary Coordinators and specialists, Professional Learning Department</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			



**Goal 1: Pillar 1 - Learning and Teaching - All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.**




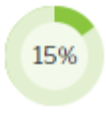
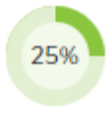

1.1 Empower educators to design learning experiences that meet individual needs of each student.

1.2 Equip educators to continually assess learning using a variety of methods to determine next steps in the learning progression.

**Performance Objective 4:** Action Plan 1.1.3 Evaluate and revise Gifted Services plan and Advanced Academics programming.

**Evaluation Data Sources:** GT Board Advisory Committee agendas and work products; draft of revised Gifted Services plan by end of 2020-21; 1 to 3 year plan for implementing revisions; course list and student enrollment

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> District staff will analyze current Gifted Services plan and compare to the State Gifted Plan in order to determine needs for revision in PISD to ensure alignment with the state requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Rating of PISD gifted services according to state plan; Recommendations for revisions to PISD Gifted Services Plan, if needed</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Advanced Academics and CCMR, Gifted Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Analyze data for advanced academics courses in order to determine strengths, needs and gaps in student success and participation.</p> <p><b>Strategy's Expected Result/Impact:</b> Inform instructional planning needs for advanced academics programming.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Services Executive Directors (AACCMR; Secondary Academics; Elementary Academics); College and Career Readiness Advisor; Gifted Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

**Goal 1: Pillar 1 - Learning and Teaching - All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.**

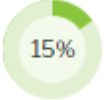





1.1 Empower educators to design learning experiences that meet individual needs of each student.

1.2 Equip educators to continually assess learning using a variety of methods to determine next steps in the learning progression.

**Performance Objective 5:** Action Plan 1.1.4 Explore additional possibilities for schools and programs of choice while overtly marketing our existing programs in order to provide greater accessibility and meet more individualized student needs.

**Evaluation Data Sources:** Marketing plan

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Examine existing Career and Technical Education programs of study and determine if additional high wage/high demand pathways or industry based certifications are needed to support preparing students to be life ready.</p> <p><b>Strategy's Expected Result/Impact:</b> Pathway options expanded / enhanced to meet areas of high wage / high demand jobs.</p> <p>Enhance opportunities for industry based certifications where possible.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Advanced Academics and CCMR</p> <p>Director of CTE</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
	 <p>15%</p>	 <p>35%</p>	 <p>70%</p>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Create a plan for implementing a virtual online academy for students that prefer a non-traditional approach to accessing K-12 curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a committee to identify a physical staff location, draft implementation plan, create criteria for enrollment, and work out details for technology and access. Plan should address providing equitable materials, course work, and support staff for online students.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Student, Family, and Community Services Assistant Superintendent for Academic Services Executive Director for Advanced Academics and CCMR Director for Expanded Learning Pathways</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
	 <p>0%</p>	 <p>40%</p>	 <p>100%</p>

**Goal 1: Pillar 1 - Learning and Teaching** - All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.






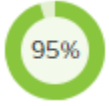
1.1 Empower educators to design learning experiences that meet individual needs of each student.

1.2 Equip educators to continually assess learning using a variety of methods to determine next steps in the learning progression.

**Performance Objective 6:** Action Plan 1.1.5 Explore innovative master scheduling options that improve the timing of staff allocations, hiring and course selection.

**Evaluation Data Sources:** Campus Master Schedules  
Course Guide  
Staff Allocation

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Research and implement Arena Scheduling for high school students that allow student voice and choice in their daily school schedule.</p> <p><b>Strategy's Expected Result/Impact:</b> Arena Scheduling</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Student, Family and Community Services, Director of Guidance and Counseling</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Review the master schedule efficiencies of staff allocation and course placement.</p> <p><b>Strategy's Expected Result/Impact:</b> Redeveloped timeline for budget, staffing and master schedule; Audit of campus master schedules to ensure optimization of staff and resources</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Employee Services, Executive Director for Student, Family and Community Services, Director for Guidance and Counseling</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			



**Goal 1: Pillar 1 - Learning and Teaching** - All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

1.1 Empower educators to design learning experiences that meet individual needs of each student.

1.2 Equip educators to continually assess learning using a variety of methods to determine next steps in the learning progression.

**Performance Objective 7:** Develop consistent grading guidelines which measure and communicate student mastery of standards.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize district task force to study current practices and develop consistent district-wide grading guidelines.</p> <p><b>Strategy's Expected Result/Impact:</b> Published grading guidelines and implementation plan</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Academic Services, Academic Services Executive Directors (Elementary, Secondary, Advanced Academics, Multilingual, Special Ed)</p>	Formative		
	Nov	Feb	June
			

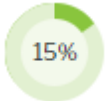
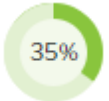

**Goal 1: Pillar 1 - Learning and Teaching** - All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

1.1 Empower educators to design learning experiences that meet individual needs of each student.

1.2 Equip educators to continually assess learning using a variety of methods to determine next steps in the learning progression.

**Performance Objective 8:** Implement Collaborative Team processes to ensure safe and collaborative culture and effective teaching in every classroom.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide embedded support, tools and professional learning for collaborative teams and administrators, so that the Collaborative Team Framework guides the effective planning of instruction with a focus on lesson design for virtual and face to face delivery.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student growth in all content as a result of effective planning and instructional delivery utilizing the collaborative team framework; Increased use of the collaborative team framework will lead to lesson design based on TEKS and students' needs; Effective lesson plans submitted at campus level</p> <p><b>Staff Responsible for Monitoring:</b> Academic Services Executive Directors (Elementary, Secondary, Multilingual, Special Education), Elementary, Secondary, Multilingual and Special Education Coordinators and Specialists, Professional Learning Department</p>	Formative		
	Nov	Feb	June
			





**Goal 1: Pillar 1 - Learning and Teaching - All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.**

1.1 Empower educators to design learning experiences that meet individual needs of each student.

1.2 Equip educators to continually assess learning using a variety of methods to determine next steps in the learning progression.

**Performance Objective 9:** Implement the PISD Instructional Model so that teachers are equipped with effective, research-based instructional practices to ensure effective teaching in every classroom.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Develop and align resources to the PISD Instructional Model to support teacher implementation of researched-based instructional practices and learning structures that support District and Campus Improvement strategies and teacher T TESS goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Published resources for teachers in all content areas for prioritized areas of Instructional Model;                      Increased usage of instructional model and aligned resources in lesson planning;                      Alignment of Campus Snapshots to PISD Instructional Model;                      Increased student achievement in all content as a result of effective planning and instructional delivery utilizing the PISD Instructional Model components</p> <p><b>Staff Responsible for Monitoring:</b> Academic Services Executive Directors (Elementary, Secondary, Multilingual, Special Education),                      Elementary, Secondary, and Special Education Coordinators and Specialists,                      Professional Learning Department</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Support teachers with tools and strategies to provide effective instructional experiences for students in the virtual setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers utilize appropriate tools, strategies, and resources to support effective instruction in virtual environments;                      Students in virtual environments demonstrating growth and mastery comparable to those in face-to-face environments</p> <p><b>Staff Responsible for Monitoring:</b> Academic Services Executive Directors (Elementary, Secondary, Multilingual, Special Ed., AACCMR),                      Executive Director for Instructional Technology,                      Director of Professional Learning</p>	Formative		
	Nov	Feb	June
			


**Goal 2:** Pillar 2 - Life Ready - Plano ISD graduates will possess the skills and knowledge that enable them to be life ready citizens and leaders in the global workforce.

2.1 Engage our learning community to define student success in terms of life readiness traits and competencies.

2.2 Integrate and authentically embed life readiness skills/standards alongside state standards.

**Performance Objective 1:** Develop a communication plan to build awareness and understanding among all stakeholder groups around the Portrait and its implications for students, staff and the community.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The Portrait of a Graduate Leadership Team will identify communication goals, objectives, target audiences, communication strategies, tactics and/or activities, and methods of evaluation.</p> <p><b>Strategy's Expected Result/Impact:</b> Portrait of a Graduate Communication Plan</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Technology Services, Assistant Superintendent for Student, Family and Community Services, Executive Director for Advanced Academics &amp; CCMR, Executive Director for Student, Family and Community Services, Executive Director for Instructional Technology,</p>	Formative		
	Nov	Feb	June
			


**Goal 2:** Pillar 2 - Life Ready - Plano ISD graduates will possess the skills and knowledge that enable them to be life ready citizens and leaders in the global workforce.

2.1 Engage our learning community to define student success in terms of life readiness traits and competencies.

2.2 Integrate and authentically embed life readiness skills/standards alongside state standards.

**Performance Objective 2:** Develop Learner Profiles that reflect Portrait competencies at each grade level.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Design student learning objectives and activities related to life ready skills and competencies.</p> <p><b>Strategy's Expected Result/Impact:</b> Develop SEL lessons for Employee Child Care Centers, PASAR and grades PK-5 that are interactive and based in play theory.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Student Family &amp; Community Support Svcs, Director for Family and Social Services, Coordinator for Child Care Service</p>	Formative		
	Nov	Feb	June
			



**Goal 2: Pillar 2 - Life Ready -** Plano ISD graduates will possess the skills and knowledge that enable them to be life ready citizens and leaders in the global workforce.








2.1 Engage our learning community to define student success in terms of life readiness traits and competencies.

2.2 Integrate and authentically embed life readiness skills/standards alongside state standards.

**Performance Objective 3:** Build capacity to teach and model life readiness skills through daily interactions, curricular alignment, and instructional strategies in order to help students achieve success in life.

**Evaluation Data Sources:** Develop a catalog of professional learning courses focused on building teacher capacity around life readiness skills and competencies.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Outline the Learner Profile development, time line, and curriculum integration.</p> <p><b>Strategy's Expected Result/Impact:</b> Learner Profile project development plan aimed at advancing concepts by grade level and content areas as part of operationalizing our Portrait of a Graduate.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Technology Services, Executive Director for Instructional Technology, Director for Family and Social Services</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Increase student and parent engagement in post secondary readiness and planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Naviance Parent usage 25% through expanded communication; Increase students completing College and Career tasks assigned through Naviance to 85% of students in each grade level; Increase FAFSA Completion from 57% to 65% of all 12th grade students through increasing parent workshop, collaboration with Collin College Advisers and ongoing monitoring; A revised PK - 12 Scope and Sequence for the guidance program will be built based on competencies for each grade level</p> <p><b>Staff Responsible for Monitoring:</b> Director of Guidance and Family Education</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Develop information sessions for student-athletes and parents regarding the recruiting process and opportunities for college athletics.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase the awareness of student-athletes and parents of the recruiting process associated with the various levels of college athletics</p> <p><b>Staff Responsible for Monitoring:</b> Director of Athletics, Assistant Athletic Directors, Assistant Superintendent for Student Engagement &amp; District Services, Senior High Athletic Coordinators.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

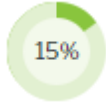

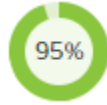
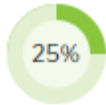


**Goal 2:** Pillar 2 - Life Ready - Plano ISD graduates will possess the skills and knowledge that enable them to be life ready citizens and leaders in the global workforce.

2.1 Engage our learning community to define student success in terms of life readiness traits and competencies.

2.2 Integrate and authentically embed life readiness skills/standards alongside state standards.

**Performance Objective 4:** Increase the percentage of graduates meeting the criteria for CCMR

**Summative Evaluation:** Significant progress made toward meeting Objective




Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Develop and deliver training to campus administrators and counselors on the Edugence platform in order to track student performance on CCMR measures by the end of 2020-2021.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Advanced Academics &amp; CCMR, Executive Director for Student, Family and Community Services, Executive Director for Instructional Technology,</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Examine existing industry based certifications to support students' goals in becoming life ready.</p> <p><b>Strategy's Expected Result/Impact:</b> Additions and/or changes to current CTE offerings.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Advanced Academics &amp; CCMR,</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

**Goal 2:** Pillar 2 - Life Ready - Plano ISD graduates will possess the skills and knowledge that enable them to be life ready citizens and leaders in the global workforce.

2.1 Engage our learning community to define student success in terms of life readiness traits and competencies.

2.2 Integrate and authentically embed life readiness skills/standards alongside state standards.

**Performance Objective 5:** Increase participation/engagement in extracurricular programs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Develop a tracking system for campuses to determine opportunities for increased inclusivity within clubs, programs and extracurricular activities</p> <p><b>Strategy's Expected Result/Impact:</b> New Tracking System</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Student, Family and Community Services</p>	Formative		
	Nov	Feb	June
			





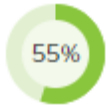

**Goal 2:** Pillar 2 - Life Ready - Plano ISD graduates will possess the skills and knowledge that enable them to be life ready citizens and leaders in the global workforce.

2.1 Engage our learning community to define student success in terms of life readiness traits and competencies.

2.2 Integrate and authentically embed life readiness skills/standards alongside state standards.

**Performance Objective 6:** Reach and maintain the graduation rate for all students and each student group.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Increase TSI administration by developing processes on each senior high campus for 20-21</p> <p><b>Strategy's Expected Result/Impact:</b> Increased opportunities for students.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Advanced Academics &amp; CCMR, Executive Director for Student, Family and Community Services,</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Increase student and parent engagement in post-secondary planning.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Advanced Academics &amp; CCMR, Executive Director for Student, Family and Community Services,</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

**Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - To ensure a quality school system; Plano ISD will hire, train, and retain the most effective and talented workforce.**







3.1 Develop innovative recruitment and on-boarding practices that reimagine roles and resources to meet diverse district needs.





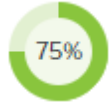




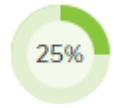

3.2 Cultivate a culture that empowers and supports the development of all employees through innovative thinking, individual learning pathways, collaborative experiences and reflective practices.

3.3 Create a multi-tiered system of care and support that values, retains, and grows high-quality staff.

**Performance Objective 1:** Action Plan 3.1.1 Develop a focused and intentional talent acquisition plan that attracts the highest quality candidates in a competitive market.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Conduct stay interviews to determine employee interest in the district, their choice to work here and their reason(s) for remaining in the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Stay Interview results from 3 pilot campuses. Refined stay interview instrument for widespread use in 2021-2022.</p> <p><b>Staff Responsible for Monitoring:</b> Director for Recruitment &amp; Retention</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Revise base compensation plan to simplify and be more competitive in the marketplace.</p> <p><b>Strategy's Expected Result/Impact:</b> Updated/revised base compensation plan structure.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Human Resources</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Review and refine stipend processes and amounts to provide additional compensation for hard-to-fill positions and for additional duties.</p> <p><b>Strategy's Expected Result/Impact:</b> Stipend program that is both equitable and accomplishes PISD goals for talent acquisition and recognition.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Human Resources</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Review and identify types of non-full-time employment (i.e. substitutes, adult temps, part-time) and the need for extra-duty pay for existing employees. Develop processes for hiring and determining equitable compensation for necessary additional work and services.</p> <p><b>Strategy's Expected Result/Impact:</b> Extra-duty (employees) and adult temp (non-employees) processes that are competitive and equitable.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Human Resources</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Examine innovative methods to recruit hard-to-fill areas (i.e. auxiliary, special education, bilingual education).</p> <p><b>Strategy's Expected Result/Impact:</b> Establish a comprehensive plan for growing facilities/maintenance employees through training, certification opportunities, and position advancement based on experience and knowledge/skills. Implement internal recruitment process for hard to fill areas for 21-22 to build pipeline within district (including certification assistance).</p> <p><b>Staff Responsible for Monitoring:</b> Director for Recruitment and Retention, Director for Professional Learning</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Develop a marketing and communication plan for our Employee Child Care Centers to increase enrollment and keep tuition at an affordable rate for our employees.</p> <p><b>Strategy's Expected Result/Impact:</b> Monthly marketing videos and campaign.</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator for Child Care Services</p> <p>Communications</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Collaborate with the communications and technology departments to re-tool online recruitment presence utilizing information from current employees.</p> <p><b>Strategy's Expected Result/Impact:</b> Examine areas of improvement on district and other platforms in collaboration with technology to increase visibility for jobs and other recruitment areas. Explore hosting virtual meetings with candidates, monitor campus-specific job posting implementation, add recruitment video to website, utilize google forms to capture candidate/substitute interest, and partner with communications to help advertise job fair(s).</p> <p><b>Staff Responsible for Monitoring:</b> Director for Professional Learning</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Examine competitive pay structures for current and future teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Determine Teacher Incentive Allotment benefits for teachers joining PISD with a previously-earned designation and develop work plan for PISD TIA plan.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Employee Services.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

**Goal 3:** Pillar 3 - Talent Acquisition, Support, and Growth - To ensure a quality school system; Plano ISD will hire, train, and retain the most effective and talented workforce.



3.1 Develop innovative recruitment and on-boarding practices that reimagine roles and resources to meet diverse district needs.

3.2 Cultivate a culture that empowers and supports the development of all employees through innovative thinking, individual learning pathways, collaborative experiences and reflective practices.

3.3 Create a multi-tiered system of care and support that values, retains, and grows high-quality staff.

**Performance Objective 2:** Action Plan 3.1.2 Develop a process to successfully assimilate new employees into their roles and into the culture of Plano ISD through pre-planned efforts.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Create and implement an engaging on-boarding process in Plano ISD that is supported by the district and all hiring managers.</p> <p><b>Strategy's Expected Result/Impact:</b> Explore additional training opportunities for substitutes, new AP/Principal cohorts. Finalize onboarding guidelines for all hiring managers in PISD. Add guidelines to pisd.edu/hiring website when completed. Incorporate into new administrator hiring training in 2021-2022.</p> <p><b>Staff Responsible for Monitoring:</b> Director for Recruitment &amp; Retention and Director for Professional Learning</p>	Formative		
	Nov	Feb	June
			

**Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth -** To ensure a quality school system; Plano ISD will hire, train, and retain the most effective and talented workforce.




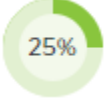


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**Performance Objective 3:** Action Plan 3.2.1 Provide personalized learning opportunities that promote ownership of professional growth and ensure relevant support for employees.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Identify, design and implement multiple learning pathways that are relevant to individual groups of employees.  <b>Strategy's Expected Result/Impact:</b> Develop administrator pipeline opportunities for Assistant Principals and Principals. Examine needs of an effective Teacher Leader program through the Teacher Leader Study Team and implement a Teacher Leader Academy for 2021.  <b>Staff Responsible for Monitoring:</b> Director for Professional Learning</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Identify innovative, relevant, and meaningful professional learning designs and align campus and department practices.  <b>Strategy's Expected Result/Impact:</b> Examine, align, and develop resources and a plan template for campuses to use in developing campus-specific plans.  <b>Staff Responsible for Monitoring:</b> Director for Professional Learning</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Identify and leverage internal and external learning partnerships (i.e. experts in the field, mentors, cadres, coaches, externships, shadowing experiences) to provide specialized training.  <b>Strategy's Expected Result/Impact:</b> Refined programs and opportunities for teachers, including Teacher Externship and Teacher Summer Shadow Program.  <b>Staff Responsible for Monitoring:</b> Director for Professional Learning</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			



**Goal 3:** Pillar 3 - Talent Acquisition, Support, and Growth - To ensure a quality school system; Plano ISD will hire, train, and retain the most effective and talented workforce.








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**Performance Objective 4:** Action Plan 3.2.2 Create a system of accessible professional learning that is application-focused, reflection-rich and results-oriented.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Identify, develop, and implement additional emergency preparedness training for campus administration and senior district leadership for the 2021-2022 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the readiness of the district to respond in the event of significant emergency situations or disasters.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Safety &amp; Security, Professional Learning, Assistant Superintendent for Student Engagement &amp; District Services</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Develop a process that ensures reflection and feedback enhances the learning of participants and shapes future experiences.</p> <p><b>Strategy's Expected Result/Impact:</b> A plan that incorporates professional learning evaluation and protocols to review survey/feedback data to help teams determine next steps and training needs.</p> <p><b>Staff Responsible for Monitoring:</b> Director for Professional Learning</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Develop and provide training that builds leadership capacity for the design and facilitation of professional learning activities that align with district guidelines.</p> <p><b>Strategy's Expected Result/Impact:</b> Refined Leading Adult Learners and Leading Adult Learners Virtually capacity cohort opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Director for Professional Learning</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

**Goal 3:** Pillar 3 - Talent Acquisition, Support, and Growth - To ensure a quality school system; Plano ISD will hire, train, and retain the most effective and talented workforce.





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**Performance Objective 5:** Action Plan 3.3.1 Create a multifaceted wellness program that helps employees balance and navigate challenges in life and work, including physical, mental, emotional and financial health.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Gather input from employees across Plano ISD regarding their perception of the district as an employer related to existing supports for physical, mental, emotional, and financial health.</p> <p><b>Strategy's Expected Result/Impact:</b> Survey data that will inform the next steps in developing strategies for employee wellness.</p> <p><b>Staff Responsible for Monitoring:</b> Director for Benefits and Risk Management</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Develop an Employee Wellness Team to study employee needs and resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Established Employee Wellness Team with recommendations for 2021-2022 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Employee Services</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

**Goal 3:** Pillar 3 - Talent Acquisition, Support, and Growth - To ensure a quality school system; Plano ISD will hire, train, and retain the most effective and talented workforce.





3.1 Develop innovative recruitment and on-boarding practices that reimagine roles and resources to meet diverse district needs.

3.2 Cultivate a culture that empowers and supports the development of all employees through innovative thinking, individual learning pathways, collaborative experiences and reflective practices.

3.3 Create a multi-tiered system of care and support that values, retains, and grows high-quality staff.

**Performance Objective 6:** Action Plan 3.3.2 Create systems and a culture that builds employee capacity for career growth.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement career coaching and development programs for identified employees.  <b>Strategy's Expected Result/Impact:</b> Facility Leadership Academy and Campus Leadership Pipeline.  <b>Staff Responsible for Monitoring:</b> Director for Professional Learning</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Evaluate and enhance Plano ISD's current transfer system and practices related to in-district job opportunities and the selection process.  <b>Strategy's Expected Result/Impact:</b> Refine current transfer system and explore practices related to in-district job opportunities and the selection process. Examine TEAMS workflow process for transfer applications, ability to add current supervisor reference, updated resume, and reason for transferring. Define: promotion and lateral transfer as well as which positions would constitute a promotion in the district. Review current 2 year rule for transfer eligibility. Review and update transfer website as needed.  <b>Staff Responsible for Monitoring:</b> Director for Recruitment and Retention</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

**Goal 3:** Pillar 3 - Talent Acquisition, Support, and Growth - To ensure a quality school system; Plano ISD will hire, train, and retain the most effective and talented workforce.



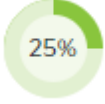
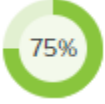
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3.3 Create a multi-tiered system of care and support that values, retains, and grows high-quality staff.

**Performance Objective 7:** Action Plan 3.3.3 Create systems and a culture that supports ethical decision making for all employees through collaboration and use of the Model Code of Educator Ethics.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Increase leadership capacity to understand and utilize the MCEE framework.  <b>Strategy's Expected Result/Impact:</b> Develop a train-the-training program for campus administrator and/or teams to use.  <b>Staff Responsible for Monitoring:</b> Director for Professional Learning</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Create and implement a differentiated ethics training plan for all employees that includes best practices, expert input and customized focus for diverse learners.  <b>Strategy's Expected Result/Impact:</b> Plan and develop a training program and resources for campuses which includes the following: video conversation series (which includes scenarios related to education), sessions for campuses to use throughout the year.  <b>Staff Responsible for Monitoring:</b> Director for Professional Learning</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			





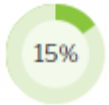
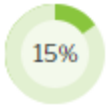



**Goal 4:** Pillar 4 - Culture of Community - Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.





4.1 Identify and engage stakeholders to foster meaningful, committed relationships that embrace the community as partners in student success.

4.2 Develop and nurture a culture of empathy, caring, and advocacy for our diverse learning community where individuals feels connected.

**Performance Objective 1:** Action Plan 4.1.1 Foster equitable engagement experiences across the district for all stakeholders.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Assess current communications and engagement practices district-wide to determine opportunities, gaps, risks and the district's current framework for engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Report that highlights key issues and determines critical areas for action in order to ensure stakeholder needs are being met. This report will be used as a road map in a subsequent year to develop a communication plan that addresses gaps and implements best practices.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Communications</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Develop standards and guidelines for communications and engagement for each campus and department.</p> <p><b>Strategy's Expected Result/Impact:</b> Standard guidelines and practices across schools and departments related to communications, website, social media, etc., to create equitable engagement experiences for all constituents; Equity in the type/amount/frequency of information that constituents (students, parents, staff, community) can access</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Communications</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Research and employ an accessible online tool to filter and track questions, concerns, suggestions or other feedback from stakeholders in order to ensure efficient, accurate and timely responses, which could be shared with broader audiences as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Implement a tool such as "Let's Talk" in order to facilitate better two-way communication; Quickly and efficiently direct inquiries and concerns to the appropriate staff members for faster response; Eliminate use of AskPISD, which is an outdated and inefficient email system</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Communications</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Continue the implementation of the new district volunteer management system, VOLY, through training resources and promotion of the system to staff, parents and community members.</p> <p><b>Strategy's Expected Result/Impact:</b> Promote community involvement through a friendly, one-stop shop for campuses and the district to share volunteer needs.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Communications</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Improve telephone navigation for campuses and departments in order to provide a more concise and user-friendly experience.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide a more efficient end-user experience to quickly guide callers to the appropriate contact; Remove outdated information from the telephone interactive voice response unit; Provide additional resources for families who speak Spanish</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Communications</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			





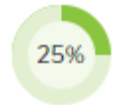





**Goal 4:** Pillar 4 - Culture of Community - Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

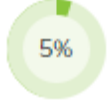
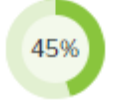

4.1 Identify and engage stakeholders to foster meaningful, committed relationships that embrace the community as partners in student success.

4.2 Develop and nurture a culture of empathy, caring, and advocacy for our diverse learning community where individuals feels connected.

**Performance Objective 2:** Action Plan 4.1.2 Build a cohesive, positive culture of trust and inclusion that engages all stakeholders.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Research branding and communications strategies, including conducting competitive analyses of other organizations and school systems, in order to gain insight and establish best practices for defining and presenting the Plano ISD brand.</p> <p><b>Strategy's Expected Result/Impact:</b> A report summarizing industry strengths, weaknesses, trends and best practices in order to maintain and promote Plano ISD's position as a premier public education system on state and national levels.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Communications</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Continue collaborating with leadership districtwide to promote the strategic plan and related district initiatives and outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> Constituent awareness and understanding of the strategic plan; Updated board room artwork; Community connectedness emphasizing the district's commitment to excellence, transparency and a high level of trust that prioritizes student growth and learning</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Communications</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Enrich and broaden Plano ISD's storytelling capacity for campus news while continuing to share information about district news and initiatives.</p> <p><b>Strategy's Expected Result/Impact:</b> Launch a district-wide school PR liaison program that engages all campuses by mobilizing campus staff.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Communications</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Increase the storytelling footprint of the communications department by collaborating with the Career and Technical Education (CTE) department to involve students enrolled in Plano ISD's audio-video programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Work with the Career and Technical Education (CTE) department to engage senior high audio-video programs as an extension of the communications department's video production team.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Communications</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Collaborate with communications department to market new student and family resources. For example, PlanoUP! project, Children's Telehealth Pilots, PreguntaPISD and Enrollment Center</p> <p><b>Strategy's Expected Result/Impact:</b> Distribution of communication materials to stakeholders; Ensure website includes resource information for stakeholders</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors for Student Family and Community Services, Executive Director for Communications</p>	Formative		
	Nov	Feb	June
			



**Goal 4: Pillar 4 - Culture of Community -** Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.










4.1 Identify and engage stakeholders to foster meaningful, committed relationships that embrace the community as partners in student success.










4.2 Develop and nurture a culture of empathy, caring, and advocacy for our diverse learning community where individuals feels connected.

**Performance Objective 3:** Action Plan 4.2.1 Create, foster and maintain a systematic/streamlined/integrated process to identify, communicate and provide services for the whole child and family through strong collaborative relationships within Plano ISD and with outside community partners.

**Evaluation Data Sources:** Artifacts from comprehensive needs assessment, uniform needs assessment screener developed and implemented, recommended wraparound services models based on research from other districts, protocols, tools, and training for threat assessment and management and tiered behavior interventions; Artifacts such as developed web tools/presence and marketing tools for parents

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Conduct a comprehensive needs assessment of all Family Service areas and develop a web-based student/family interaction tracking system to monitor our support services.</p> <p><b>Strategy's Expected Result/Impact:</b> Inclusive list of district resources; Create a web-based needs assessment screener to be used district-wide by campuses to identify student and family needs; Create a web-based enrollment screener to identify needs of newly enrolled students/families; Identify community partners used in wraparound services</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Student, Family and Community Services, Executive Directors for Student, Family and Community Services</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Create proactive suicide and threat assessment protocols, systems and trainings to positively impact student well-being.</p> <p><b>Strategy's Expected Result/Impact:</b> District-wide suicide and threat assessment protocols implemented on all campuses; Outreach tools to increase parental awareness of suicide outcries and threat management and assessment process; Tools and trainings to expand tiered behavior interventions</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Student, Family and Community Services, Executive Directors Student, Family and Community Services, Director of Guidance and Counseling</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Redesign the protocols for 504 services and provide training for campus administrators, coordinators and staff to ensure implementation with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Revised protocols and associated trainings for implementation at all campuses</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Student, Family and Community Services, Executive Directors Student, Family and Community Services, Director of MTSS and 504 Services</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Redesign the protocols for MTSS services and provide training for district and campus administrators, coordinators and staff to ensure implementation with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a clear system of wraparound services that delineates academic and behavioral tiers of support and include mental health services, trauma-informed care, and social emotional learning; Implementation of Edgenuity and Review 360 to track, aggregate, analyze, intervene and communicate with all stakeholders</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Student, Family and Community Services, Executive Directors Student, Family and Community Services, Director for MTSS and 504 Services, PLEC TEAM</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Research, develop and implement an Internal Truancy Review Board to provide early intervention for students with attendance concerns.</p> <p><b>Strategy's Expected Result/Impact:</b> Plano ISD Attendance Review Board</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Student, Family and Community Services, Executive Directors for Student, Family and Community Services, Director for Family and Social Services, Coordinator for Student Services</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Create a process for increasing the awareness and recognition of academic achievement for student-athletes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased visibility of academic achievement and source of motivation other than 'No Pass-No Play'</p> <p><b>Staff Responsible for Monitoring:</b> Director of Athletics, Assistant Athletic Directors, Campus Athletic Coordinators, Assistant Superintendent for Student Engagement &amp; District Services.</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

**Goal 4:** Pillar 4 - Culture of Community - Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.




4.1 Identify and engage stakeholders to foster meaningful, committed relationships that embrace the community as partners in student success.

4.2 Develop and nurture a culture of empathy, caring, and advocacy for our diverse learning community where individuals feels connected.

**Performance Objective 4:** Action Plan 4.2.2 Simplify and maintain ways for students, families and the community to contribute to the school/district, which utilize their talents and resources while lifting up their own unique value.

**Evaluation Data Sources:** Data from SMU Counseling and Arbitration Clinic services, PlanoUP program delivery data, usage data from the telehealth pilot schools, attendance at Back to School Fairs, baseline data on student and family school engagement

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Research and implement alternative methods to provide mental health and wraparound services "in-house" by partnering with community agencies.</p> <p><b>Strategy's Expected Result/Impact:</b> Establishment of physical setup and offering services for counseling and arbitration at the SMU Clinic at Cox;            Reduction in levels of depression in youth ages 12-18 in zip code 75074 as measured by the PHQ-9 through provision of services through implementation of the Texas Health Resources collaborative partners grant;            Usage of services for Children's Health telebehavioral health and telehealth at the four pilot locations;            Partner with area universities to obtain social work and counseling interns</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Student and Family Support Services,            Executive Director Student and Family Service</p>	Formative		
	Nov	Feb	June
			


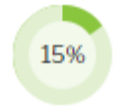

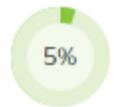



**Goal 5: Pillar 5 - Strategic Resource Management -** As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.







5.1 Increase investment in our learning community through advocacy, partnerships and increased enrollment.

5.2 Design and manage a system that allocates resources in alignment with our district's strategic objectives

**Performance Objective 1:** Action Plan 5.1.1 Grow and sustain the district's portfolio of partnerships to include community and corporate financial sponsorships along with in-kind, volunteer, mentorship, internship, externship, job-shadowing and student opportunities.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Examine and implement methods to increase the district's capacity to develop and deepen long-term community and corporate relationships and recognize that this function is separate from the solicitation of more marketing-driven annual sponsorships.</p> <p><b>Strategy's Expected Result/Impact:</b> Relaunch the Plano ISD Partners in Education program.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Communications</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Target communication efforts with current and potential long-term partners including regular updates on programs supported, student achievement and PR efforts.</p> <p><b>Strategy's Expected Result/Impact:</b> Develop a strategic partnership communication plan and recognition program.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Communications Senior Executive Director, Plano ISD Education Foundation</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Create a system for district staff to use when asking for or receiving donations or volunteer hours that will allow the district to collect data to accurately gauge current engagement activity.</p> <p><b>Strategy's Expected Result/Impact:</b> Launch an official platform for district and education foundation non-monetary donations.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Communications Senior Executive Director, Plano ISD Education Foundation</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			








Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Create a clearinghouse to efficiently match community resources with student and campus needs, including but not limited to traditional volunteers, guest speakers, mentorships, externships, internships, job-shadowing opportunities, expertise/talents, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Create a community engagement hub on the website that provides a streamlined platform for the community and businesses to easily view district partnership opportunities including mentorship, donations, volunteering and sponsorship.</p> <p>Develop a process and guidelines for a district speakers bureau as a resource to connect campuses with subject matter experts on any number of topics relevant to curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Communications</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Prepare for the opening and ongoing operation of the new Robinson Fine Arts Center (anticipated opening March 2021)</p> <p><b>Strategy's Expected Result/Impact:</b> A new facility that will serve multiple purposes for students and staff in addition to community access</p> <p><b>Staff Responsible for Monitoring:</b> Director of Fine Arts, Executive Director of Communications, Executive Director of Education Foundation, New Construction, Assistant Superintendent for Student Engagement &amp; District Services</p>	Formative		
	Nov	Feb	June
			













**Goal 5:** Pillar 5 - Strategic Resource Management - As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.














5.1 Increase investment in our learning community through advocacy, partnerships and increased enrollment.

5.2 Design and manage a system that allocates resources in alignment with our district's strategic objectives




**Performance Objective 2:** Action Plan 5.2.1 Create strategic allocation model that brings adequacy and equity to all students and programs.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue resource allocation models/data-driven allocation formulas for both campus staffing/campus funding allocations and continue expanded zero-based budgeting for departments in response to declining enrollment and state funding budget cuts.</p> <p><b>Strategy's Expected Result/Impact:</b> Distribute allocations and provide informational sessions on how allocations are formulated; Offer training sessions to demonstrate best practices and provide assistance</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer, Executive Director of Financial Services, Chief Operating Officer, Assistant Superintendent for Employee Services, Assistant Superintendent for Academic Services</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Enhance communication and understanding of resource allocations with all district stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> Compliance Training for Program Directors, Principals, and Board members</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer, Executive Director of Financial Services</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Assemble a focus group to gather feedback on expenditure trends and budgeting processes to refine/enhance future processes in order to meet district goals and student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Refined budgeting processes and efficient use of resources</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Financial Services, Director of Budget/Compliance</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Enhance current monitoring and analysis of District budget and budget trends.</p> <p><b>Strategy's Expected Result/Impact:</b> To provide more in depth monitoring of the District's budget to ensure effective and efficient use of resources; Identify trends and/or deviations that may impact future operations; To inform future budgeting practices</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director - Financial Services, Director of Budget/Compliance</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Conduct an equity study of extra curricular program participation.</p> <p><b>Strategy's Expected Result/Impact:</b> Identify potential gaps and need for student participation and program enhancements</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Student Engagement, Director for Fine Arts, Athletic Director</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Create implementation plan of Federal Meal Program at Beaty ECS and Isaacs ECS and expand current Meal Program at Pearson ECS for the 2020 or 2021 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Recommendation proposal for implementation</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Student Engagement and District Services, Director of FANS, Facilities/New Construction, Chief Financial Officer</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Explore alternative transportation options for specialized routing needs (Guinn SPC, McKinney-Vento).</p> <p><b>Strategy's Expected Result/Impact:</b> Cost-efficient, reliable options available to Transportation Department</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Student Engagement and District Services, Director of Transportation</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Review the current meal program at PSHS.</p> <p><b>Strategy's Expected Result/Impact:</b> Determine if the Federal Meal Program should return to PSHS and a recommended time line and facility needs</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Student Engagement and District Services, Director of FANS, PSHS Principal, Facilities/New Construction, Chief Financial Officer</p>	Formative		
	Nov	Feb	June
			
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Strengthen and implement bag policy at PISD stadiums and game fields.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide additional layer of security for students, staff, and community spectators at PISD stadiums</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Student Engagement and District Services, Executive Director of Safety &amp; Security, Athletic Director</p>	Formative		
	Nov	Feb	June
			
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Revise District Safety Committee to meet SB11 requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Committee will be in compliance with SB11 with membership to be beyond state requirements</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Student Engagement and District Services, Executive Director of Safety &amp; Security, Athletic Director</p>	Formative		
	Nov	Feb	June
			
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Review and revise current staffing allocation model (campus) to ensure continued differentiation based on student needs within budgetary constraints.</p> <p><b>Strategy's Expected Result/Impact:</b> Differentiated Staffing Allocation model</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Employee Services</p>	Formative		
	Nov	Feb	June
			
Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> Revise staffing allocation process (campus) to ensure principal understanding, department input, and timeliness of "open to hire" in order to maximize opportunities to hire high-quality staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Revised time lines and training</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent Employee Services</p>	Formative		
	Nov	Feb	June
			



Strategy 13 Details	Formative Reviews		
<p><b>Strategy 13:</b> Prepare for the opening and ongoing operation of the new Robinson Fine Arts Center (anticipated opening March 2021)</p> <p><b>Strategy's Expected Result/Impact:</b> To provide a multi-use performance venue for district and community performances and events</p> <p><b>Staff Responsible for Monitoring:</b> Director of Fine Arts, New Construction, Senior Executive Director of PISD Education Foundation, Executive Director of Communication, Assistant Superintendent for Student Engagement &amp; District Services</p>	Formative		
	Nov	Feb	June
			


**Goal 5: Pillar 5 - Strategic Resource Management -** As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.




5.1 Increase investment in our learning community through advocacy, partnerships and increased enrollment.

5.2 Design and manage a system that allocates resources in alignment with our district's strategic objectives

**Performance Objective 3:** Action Plan 5.2.2 Evaluate desired outcomes against resource allocations to ensure effectiveness and to allow reassessment of resource distributions.

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Evaluate desired outcomes against resource allocations to ensure effectiveness and to allow reassessment of resource distribution.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet TEA required compliance; Evaluate student performance results and the evaluation of each type of expenditure effectiveness</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer, Assistant Superintendent for Student Engagement and District Services, Assistant Superintendent for Technology</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Track student growth, campus improvement, and department effectiveness in relation to funds allocated.</p> <p><b>Strategy's Expected Result/Impact:</b> Cost Benefit Analysis - Evaluate results obtained from additional resources provided</p> <p><b>Staff Responsible for Monitoring:</b> Cabinet</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Develop expected outcomes prior to adding Full Time Equivalent (FTE) and/or resources to departments and campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Decisions based on data- resources of funding and human capital are distributed based on fact and needs.</p> <p><b>Staff Responsible for Monitoring:</b> Cabinet</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Analyze progress in Campus Improvement Plans based on resource allocations. Utilize new tools (Forecast 5/Plan4Learning) to provide historical and dashboard data to campuses and departments and to evaluate effectiveness of resources provided.</p> <p><b>Strategy's Expected Result/Impact:</b> Framework for Strategic Abandonment that answers the guiding question: Were resources effective? If not, allocation of resources is revised and historical processes that do not achieve desired outcomes are abandoned; Data is provided in a variety of formats in order for decision makers to better understand outcomes</p> <p><b>Staff Responsible for Monitoring:</b> Cabinet</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Implementation of the district Technology Plan that integrates technology with instructional and administrative systems.</p> <p><b>Strategy's Expected Result/Impact:</b> **add cybersecurity outcome target** build policy, conduct risk assessment</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Technology</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Expand the student ID badge requirement to include all secondary campus students (grades 6-12) and identify and implement an advanced feature or smart badge system on a district-wide basis.</p> <p><b>Strategy's Expected Result/Impact:</b> To provide efficiencies and utilize the student ID badge for additional purposes in addition to student identification</p> <p><b>Staff Responsible for Monitoring:</b> Exec Director of Safety &amp; Security, Director of FANS, Technology Dept., Transportation Director, Textbook/Distribution, Library Services Coordinator, Assistant Superintendent for Student Engagement &amp; District Services, Special Projects-Textbook Adoption Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			





**Goal 6:** 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 Reading and STAAR Writing from 2019 to 2021.

**Performance Objective 1:** The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 60% in 2019 to 62% by June 2021. The Special Education student group performance will increase from 37% in 2019 to 40% in 2021. The Economically Disadvantaged student group performance will increase from 37% in 2019 to 42% in 2021.

**HB3 Goal**

**Evaluation Data Sources:** 2021 STAAR Reading

**Summative Evaluation:** Some progress made toward meeting Objective




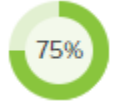
Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Design and implement resources for instructional planning that supports lesson design in both face to face and remote learning environments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers thoughtfully select online and in-person tools and resources that align with research based instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director Elementary Academic Services Executive Director for Multilingual Services Executive Director for Special Ed</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Identify, develop and provide embedded support, resources, and professional learning for PreK-5th grade collaborative teams and administrators on implementation and refinement of the PISD balanced literacy instructional model.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved planning, instructional and assessment practices by teachers. Increased student achievement in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director Elementary Academic Services, Elementary Literacy Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

**Goal 6:** 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 Reading and STAAR Writing from 2019 to 2021.

**Performance Objective 2:** The percent of students that score Meets grade level or above on STAAR Reading 3-5 will increase from 62% in 2019 to 64% by June 2021. The Special Education student group performance will increase from 34% in 2019 to 36% in 2021. The Economically Disadvantaged student group performance will increase from 39% in 2019 to 44% in 2021.

**Evaluation Data Sources:** 2021 STAAR Reading

**Summative Evaluation:** Some progress made toward meeting Objective



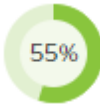





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Design and implement resources for instructional planning that supports lesson design in both face to face and remote learning environments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers thoughtfully select online and in-person tools and resources that align with research based instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director Elementary Academic Services</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Identify, develop and provide embedded support, resources, and professional learning for PreK-5th grade collaborative teams and administrators on implementation and refinement of the PISD balanced literacy instructional model.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved planning, instructional and assessment practices by teachers. Increased student achievement in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director Elementary Academic Services, Elementary Literacy Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

**Goal 6:** 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 Reading and STAAR Writing from 2019 to 2021.

**Performance Objective 3:** The percent of students that score Meets grade level or above on STAAR Reading 6-8 will increase from 64% in 2019 to 66% by June 2021. The Special Education student group performance will increase from 23% in 2019 to 25% in 2021. The English Learner student group performance will increase from 36% in 2019 to 39% in 2021.

**Evaluation Data Sources:** 2021 STAAR Reading

**Summative Evaluation:** Some progress made toward meeting Objective


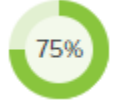




Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Design and implement resources for instructional planning that support lesson design in both face-to-face and remote learning environments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers thoughtfully select online and in-person tools and resources that align with research based instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services; Special Ed; Multilingual Coordinator Secondary ELAR</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Develop resources and supports to implement reading workshop assessment and instructional strategies both in person and remote learning environments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers implement reading workshop framework to support literacy development for both face-to-face and remote learning students.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services Coordinator Secondary ELAR</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Identify, develop, and provide professional learning for collaborative teams and administrators related to the identified essential standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers prioritize essential standards and provide instruction at the appropriate level of depth and complexity within each unit.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services Coordinator Secondary ELAR</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Design and implement professional learning, tools, and resources for ELAR teachers supporting research-based assessment practices, including formative assessment and common assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers provide authentic assessment opportunities that demonstrate student progress toward mastery, and utilize data to inform and adjust classroom instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services Coordinator Secondary ELAR</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

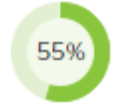



**Goal 6:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

**Performance Objective 4:** The percent of students that score Meets grade level or above on STAAR EOC English I and II will increase from 65% in 2019 to 68% by June 2021. The Special Education student group performance will increase from 26% in 2019 to 28% in 2021. The Economically Disadvantaged student group performance will increase from 41% in 2019 to 49% in 2021. The English Learners student group performance will increase from 41% in 2019 to 45% in 2021.

**Evaluation Data Sources:** 2021 STAAR EOC English I & II

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Design and implement resources for instructional planning that support lesson design in both face-to-face and remote learning environments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers thoughtfully select online and in-person tools and resources that align with research based instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services; Special Ed; Multilingual Coordinator Secondary ELAR</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Develop resources and supports to implement reading workshop assessment and instructional strategies both in person and remote learning environments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers implement reading workshop framework to support literacy development for both face-to-face and remote learning students.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services Coordinator Secondary ELAR</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Identify, develop, and provide professional learning for collaborative teams and administrators related to the identified essential standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers prioritize essential standards and provide instruction at the appropriate level of depth and complexity within each unit.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services Coordinator Secondary ELAR</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Design and implement professional learning, tools, and resources for ELAR teachers supporting research-based assessment practices, including formative assessment and common assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers provide authentic assessment opportunities that demonstrate student progress toward mastery, and utilize data to inform and adjust classroom instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services Coordinator Secondary ELAR</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Develop resources and supports that align with revised standards to implement best practices in writing instruction for both in person and remote learning environments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers focus on revised standards to provide targeted writing instruction for students in both in person and remote learning environments.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services Coordinator Secondary ELAR</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			




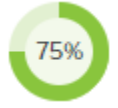


**Goal 6:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

**Performance Objective 5:** The percent of students that score Meets grade level or above on STAAR Writing 4 will increase from 51% in 2019 to 53% by June 2021. The Special Education student group performance will increase from 26% in 2019 to 28% in 2021. The Economically Disadvantaged student group performance will increase from 27% in 2019 to 32% in 2021.

**Evaluation Data Sources:** 2021 STAAR Writing

**Summative Evaluation:** Some progress made toward meeting Objective









Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Design and implement resources for instructional planning that supports lesson design in both face to face and remote learning environments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers thoughtfully select online and in-person tools and resources that align with research based instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors: Elementary Academic Services; Special Ed; Multilingual</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Identify, develop and provide embedded support, resources, and professional learning for PreK-5th grade collaborative teams and administrators on implementation and refinement of the PISD balanced literacy instructional model.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved planning, instructional and assessment practices by teachers. Increased student achievement in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director Elementary Academic Services, Elementary Literacy Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

**Goal 6:** 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 Reading and STAAR Writing from 2019 to 2021.

**Performance Objective 6:** The percent of students that score Meets grade level or above on STAAR Writing 7 will increase from 58% in 2019 to 60% by June 2021. The Special Education student group performance will increase from 19% in 2019 to 21% in 2021. The English Learner student group will increase from 30% in 2019 to 33% in 2021. The Economically Disadvantaged student group performance will increase from 31% in 2019 to 36% in 2021.

**Evaluation Data Sources:** 2021 STAAR Writing

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Design and implement resources for instructional planning that support lesson design in both face-to-face and remote learning environments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers thoughtfully select online and in-person tools and resources that align with research based instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors: Secondary Academic Services; Special Ed; Multilingual Coordinator Secondary ELAR</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Identify, develop, and provide professional learning for collaborative teams and administrators related to the identified essential standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers prioritize essential standards and provide instruction at the appropriate level of depth and complexity within each unit.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services Coordinator Secondary ELAR</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Design and implement professional learning, tools, and resources for ELAR teachers supporting research-based assessment practices, including formative assessment and common assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers provide authentic assessment opportunities that demonstrate student progress toward mastery, and utilize data to inform and adjust classroom instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services Coordinator Secondary ELAR</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Develop resources and supports that align with revised standards to implement best practices in writing instruction for both in person and remote learning environments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers focus on revised standards to provide targeted writing instruction for students in both in person and remote learning environments.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services Coordinator Secondary ELAR</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

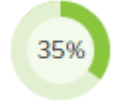
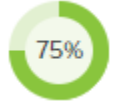


**Goal 7:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

**Performance Objective 1:** The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 65% in 2019 to 67% by June 2021. The Special Education student group performance will increase from 40% in 2019 to 43% in 2021. The Economically Disadvantaged student group performance will increase from 43% in 2019 to 47% in 2021. The African American student group performance will increase from 43% in 2019 to 47% in 2021.

**HB3 Goal**

**Evaluation Data Sources:** 2021 STAAR Math

**Summative Evaluation:** Some progress made toward meeting Objective


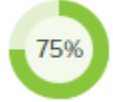


Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Design and implement resources for instructional planning that supports lesson design in both face to face and remote learning environments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers thoughtfully select online and in-person tools and resources that align with research based instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors: Elementary Academic Services; Special Ed; Multilingual</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Identify, develop and provide professional learning, resources and support for collaborative teams and administrators related to the mathematical process standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved planning for instructional practices that engage students in mathematical process standards with mathematical content. Increased student achievement on the mathematical process standards on local and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director Elementary Academic Services, Elementary Math Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

**Goal 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 Math from 2019 to 2021.**

**Performance Objective 2:** The percent of students that score Meets grade level or above on STAAR Math 3-5 will increase from 66% in 2019 to 68% by June 2021. The Special Education student group performance will increase from 38% in 2019 to 40% in 2021. The African American student group performance will increase from 43% in 2019 to 47% in 2021. The Economically Disadvantaged student group performance will increase from 44% in 2019 to 48% in 2021.

**Evaluation Data Sources:** 2021 STAAR Math

**Summative Evaluation:** Some progress made toward meeting Objective









Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Design and implement resources for instructional planning that supports lesson design in both face to face and remote learning environments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers thoughtfully select online and in-person tools and resources that align with research based instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors: Elementary Academic Services; Special Ed; Multilingual</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Identify, develop and provide professional learning, resources and support for collaborative teams and administrators related to the mathematical process standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved planning for instructional practices that engage students in mathematical process standards with mathematical content. Increased student achievement on the mathematical process standards on local and state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director Elementary Academic Services, Elementary Math Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

**Goal 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 Math from 2019 to 2021.

**Performance Objective 3:** The percent of students that score Meets grade level or above on STAAR Math 6-8 will increase from 64% in 2019 to 66% by June 2021. The Special Education student group performance will increase from 26% in 2019 to 28% in 2021. The African American student group performance will increase from 42% in 2019 to 46% in 2021.

**Evaluation Data Sources:** 2021 STAAR Math

**Summative Evaluation:** Some progress made toward meeting Objective









Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Design and implement resources for instructional planning that support lesson design in both face-to-face and remote learning environments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers thoughtfully select online and in-person tools and resources that align with research based instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors: Secondary Academic Services; Special Ed Coordinator Secondary Mathematics</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Identify, develop, and provide professional learning for collaborative teams and administrators related to the identified essential standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers prioritize essential standards and provide instruction at the appropriate level of depth and complexity within each unit.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services Coordinator Secondary Mathematics</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Design and implement professional learning, tools, and resources for MATH teachers supporting research-based assessment practices, including formative assessment and common assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers provide authentic assessment opportunities that demonstrate student progress toward mastery, and utilize data to inform and adjust classroom instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services Coordinator Secondary Mathematics</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide strategies and tools for teachers to use to make student learning visible through the mathematical process standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers solicit student demonstration of mathematical understanding (justify your reasoning, communicate mathematical ideas...).</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services Coordinator Secondary Mathematics</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

**Goal 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 Math from 2019 to 2021.

**Performance Objective 4:** The percent of students that score Meets grade level or above on STAAR/EOC Algebra I will increase from 69% in 2019 to 72% by June 2021. The Special Education student group performance will increase from 25% in 2019 to 27% in 2021. The African American student group performance will increase from 45% in 2019 to 53% in 2021.

**Evaluation Data Sources:** 2021 STAAR/EOC Algebra I

**Summative Evaluation:** Some progress made toward meeting Objective





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Design and implement resources for instructional planning that support lesson design in both face-to-face and remote learning environments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers thoughtfully select online and in-person tools and resources that align with research based instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors: Secondary Academic Services; Special Ed Coordinator Secondary Mathematics</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Identify, develop, and provide professional learning for collaborative teams and administrators related to the identified essential standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers prioritize essential standards and provide instruction at the appropriate level of depth and complexity within each unit.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services Coordinator Secondary Mathematics</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Design and implement professional learning, tools, and resources for MATH teachers supporting research-based assessment practices, including formative assessment and common assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers provide authentic assessment opportunities that demonstrate student progress toward mastery, and utilize data to inform and adjust classroom instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services Coordinator Secondary Mathematics</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide strategies and tools for teachers to use to make student learning visible through the mathematical process standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers solicit student demonstration of mathematical understanding (justify your reasoning, communicate mathematical ideas...).</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services Coordinator Secondary Mathematics</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

**Goal 8:** 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 2019 to 2021.

**Performance Objective 1:** The percent of students that score Meets grade level or above on STAAR Science 5 will increase from 58% in 2019 to 60% by June 2021. The Special Education student group performance will increase from 31% in 2019 to 33% in 2021. The African American student group performance will increase from 31% in 2019 to 35% in 2021.

**Evaluation Data Sources:** 2021 STAAR Science

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Design and implement resources for instructional planning that supports lesson design in both face to face and remote learning environments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers thoughtfully select online and in-person tools and resources that align with research based instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors: Elementary Academic Services; Special Ed</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide embedded support, tools, resources and professional learning for K-5th grade collaborative teams on effective instructional strategies and routines that can be used to increase academic language in science.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher use of instructional strategies and routines. Increase student understanding and use of content academic language as evidenced by written work and classroom discussions.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director Elementary Academic Services, Elementary Science Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			




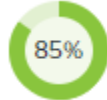






**Goal 8:** DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.

**Performance Objective 2:** The percent of students that score Meets grade level or above on STAAR Science 8 will increase from 66% in 2019 to 68% by June 2021. The Special Education student group performance will increase from 22% in 2019 to 24% in 2021. The English Learner student group performance will increase from 36% in 2019 to 38% in 2021.

**Evaluation Data Sources:** 2021 STAAR Science

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Design and implement resources for instructional planning that support lesson design in both face-to-face and remote learning environments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers thoughtfully select online and in-person tools and resources that align with research based instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors: Secondary Academic Services; Multilingual; Special Ed Coordinator Secondary Science</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Identify, develop, and provide professional learning for collaborative teams and administrators related to the identified essential standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers prioritize essential standards and provide instruction at the appropriate level of depth and complexity within each unit.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services Coordinator Secondary Science</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Design and implement professional learning, tools, and resources for Science teachers supporting research-based assessment practices, including formative assessment and common assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers provide authentic assessment opportunities that demonstrate student progress toward mastery, and utilize data to inform and adjust classroom instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services Coordinator Secondary Science</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Identify and implement academic language and literacy strategies and routines to increase effective instruction in science.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers intentionally plan and embed academic language and literacy strategies within science content instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services Coordinator Secondary Science Executive Director: Multilingual Academic Services</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			











**Goal 8:** 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 2019 to 2021.

**Performance Objective 3:** The percent of students that score Meets grade level or above on STAAR/EOC Biology will increase from 75% in 2019 to 77% by June 2021. The Special Education student group performance will increase from 24% in 2019 to 26% in 2021. The Two or More student group performance will increase from 24% in 2019 to 25% in 2021. The English Learner student group will increase from 38% in 2019 to 40% in 2021.

**Evaluation Data Sources:** 2021 STAAR/EOC Biology

**Summative Evaluation:** Some progress made toward meeting Objective





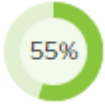
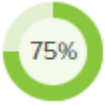
Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Design and implement resources for instructional planning that support lesson design in both face-to-face and remote learning environments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers thoughtfully select online and in-person tools and resources that align with research based instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors: Secondary Academic Services; Special Ed; Multilingual Coordinator Secondary Science</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Identify, develop, and provide professional learning for collaborative teams and administrators related to the identified essential standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers prioritize essential standards and provide instruction at the appropriate level of depth and complexity within each unit.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services Coordinator Secondary Science</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Design and implement professional learning, tools, and resources for Science teachers supporting research-based assessment practices, including formative assessment and common assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers provide authentic assessment opportunities that demonstrate student progress toward mastery, and utilize data to inform and adjust classroom instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services Coordinator Secondary Science</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Identify and implement academic language and literacy strategies and routines to increase effective instruction in science.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers intentionally plan and embed academic language and literacy strategies within science content instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services Coordinator Secondary Science Executive Director: Multilingual Academic Services</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			



**Goal 9:** 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 and STAAR/EOC U.S. History from 2019 to 2021.

**Performance Objective 1:** The percent of students that score Meets grade level or above on STAAR Social Studies 8 will increase from 55% in 2019 to 57% by June 2021. The Special Education student group performance will increase from 18% in 2019 to 20% in 2021. The English Learner student group will increase from 24% in 2019 to 27% in 2021. The Economically Disadvantaged student group performance will increase from 28% in 2019 to 33% in 2021.

**Evaluation Data Sources:** 2021 STAAR Social Studies

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Design and implement resources for instructional planning that support lesson design in both face-to-face and remote learning environments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers thoughtfully select online and in-person tools and resources that align with research based instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors: Secondary Academic Services; Special Ed; Multilingual Coordinator Secondary Social Studies</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Identify, develop, and provide professional learning for collaborative teams and administrators related to the identified essential standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers prioritize essential standards and provide instruction at the appropriate level of depth and complexity within each unit.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services Coordinator Secondary Social Studies</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Design and implement professional learning, tools, and resources for Social Studies teachers supporting research-based assessment practices, including formative assessment and common assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers provide authentic assessment opportunities that demonstrate student progress toward mastery, and utilize data to inform and adjust classroom instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services Coordinator Secondary Social Studies</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			



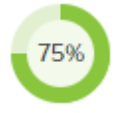
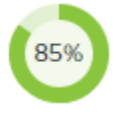
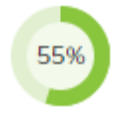

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Identify and implement academic language and literacy strategies and routines to increase effective instruction in social studies.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers intentionally plan and embed academic language and literacy strategies within science content instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services Coordinator Secondary Social Studies Executive Director: Multilingual Academic Services</p>	Formative		
	Nov	Feb	June
			



**Goal 9:** 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 and STAAR/EOC U.S. History from 2019 to 2021.

**Performance Objective 2:** The percent of students that score Meets grade level or above on STAAR/EOC U.S. History will increase from 88% in 2019 to 90% by June 2021. The Special Education student group performance will increase from 40% in 2019 to 42% in 2021. The English Learner student group will increase from 58% in 2019 to 61% in 2021.

**Evaluation Data Sources:** 2021 STAAR/EOC U.S. History

**Summative Evaluation:** Some progress made toward meeting Objective


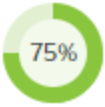


Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Design and implement resources for instructional planning that support lesson design in both face-to-face and remote learning environments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers thoughtfully select online and in-person tools and resources that align with research based instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors: Secondary Academic Services; Multilingual Coordinator Secondary Social Studies</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Identify, develop, and provide professional learning for collaborative teams and administrators related to the identified essential standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers prioritize essential standards and provide instruction at the appropriate level of depth and complexity within each unit.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services Coordinator Secondary Social Studies</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Design and implement professional learning, tools, and resources for Social Studies teachers supporting research-based assessment practices, including formative assessment and common assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers provide authentic assessment opportunities that demonstrate student progress toward mastery, and utilize data to inform and adjust classroom instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services Coordinator Secondary Social Studies</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Identify and implement academic language and literacy strategies and routines to increase effective instruction in social studies.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers intentionally plan and embed academic language and literacy strategies within science content instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services Coordinator Secondary Social Studies Executive Director: Multilingual Academic Services</p>	Formative		
	Nov	Feb	June
			

**Goal 10:** DIP - Plano ISD will reach and maintain the graduation rate for all students and each student group at 94% or higher.

**Performance Objective 1:** DIP - Plano ISD will increase the African American 4-year graduation rate from 93.1% for the class of 2019 to 93.3% or higher for the class of 2021.





**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Design and implement professional learning, tools, and resources for content area teachers supporting research-based assessment practices, including formative assessment and common assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers provide authentic assessment opportunities that demonstrate student progress toward mastery, and utilize data to inform and adjust classroom instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services Secondary Academic Coordinators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Design and facilitate campus based data protocols to disaggregate assessment data and identify instructional priorities.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will adjust instruction to support individual student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services Secondary Academic Coordinators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

**Goal 10:** DIP - Plano ISD will reach and maintain the graduation rate for all students and each student group at 94% or higher.

**Performance Objective 2:** DIP - Plano ISD will increase the Hispanic 4-year graduation rate from 92.1% for the class of 2019 to 92.3% or higher for the class of 2021.










**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Design and implement professional learning, tools, and resources for content area teachers supporting research-based assessment practices, including formative assessment and common assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers provide authentic assessment opportunities that demonstrate student progress toward mastery, and utilize data to inform and adjust classroom instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services Secondary Academic Coordinators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Design and facilitate campus based data protocols to disaggregate assessment data and identify instructional priorities.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will adjust instruction to support individual student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director: Secondary Academic Services Secondary Academic Coordinators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

**Goal 10:** DIP - Plano ISD will reach and maintain the graduation rate for all students and each student group at 94% or higher.

**Performance Objective 3:** DIP - Plano ISD will increase the EL (current and anytime in high school) 4-year graduation rate from 84.7% for the class of 2019 to 85.8% for the class of 2021.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Identify and analyze barriers to EL students preventing graduation within 4 years.  <b>Strategy's Expected Result/Impact:</b> Barriers identified and plan developed to address  <b>Staff Responsible for Monitoring:</b> Executive Director for Multilingual Academic Services;                      Coordinators for Multilingual Academic Services</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Develop consistent system for graduation pathways and paths to acceleration for English Learners.  <b>Strategy's Expected Result/Impact:</b> Clear, consistent graduation pathway guidance implemented at campus level  <b>Staff Responsible for Monitoring:</b> Executive Director for Multilingual Academic Services;                      Coordinators for Multilingual Academic Services</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Develop comprehensive newcomer program, including plans for SIFE (Students with Interrupted Formal Education) students.  <b>Strategy's Expected Result/Impact:</b> Comprehensive Newcomer Program guide  <b>Staff Responsible for Monitoring:</b> Executive Director for Multilingual Academic Services;                      Coordinator for Multilingual Academic Services</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			









**Goal 10:** DIP - Plano ISD will reach and maintain the graduation rate for all students and each student group at 94% or higher.

**Performance Objective 4:** DIP - Plano ISD will increase the Special Education 4-year graduation rate from 81.1% for the class of 2019 to 83.0% for the class of 2021.

**Evaluation Data Sources:** Advisory Committee agendas; evidence of at-risk communication protocol; develop protocols for early identification







**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Analyze current practices with special education students including: student progress toward graduation requirements; alignment of post-secondary goals and course study; and grading criteria for ARD revisions prior to loss of credit for failing.</p> <p><b>Strategy's Expected Result/Impact:</b> Data analysis completed; barriers identified</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Special Education; Assistant Director for Secondary Special Ed Curriculum; Assistant Director for Elementary Special Ed Curriculum; Secondary and Elementary Special Ed Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Develop system for early identification and response to special education students not making adequate progress toward graduation requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Early identification system developed and implemented at campus level</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Special Education; Assistant Director for Secondary Special Ed Curriculum</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Analyze special education resource and inclusion practices across all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Analysis complete; written report of results; identified areas of concern to address</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Special Education; Assistant Director for Secondary Special Ed Curriculum; Assistant Director for Elementary Special Ed Curriculum; Elementary and Secondary Special Ed Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

**Goal 11:** DIP - The percentage of Plano ISD graduates that meet the criteria for CCMR will increase from 79% in the 2019 Accountability to 83% by the 2022 Accountability (based on graduating class of 2021). The English Learners student group performance will increase from 40% in 2019 to 46% in 2022 Accountability. The Economically Disadvantaged student group performance will increase from 58% in 2019 to 70% in 2022 Accountability.

**Performance Objective 1:** Develop and implement a detailed monitoring and early warning system for CCMR indicators.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue utilize the district team to analyze and evaluate CCMR procedures and progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Baseline assessment of Plano ISD CCMR status</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for AACCMR; Senior Executive Director for Assessment, Research and Program Evaluation</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Develop and deliver training to campus administrators and counselors to track student performance on CCMR measures by the end of 2020-2021 (Edugence platform).</p> <p><b>Strategy's Expected Result/Impact:</b> CCMR tracking system in use by campus and district staff</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for AACCMR; Senior Executive Director for Assessment, Research and Program Evaluation</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

# 2020-21 SBIC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Business Representative	Abe Johnson	Business Representative
Business Representative	Al Ely	Business Representative
Classroom Teacher	Alex Neece	HS/SHS Teacher (Non-Voting Alternate)
Classroom Teacher	Alexander Kirton	Elementary Teacher
Administrator	Andrea Cockrell	Principal Elementary
Classroom Teacher	Ann Boles	Middle School Teacher (Non-Voting Alternate)
Community Representative	Anna Garza Clinton	Community Member
Administrator	Ari Weinberg	Principal Middle School
Classroom Teacher	Brent Love	HS/SHS Teacher
Classroom Teacher	Dawn Raschke	Elementary Teacher
Classroom Teacher	Erin Rowe	Elementary Teacher
Classroom Teacher	Georgia Beauchamp	Elementary Teacher
Classroom Teacher	Jamie Hales	Elementary Teacher
Classroom Teacher	Jennifer Penny	Middle School Teacher
Administrator	John Tedford	Principal HS/SHS
Classroom Teacher	Jonathan Cao	HS/SHS Teacher
Classroom Teacher	Laura Cordova	Elementary Teacher (Non-Voting Alternate)
Classroom Teacher	Laura Dizen	Elementary Teacher
District-level Professional	Marcus Miller	Non-Teaching District-Based Professional
Classroom Teacher	Marette Watson	Middle School Teacher
District-level Professional	Matt Sipes	Non-Teaching District-Based Professional
Non-classroom Professional	Misty Benson	Non-Teaching Campus-Based Professional (Non-Voting Alternate)
Classroom Teacher	Nicole Kaufman	Elementary Teacher
Non-classroom Professional	Nina Tabanian	Non-Teaching Campus-Based Professional
Parent	Ross Cornell	Parent
Classroom Teacher	Shelby Robbins	Elementary Teacher
Classroom Teacher	Shelby Rose	Middle School Teacher

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Shibha Tyagi	Middle School Teacher
District-level Professional	Spruce Haley	Non-Teaching District-Based Professional
District-level Professional	Talle Gomez	Non-Teaching District-Based Professional
Parent	Tarrah Lantz	Parent
Community Representative	Tracey Dry	Community Member
Classroom Teacher	Wendy McKim	HS/SHS Teacher
Classroom Teacher	Will Smith	HS/SHS Teacher

# Addendums

## Early Childhood Math Board Outcome Goal - STAAR Grade 3 Mathematics

**The percent of 3rd grade students that score at Meets grade level or above on STAAR Math will increase from 65% to 70% by June 2024**

### Yearly Target Goals

2020	2021	2022	2023	2024
66%	67%	68%	69%	70%
2019 Baseline: 65%				

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 Baseline	43	44	72	71	85	*	63	40	43	57	58	67	57
2020	45	46	72	71	85	66	64	41	45	58	59	67	58
2021	47	48	73	72	86	66	65	43	47	59	60	68	59
2022	50	51	73	72	86	67	66	45	50	61	62	68	61
2023	54	55	74	73	87	69	67	47	54	63	64	69	63
2024	59	60	75	74	88	70	69	50	59	66	67	70	66
2019-2021	4	4	1	1	1	2	2	3	4	2	2	1	2

## Early Childhood Literacy Board Outcome Goal - STAAR Grade 3 Reading

**The percent of 3rd grade students that score at Meets grade level or above on STAAR Reading will increase from 60% in 2019 to 68% by June 2024**

### Yearly Target Goals

2020	2021	2022	2023	2024
61%	62%	64%	66%	68%
2019 Baseline: 60%				

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 Baseline	44	40	70	43	77	*	57	37	37	53	48	63	53
2020	46	42	70	45	77	61	58	38	39	54	50	63	54
2021	48	45	71	47	78	62	60	40	42	56	52	64	56
2022	51	48	72	50	79	64	61	42	46	58	54	65	58
2023	55	53	73	55	80	66	64	44	51	61	58	66	61
2024	60	58	74	60	81	68	67	47	57	65	62	67	65
2019-2021	4	5	1	4	1	2	3	3	5	3	4	1	3

## District Board Outcome Goal - STAAR Grade 3-5 Mathematics

**The percent of 3rd - 5th grade students that score at Meets grade level or above on STAAR Math will increase from 66% to 71% by June 2024**

### Yearly Target Goals

2020	2021	2022	2023	2024
67%	68%	69%	70%	71%
2019 Baseline: 66%				

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 Baseline	43	48	73	78	88	*	67	38	44	64	60	69	59
2020	44	49	73	78	88	*	67	39	45	65	61	69	60
2021	47	52	73	78	88	*	68	40	48	66	62	69	61
2022	50	54	74	79	89	*	69	42	51	68	63	70	63
2023	54	58	74	79	89	*	71	45	55	70	65	70	65
2024	59	63	75	80	90	*	73	48	60	73	68	71	68
2019-2021	4	4	0	0	0	*	1	2	4	2	2	0	2



## District Literacy Board Outcome Goal - STAAR Grade 3-5 Reading

**The percent of 3rd - 5th grade students that score at Meets grade level or above on STAAR Reading will increase from 62% to 70% by June 2024**

### Yearly Target Goals

2020	2021	2022	2023	2024
63%	64%	66%	68%	70%
2019 Baseline: 62%				

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 Baseline	43	43	71	60	81	*	62	34	39	58	50	65	56
2020	44	45	71	61	81	*	63	35	41	59	51	65	57
2021	47	47	72	64	82	*	64	36	44	61	53	66	59
2022	50	51	72	67	82	*	66	38	48	63	56	66	61
2023	54	55	73	71	83	*	68	41	53	66	59	67	64
2024	59	61	75	76	85	*	71	44	59	69	64	69	67
2019-2021	4	4	1	4	1	*	2	2	5	3	3	1	3

## District Literacy Board Outcome Goal - STAAR Grade 4 Writing

**The percent of students that score at Meets grade level or above on STAAR Writing Grade 4 will increase from 51% in 2019 to 53% by June 2021**

### Yearly Target Goals

2020	2021	2022	2023	2024
52%	53%	55%	57%	59%
2019 Baseline: 51%				

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 Baseline	33	30	59	*	74	*	51	26	27	39	39	54	45
2020	34	32	59	*	74	*	52	27	29	40	40	54	46
2021	37	34	60	*	75	*	53	28	32	42	42	55	48
2022	40	38	60	*	75	*	55	30	36	44	45	55	50
2023	44	42	61	*	76	*	57	33	41	47	48	56	53
2024	49	48	63	*	78	*	60	36	47	50	53	58	56
2019-2021	4	4	1	*	1	*	2	2	5	3	3	1	3

## District Board Outcome Goal - STAAR Grade 5 Science

**The percent of students that score at Meets grade level or above on STAAR Science Grade 5 will increase from 58% to 60% by June 2021**

### Yearly Target Goals

2020	2021	2022	2023	2024
59%	60%	61%	62%	63%
2019 Baseline: 58%				

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 Baseline	31	39	67	62	79	*	65	31	34	55	46	61	50
2020	32	40	67	62	79	*	65	32	35	56	47	61	51
2021	35	43	67	62	79	*	66	33	38	57	48	61	52
2022	38	45	68	63	80	*	67	35	41	59	49	62	54
2023	42	49	68	63	80	*	69	38	45	61	51	62	56
2024	47	54	69	64	81	*	71	41	50	64	54	63	59
2019-2021	4	4	0	0	0	*	1	2	4	2	2	0	2

## District Board Outcome Goal - STAAR Grade 6-8 Mathematics

**The percent of 6th - 8th grade students that score at Meets grade level or above on STAAR Math will increase from 64% to 69% by June 2024**

### Yearly Target Goals

2020	2021	2022	2023	2024
65%	66%	67%	68%	69%
2019 Baseline: 64%				

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 Baseline	42	48	71	44	92	50	66	26	44	75	50	68	54
2020	43	49	71	44	92	51	66	27	45	76	51	68	55
2021	46	52	71	44	92	52	67	28	48	77	52	68	56
2022	49	54	72	45	93	53	68	30	51	79	53	69	58
2023	53	58	72	45	93	54	70	33	55	81	55	69	60
2024	58	63	73	46	94	55	72	36	60	84	58	70	63
2019-2021	4	4	0	0	0	2	1	2	4	2	2	0	2

## District Literacy Board Outcome Goal - STAAR Grade 6-8 Reading

**The percent of 6th - 8th grade students that score at Meets grade level or above on STAAR Reading will increase from 64% to 72% by June 2024**

### Yearly Target Goals

2020	2021	2022	2023	2024
65%	66%	68%	70%	72%
2019 Baseline: 64%				

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 Baseline	41	43	72	45	85	50	69	23	40	65	36	67	54
2020	42	45	72	46	85	51	70	24	42	66	37	67	55
2021	45	47	73	49	86	52	71	25	45	68	39	68	57
2022	48	51	73	52	86	54	73	27	49	70	42	68	59
2023	52	55	74	56	87	56	75	30	54	73	45	69	62
2024	57	61	76	61	89	58	78	33	60	76	50	71	65
2019-2021	4	4	1	4	1	2	2	2	5	3	3	1	3

## District Literacy Board Outcome Goal - STAAR Grade 7 Writing

**The percent of students that score at Meets grade level or above on STAAR Writing Grade 8 will increase from 58% in 2019 to 60% by June 2021**

### Yearly Target Goals

2020	2021	2022	2023	2024
59%	60%	62%	64%	66%
2019 Baseline: 58%				

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 Baseline	38	34	63	25	85	50	64	19	31	60	30	61	48
2020	39	36	63	26	85	51	65	20	33	61	31	61	49
2021	42	38	64	29	86	52	66	21	36	63	33	62	51
2022	45	42	64	32	86	54	68	23	40	65	36	62	53
2023	49	46	65	36	87	56	70	26	45	68	39	63	56
2024	54	52	67	41	89	58	73	29	51	71	44	65	59
2019-2021	4	4	1	4	1	2	2	2	5	3	3	1	3

## District Literacy Board Outcome Goal - STAAR Social Studies Grade 8

**The percent of students that score at Meets grade level or above on STAAR Social Studies Grade 8 will increase from 55% in 2019 to 57% by June 2021**

### Yearly Target Goals

2020	2021	2022	2023	2024
56%	57%	59%	61%	63%
2019 Baseline: 55%				

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 Baseline	32	32	62	17	82	*	59	18	28	55	24	58	46
2020	33	34	62	18	82	*	60	19	30	56	25	58	47
2021	36	36	63	21	83	*	61	20	33	58	27	59	49
2022	39	40	63	24	83	*	63	22	37	60	30	59	51
2023	43	44	64	28	84	*	65	25	42	63	33	60	54
2024	48	50	66	33	86	*	68	28	48	66	38	62	57
2019-2021	4	4	1	4	1	*	2	2	5	3	3	1	3

## District Board Outcome Goal - STAAR Grade 8 Science

**The percent of students that score at Meets grade level or above on STAAR Science Grade 8 will increase from 66% to 68% by June 2021**

### Yearly Target Goals

2020	2021	2022	2023	2024
67%	68%	69%	70%	71%
2019 Baseline: 66%				

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 Baseline	37	45	75	25	89	*	66	22	38	69	36	69	52
2020	38	46	75	25	89	*	66	23	39	70	37	69	53
2021	41	49	75	25	89	*	67	24	42	71	38	69	54
2022	44	51	76	26	90	*	68	26	45	73	39	70	56
2023	48	55	76	26	90	*	70	29	49	75	41	70	58
2024	53	60	77	27	91	*	72	32	54	78	44	71	61
2019-2021	4	4	0	0	0	*	1	2	4	2	2	0	2



### District Improvement Plan 2020-21 Goals

DIP Algebra 1 Goal														
The percent of students taking the Algebra I EOC (first time testers and re-testers) that perform at the Meets grade level standard or above will increase from 69% in 2019 to 72% by June 2021.														
Closing the Gaps Student Groups Yearly Targets														
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
<b>2019 Baseline</b>	45	51	77	46	94	*	72	25	48	78	49	74	56	69
<b>2021</b>	53	58	78	54	96	*	73	27	56	87	53	75	65	72
<b>2019-2021</b>	8	7	1	8	2	*	1	2	8	9	4	1	9	3

DIP English I and II Goal														
The percent of students taking the English I & II EOC (first time testers and re-testers) that perform at the Meets grade level standard or above will increase from 65% in 2019 to 68% by June 2021.														
Closing the Gaps Student Groups Yearly Targets														
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
<b>2019 Baseline</b>	44	45	74	60	85	50	70	26	41	61	41	68	54	65
<b>2021</b>	52	52	75	68	87	53	71	28	49	70	45	69	63	68
<b>2019-2021</b>	8	7	1	8	2	3	1	2	8	9	4	1	9	3

**Methodology:**

HB 3 District and Board goals requires each district to set 5-year goals for college, career, and military readiness including targets for each school year. Plano ISD have set these goals for CCMR. Campus goals are aligned with these CCMR goals. As CCMR goals for college readiness is strongly aligned with the Meets Standard on STAAR EOCs, the district target for 2021 is based on these CCMR increases required from 2019 to 2021.

The campus target for EOCs now align with the district required target for 9-10 grade levels for Algebra I and English I and English II for the All Student and Specific student groups.

2019 Baseline Data from 2018-19 TAPR > Performance > STAAR Performance.

## District Board Outcome Goal - STAAR EOC Biology (Grades 9-12)

**The percent of students that score at Meets grade level or above on STAAR Biology will increase from 75% to 77% by June 2021**

### Yearly Target Goals

2020	2021	2022	2023	2024
76%	77%	78%	79%	80%
2019 Baseline: 75%				

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 Baseline	55	53	85	73	93	*	24	24	50	77	38	79	59
2020	56	54	85	73	93	*	24	25	51	78	39	79	60
2021	59	57	85	73	93	*	25	26	54	79	40	79	61
2022	62	59	86	74	94	*	26	28	57	81	41	80	63
2023	66	63	86	74	94	*	28	31	61	83	43	80	65
2024	71	68	87	75	95	*	30	34	66	86	46	81	68
2019-2021	4	4	0	0	0	*	1	2	4	2	2	0	2

## District Literacy Board Outcome Goal - STAAR EOC US History (Grade 11)

**The percent of students that score at Meets grade level or above on STAAR Writing US History will increase from 88% in 2019 to 90% by June 2021**

### Yearly Target Goals

2020	2021	2022	2023	2024
89%	90%	92%	94%	96%
2019 Baseline: 88%				

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 Baseline	75	73	94	100	96	*	95	40	72	91	58	90	79
2020	76	75	94	100	96	*	96	41	74	92	59	90	80
2021	79	77	95	100	97	*	97	42	77	94	61	91	82
2022	82	81	95	100	97	*	99	44	81	96	64	91	84
2023	86	85	96	100	98	*	100	47	86	99	67	92	87
2024	91	91	98	100	100	*	100	50	92	100	72	94	90
2019-2021	4	4	1	0	1	*	2	2	5	3	3	1	3

## CCMR Board Outcome Goal

**The percentage of graduates that meet the criteria for CCMR will increase from 79% in 2019 to 85% by August 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
80%	82%	83%	84%	85%
2019 Baseline: 79%				

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 (2018 Grads)	59	65	84	58	95	75	85	75	58	59	40	80	55
2020 (2019 Grads)	64	68	84	63	95	77	86	76	62	63	42	81	60
2021 (2020 Grads)	68	71	85	67	96	79	86	77	66	67	44	81	65
2022 (2021 Grads)	72	75	85	71	97	80	87	78	70	72	46	82	69
2023 (2022 Grads)	76	78	86	75	97	82	88	80	74	76	48	82	74
2024 (2023 Grads)	80	81	86	80	98	84	88	81	78	80	50	83	79
2019-2022 (2021 Grads)	12	10	2	13	2	5	2	4	12	13	6	2	14
2019-2024 (2023 Grade)	21	17	3	21	3	9	3	7	20	21	10	3	24

## CCMR (College Ready) Board Outcome Goal

**The percentage of graduates that meet the College Ready criteria for CCMR will increase from 70% in 2019 to 75% by August 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
71%	72%	73%	74%	75%
2019 Baseline: 70%				

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 (2018 Grads)	38	45	77	22	91	20	77	9	41		26		
2020 (2019 Grads)	42	49	76	50	92	70	76	11	41		29		
2021 (2020 Grads)	46	52	77	53	92	71	76	12	45	8	31	8	8
2022 (2021 Grads)	50	55	77	56	93	72	77	12	49	16	33	16	16
2023 (2022 Grads)	53	59	78	59	93	73	77	13	52	24	35	24	24
2024 (2023 Grads)	57	62	78	62	94	74	78	13	56	32	37	32	32

## CCMR (Career and Military Ready) Board Outcome Goal

**The percentage of graduates that meet the Career and Military Ready criteria for CCMR will increase from 25% in 2019 to 35% by August 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
27%	29%	31%	33%	35%
2019 Baseline 25%				

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 (2018 Grads)	26	27	25	17	20		34	73	28		14		
2020 (2019 Grads)	28	29	27	19	22	2	36	74	30	2	16	2	2
2021 (2020 Grads)	30	31	29	21	24	4	38	75	32	4	18	4	4
2022 (2021 Grads)	32	33	31	23	26	6	40	76	34	6	20	6	6
2023 (2022 Grads)	34	35	33	25	28	8	42	77	36	8	22	8	8
2024 (2023 Grads)	36	37	35	27	30	10	44	78	38	10	24	10	10

## CCMR Progress Measure 1

**The percent of Grade 10 Students that met the College Readiness benchmarks in PSAT (EBRW:430 and Math:480) will increase from 54% in 2019 to 72% by August 2024.**

### Yearly Target Goals

2020	2021	2022	2023	2024
52%	60%	64%	67%	70%
2019 Baseline 54%				

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	SpEd (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 - Actual	24	25	61		84		58	6	23		11		
2020 - Actual	22	26	58		79		61	7	23		5		
2021 = Goal	33	36	61		80		64	22	33		19		
2022 = Goal	44	46	65		81		67	38	44		33		
2023 = Goal	54	56	68		82		70	53	54		46		
2024 PSAT 10 Goal	65	66	71		83		73	69	65		60		
CCMR GOAL	80	81	86		98		88	84	80	80	75	83	79

## **DUTIES OF SROs and SECURITY PERSONNEL:**

*School Resource Officers (SROs) shall have the following law enforcement duties:*

- 1. Protecting the safety and welfare of any person in the jurisdiction of the peace officer.*
- 2. Protecting the property of the school district.*
- 3. Investigation of criminal offenses and incidents affecting the safety and welfare of students, staff and others.*
- 4. Performing any duty required by law of peace officers*
- 5. Presenting approved educational or safety programs to students or staff members where such programs promote the safety and welfare of students, staff or others.*

*Contract Peace Officers Serving as Security Personnel shall have the following law enforcement duties:*

- 1. Protecting the safety and welfare of any person in the jurisdiction of the peace officer.*
- 2. Protecting the property of the school district.*
- 3. Performing any duty required by law of peace officers.*

*The school district may not assign School Resource Officers or Contract Peace Officers Serving as Security Personnel to perform duties that involve routine school discipline, school administrative tasks, or contact with students unrelated to the law enforcement duties of the officer. However, this shall not prohibit officers from having informal contact with a student even if unrelated to the assigned duties of the officer or an incident involving student behavior or law enforcement.*

*Security Personnel who are not law enforcement officers shall have duties and responsibilities within the proper scope of their role or position, including activities that promote the safety and welfare of persons on district property, and the protection of district property.*



## DISTRICT 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
Executive Director for Student & Family Services	<p><b>Bullying</b></p> <p><b>Staff Prevention</b></p> <ul style="list-style-type: none"> <li>● Identify high risk areas</li> <li>● Monitor high risk areas</li> <li>● Follow campus rules/expectations</li> </ul> <p><b>Staff Education</b></p> <ul style="list-style-type: none"> <li>● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>● Review referral process</li> </ul> <p><b>Staff Intervention</b></p> <ul style="list-style-type: none"> <li>● Establish recommended intervention strategies for classroom/campus</li> <li>● Implement campus referral plan</li> <li>● Utilize Discipline Management strategies</li> </ul> <p><b>Student Prevention</b></p> <ul style="list-style-type: none"> <li>● Clearly state student expectations/campus rules/citizenship</li> <li>● Monitor high risk areas</li> </ul> <p><b>Student Education</b></p> <ul style="list-style-type: none"> <li>● Explain referral process/contacts</li> <li>● Anonymous Tip Line</li> </ul> <p><b>Student Intervention</b></p> <ul style="list-style-type: none"> <li>● Apply classroom interventions</li> </ul>	TEC 11.252(a)(3)(E)	The district will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> <li>● Employ discipline interventions</li> <li>● Use other intervention strategies as necessary/appropriate</li> <li>● Conference with parents/students</li> </ul>		
Executive Director for Student & Family Services	<b>Dropout Prevention</b> <ul style="list-style-type: none"> <li>● Communities in Schools at Armstrong, Bowman, Carpenter, Frankford, Otto, Wilson Middle Schools; Shepton, Williams and McMillen High Schools; Plano East Senior High School</li> <li>● District-wide procedures for secondary campuses, as applicable</li> </ul>	TEC 11.252 BQ(Legal)	The school will follow board policy EHBC.
Coordinator Dyslexia Services	<b>Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>● Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	The school will follow Board Policy EHB, F, EHBC, and EKB.
Federal and Special Programs Specialist	<b>Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>● An identification and recruitment plan</li> <li>● New Generation System (NGS)</li> <li>● Early Childhood Education</li> <li>● Parental Involvement</li> <li>● Graduation Enhancement</li> <li>● Secondary Credit Exchange and Accrual</li> <li>● Migrant Services Coordination</li> <li>● A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	P.L. 107-110, Section 1415(b)	
Executive Director for Student & Family Services	<b>Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>● District-wide procedures for campuses, as applicable</li> </ul>		The school will follow board policy EHBC.
Executive Director for Student & Family Services And Director of Guidance and Education Services	<b>Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>● Strategies for providing to elementary school, middle school, junior high and high school students, teachers, counselors and parents</li> </ul>	TEC 11.252(4) TEC 11.252(3)(G)	The school will follow Board Policies: EIC, BQ, FFEA

	<p>information about:</p> <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> <li>○ Sources of information on higher education admissions and financial aid</li> <li>● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>		
Executive Director for Student & Family Services	<b>Sexual Abuse and Maltreatment of Children</b>	TEC 38.0041(c) TEC 11.252(9) BQ(Legal)	The district will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.
Executive Director for Student & Family Services	<p><b>Student Welfare: Crisis Intervention Programs &amp; Training</b></p> <ul style="list-style-type: none"> <li>● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> <li>○ Early mental health intervention</li> <li>○ Mental health promotion and positive youth development</li> <li>○ Substance abuse prevention</li> <li>○ Substance abuse intervention</li> <li>○ Suicide prevention and suicide prevention parent/ guardian notification procedures</li> </ul> </li> <li>● Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	The district will follow Board Policy FFB and FNF.
Executive Director for Student & Family Services	<p><b>Student Welfare: Discipline/Conflict/Violence Management</b></p> <ul style="list-style-type: none"> <li>● Methods for addressing <ul style="list-style-type: none"> <li>○ Suicide prevention including parent/guardian notification procedure</li> <li>○ Conflict resolution programs</li> <li>○ Violence prevention and intervention</li> </ul> </li> </ul>	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) BQ(Legal)  TEC 37.001	The district will follow Board Policies: FFB, FOC, FOCA, DMA and FFE

	<ul style="list-style-type: none"> <li>programs <ul style="list-style-type: none"> <li>○ Unwanted physical or verbal aggression</li> <li>○ Sexual harassment</li> <li>○ Harassment and dating violence</li> </ul> </li> </ul>	Family Code 71.0021 TEC 37.0831	
Executive Director for Student & Family Services	<b>Texas Behavior Support Initiative (TBSI)</b> <ul style="list-style-type: none"> <li>● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	TEC 21.451(d)(2) Board Policy DMA(Legal)	The district will follow Board Policy DMA(Legal)
Executive Director for Student & Family Services	<b>Dating Violence Policy</b>	BQ(Legal)	The school will Board Policy FFH
Executive Director Instructional Technology	<b>Technology Integration in Instructional and Administrative Programs</b>	TEC 11.252(a)(3)(D) TEC 28.001 BQ(Legal)	
Assistant Superintendent for Employee Services	<b>Staff Development for professional staff of a district</b>	BQ(Legal)	