Plano Independent School District

Dooley Elementary

2023-2024 Improvement Plan

Accountability Rating: A

Distinction Designations:
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps

Board Approval Date: October 3, 2023

Mission Statement

Dooley Elementary provides an excellent education for each student.

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Enrollment:
- 346 Students

By Race:
- 124 White (36%)
- 103 Hispanic (30%)
- 47 Asian (13.6%)
- 40 African American (11.6%)
- 30 Two or More Races (9%)
- 2 American Indian (0.6%)

Other Demographics:
- SpEd - 61 (17.6%)
- 504 - 28 (8.1%)
- EB - 64 (18.5%)
- ED (Free) - 139 (40.2%)
- ED (Red) - 25 (7.2%)
- GT - 39 (11.3%)

Student-to-Staff Ratios by Grade:
- Kinder: 18:1
- 1st Grade: 19:1
- 2nd Grade: 20:1
- 3rd Grade: 19:1
- 4th Grade: 24:1
- 5th Grade: 23:1

Total Attendance %: 94.57%
23-24 Attendance Goal: 95.07%
22-23 Absences by Race:
- 528 White (2.4%)
- 433 Hispanic (2.4%)
- 432 Asian (5.3%)

- 141 African American (2.0%)
- 78 Two or More Races (1.5%)
- 8 American Indian (2.3%)

5 ISS Incidents:
- 4 ED (Free) (80%)
- 3 SpEd (60%)
- 2 African American (40%)
- 2 Hispanic (40%)
- 1 White (20%)
- 1 EB (20%)

1 Partial ISS Incident:
- 1 African American (100%)
- 1 ED (Reduced) (100%)

2 OSS Incidents:
- 2 African American (100%)
- 2 SpEd (100%)
- 2 ED (Free) (100%)

0 DAEP, JJAEP, or Expulsions

93 Total Behavior Offenses

Offenses by Race:
- 32 White (34.4%)
- 28 African American (30.1%)
- 22 Hispanic (23.7%)
- 6 Asian (6.5%)
- 5 Two or More Races (5.4%)
- 8 American Indian (2.3%)

Demographics Strengths

1. Rates of absenteeism are generally low and proportionate.
2. Few discipline incidents resulting in ISS/OSS.

3. Growing EB population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There are disproportionate rates of discipline incidents for African American, Economically Disadvantaged students, and students receiving Special Education services. **Root Cause:** Behavior interventions are implemented inconsistently and are not used effectively.

Student Learning

Student Learning Summary

1st Grade Reading Growth, based on MAP, was the lowest on the campus.

Current 5th Grade Reading Growth, based on 21-22 4th grade MAP, is lower than expected

Quintile 1 in Reading across most grade levels demonsrate the least amount of growth on MAP

STAAR Science/Math growth, when compared to MAP, do not correlate.

Student Learning Strengths

Math MAP growth was excellent in all grades and across most of the Quintiles.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Percentage of students who met growth projection for 2022-2023 below recommended guidelines in both Math and Language Arts: Reading.
Root Cause: Diverse and varying needs of students in each classroom calls for improved planning for differentiated instruction.

School Processes & Programs

School Processes & Programs Summary

Enrollment process moving to strictly online created difficulties with checking cumulative folder content for students enrolling with IEPs/504/SSPs.

Collaborative Team Data Meetings were not always foced on academics.

Need to learn how to maximize use of Edugence for data analysis

School Processes & Programs Strengths

Development of a strong MTSS process to support identification of student learning needs.

Provision of Adult Temps to support Quintile 1-3 students and Kinder/1st/2nd grade classrooms

HB4545 Coordination was very successful

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to develop consistent practices to use data to inform curriculum, instruction, and assessment decisions specifically to determine Targeted (Tier 2) and Intensive (Tier 3) supports and interventions for students. **Root Cause:** Lack of consistent data analysis protocols and focus on HB4545 interventions

Perceptions

Perceptions Summary

Staff, students, and parents believe that Dooley is generally a safe place to be.

Need to focus in on ways to share all that the campus is doing.

There appears to be a general sense of parent apathy where parents expect everything to be provided for by the campus, such as snacks.

Perceptions Strengths

Staff, students, and parents believe that Dooley is generally a safe place to be.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Need to focus in on ways to share all that the campus is doing. **Root Cause:** No streamlined and consistent processes for communicating with stakeholders.

Priority Problem Statements

Problem Statement 1: There is a need to develop consistent practices to use data to inform curriculum, instruction, and assessment decisions specifically to determine Targeted (Tier 2) and Intensive (Tier 3) supports and interventions for students.

Root Cause 1: Lack of consistent data analysis protocols and focus on HB4545 interventions

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Percentage of students who met growth projection for 2022-2023 below recommended guidelines in both Math and Language Arts: Reading.

Root Cause 2: Diverse and varying needs of students in each classroom calls for improved planning for differentiated instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Need to focus in on ways to share all that the campus is doing.

Root Cause 3: No streamlined and consistent processes for communicating with stakeholders.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

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

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

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

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

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

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

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

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

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

Performance Objective 1: K-5 READING LANGUAGE ARTS

HB#3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 57% in 2023 to 60% by June 2024. The Special Education student group performance will increase from 20% in 2023 to 23% by June 2024. The Economically Disadvantaged student group performance will increase from 59% in 2023 to 62% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Reading will increase from 49% in 2023 to 52% by June 2024. The Special Education student group performance will increase from 42% in 2023 to 45% by June 2024. The Economically Disadvantaged student group performance will

increase from 33% in 2023 to 36% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Reading will increase from 62% in 2023 to 65% by June 2024. The Special Education student group performance will increase from 33% in 2023 to 36% by June 2024. The Economically Disadvantaged student group performance will increase from 46% in 2023 to 49% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Reading Language Arts

Strategy 1 Details	Reviews		

Strategy 1: Use the HRS Level 2 Framework along with professional learning centered on becoming a model PLC (Solution Tree) aimed at improving the Teaching & Learning Cycle in order to develop effective tiered intervention and enrichment for all students with special attention to support ED and SPED students as well as language acquisition strategies for EB students.
 	
Utilize Dooley's Instructional Model (Campus Snapshot) to identify, apply, and reflect on instructional actions that focus on Organizing Students to Interact and Collaborate, Engaging Students in Cognitively Complex tasks, and Asking In Depth Questions.
    Strategy's Expected Result/Impact: Improved use of the Teaching and Learning Cycle and the development of an effective PLC Framework evidenced through:
 	
-- Student growth and learning, as evidenced by CFAs, grades/portfolios, IEP data, behavior trackers, MAP scores, Plano Literacy scores, Reading Record levels, STAAR growth, and other data captured in Edugence, despite learning environment
 	
-- K-2nd: MAP - 80% or more of students in each grade will meet/exceed growth MAP targets; Reading Records - 80% or more of students in each grade will obtain a grade appropriate reading level or higher
 	
-- 3rd-5th: 80% or more of students in each grade level will meet or exceed MAP growth targets; Reading Records - 80% or more of students in each grade will obtain a grade appropriate reading level or higher; STAAR - 80% or more of students in 4th-5th grade level will meet or exceed STAAR growth targets; STAAR - percentages of students obtaining the Approaches, Meets, or Masters levels will show improvement based on campus numbers from 2023.
    Staff Responsible for Monitoring: Campus Administrators and Team Leaders
 	
    Title I:
2.4, 2.6
 - **ESF Levers:**
Lever 5: Effective Instruction
    Problem Statements: Student Learning 1
	Formative		**Summative**

	Nov	**Feb**	**June**

Strategy 2 Details	Reviews		
Strategy 2: Utilize adult temps to support the growth of Quintile 1-3 students in grades Kinder - 5th grade and help support the provision of HB1416 mandated tutoring.	**Formative**		**Summative**
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: - 80% of students in Quintiles 1-3 in each grade will meet/exceed their MAP and/or STAAR Growth Targets. -- Every student who did not meet passing standards on STAAR Math and/or Reading will have been provided at least 30 hours of accelerated instruction for each subject they did not meet passing standards. -- We will meet each of our Performance Objectives for each subject. **Staff Responsible for Monitoring:** Campus Administrators and Team Leaders **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1 **Funding Sources:** - 211 Title I, Part A - $14,800, - 282 ESSER III - $2,925			

Strategy 3 Details	Reviews		
Strategy 3: Provide for Family Engagement opportunities to reach an expansive population of families in the school community	**Formative**		**Summative**
Strategy's Expected Result/Impact: Improved family engagement would improve student engagement and learning as evidenced by:	**Nov**	**Feb**	**June**
-- an increase in family engagement through completed campus/district surveys. **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** - 211 Title I, Part A - $1,151			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Percentage of students who met growth projection for 2022-2023 below recommended guidelines in both Math and Language Arts: Reading. **Root Cause**: Diverse and varying needs of students in each classroom calls for improved planning for differentiated instruction.

School Processes & Programs
Problem Statement 1: There is a need to develop consistent practices to use data to inform curriculum, instruction, and assessment decisions specifically to determine Targeted (Tier 2) and Intensive (Tier 3) supports and interventions for students. **Root Cause**: Lack of consistent data analysis protocols and focus on HB4545 interventions

Perceptions
Problem Statement 1: Need to focus in on ways to share all that the campus is doing. **Root Cause**: No streamlined and consistent processes for communicating with stakeholders.

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

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

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Performance Objective 2: K-5 MATHEMATICS

HB3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 52% in 2023 to 55% by June 2024. The Special Education student group performance will increase from 20% in 2023 to 23% by June 2024. The Economically Disadvantaged student group performance will increase from 50% in 2023 to 53% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Math will increase from 52% in 2023 to 55% by June 2024. The Special Education student group performance will increase from 33% in 2023 to 36% by June 2024. The Economically Disadvantaged student group performance will increase from 37% in 2023 to 40% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Math will increase from 42% in 2023 to 45% by June 2024. The Special Education student group performance will increase from 22% in 2023 to 25% by June 2024. The Economically Disadvantaged student group performance will increase from 38% in 2023 to 41% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Math

Strategy 1 Details	Reviews		
Strategy 1: Use the HRS Level 2 Framework along with professional learning centered on becoming a model PLC (Solution Tree) aimed at improving the Teaching & Learning Cycle in order to develop effective tiered intervention and enrichment for all students with special attention to support ED and SPED students as well as language acquisition strategies for EB students. Utilize Dooley's Instructional Model (Campus Snapshot) to identify, apply, and reflect on instructional actions that focus on Organizing Students to Interact and Collaborate, Engaging Students in Cognitively Complex tasks, and Asking In Depth Questions. **Strategy's Expected Result/Impact:** Improved use of the Teaching and Learning Cycle and the development of an effective PLC Framework evidenced through: -- Student growth and learning, as evidenced by CFAs, grades/portfolios, IEP data, behavior trackers, MAP scores, STAAR growth, and other data captured in Edugence, despite learning environment -- K-2nd: MAP - 80% or more of students in each grade will meet/exceed growth MAP targets; -- 3rd-5th: 80% or more of students in each grade level will meet or exceed MAP growth targets; STAAR - 80% or more of students in 4th/5th grade level will meet or exceed STAAR growth targets; STAAR - percentages of students obtaining the Approaches, Meets, or Masters levels will show improvement based on campus numbers from 2023. **Staff Responsible for Monitoring:** Campus Administrators and Team Leaders **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	**Formative**		**Summative**
	Nov	**Feb**	**June**

Strategy 2 Details		Reviews		
Strategy 2: Utilize adult temps to support the growth of Quintile 1-3 students in grades Kinder - 5th grade and help support the provision of HB1416 mandated tutoring.		**Formative**		**Summative**
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Strategy 3 Details		Reviews		
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		Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improved family engagement would improve student engagement and learning as evidenced by: -- an increase in family engagement through completed campus/district surveys. **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 4.2 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** - 211 Title I, Part A - $1,151				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Percentage of students who met growth projection for 2022-2023 below recommended guidelines in both Math and Language Arts: Reading.   **Root Cause**: Diverse and varying needs of students in each classroom calls for improved planning for differentiated instruction.
Perceptions
Problem Statement 1: Need to focus in on ways to share all that the campus is doing.   **Root Cause**: No streamlined and consistent processes for communicating with stakeholders.

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

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

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

Performance Objective 3: K-5 SCIENCE

The percent of 5th grade students that score Meets grade level or above on STAAR Science will increase from 19% in 2023 to 22% by June 2024. The Special Education student group performance will increase from 11% in 2023 to 14% by June 2024. The Economically Disadvantaged student group performance will increase from 13% in 2023 to 16% by 2024.

    Evaluation Data Sources: 2024 STAAR Science

Strategy 1 Details			Reviews		
Strategy 1: Use the HRS Level 2 Framework along with professional learning centered on becoming a model PLC (Solution Tree) aimed at improving the Teaching & Learning Cycle in order to develop effective tiered intervention and enrichment for all students with special attention to support ED and SPED students as well as language acquisition strategies for EB students. Utilize Dooley's Instructional Model (Campus Snapshot) to identify, apply, and reflect on instructional actions that focus on Organizing Students to Interact and Collaborate, Engaging Students in Cognitively Complex tasks, and Asking In Depth Questions. **Strategy's Expected Result/Impact:** Improved use of the Teaching and Learning Cycle and the development of an effective PLC Framework evidenced through: -- Student growth and learning, as evidenced by CFAs, grades/portfolios, IEP data, behavior trackers, MAP scores, STAAR growth, and other data captured in Edugence, despite learning environment -- K-2nd: MAP - 80% or more of students in each grade will meet/exceed growth MAP targets; -- 3rd-5th: 80% or more of students in each grade level will meet or exceed MAP growth targets; STAAR - 80% or more of students in 4th/5th grade level will meet or exceed STAAR growth targets; STAAR - percentages of students obtaining the Approaches, Meets, or Masters levels will show improvement based on campus numbers from 2023. **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1			**Formative**		**Summative**
			Nov	**Feb**	**June**

Strategy 2 Details		Reviews		
Strategy 2: Provide for Family Engagement opportunities to reach an expansive population of families in the school community		**Formative**		**Summative**
Strategy's Expected Result/Impact: Improved family engagement would improve student engagement and learning as evidenced by: -- an increase in family engagement through completed campus/district surveys. **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 2.6, 4.2 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1		**Nov**	**Feb**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a need to develop consistent practices to use data to inform curriculum, instruction, and assessment decisions specifically to determine Targeted (Tier 2) and Intensive (Tier 3) supports and interventions for students.   **Root Cause**: Lack of consistent data analysis protocols and focus on HB4545 interventions
Perceptions
Problem Statement 1: Need to focus in on ways to share all that the campus is doing.   **Root Cause**: No streamlined and consistent processes for communicating with stakeholders.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Performance Objective 1: The all student and individual student group attendance rates will be maintained at 96% or higher.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Performance Objective 4: The district will reduce the number of bullying (PEIMS Code 61) incidents by 10% based on the 2022-23 baseline. Each campus will reduce the number of incidents by 10% or at least 1 incident based on their 22-23 baseline.

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

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

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

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

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

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

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

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

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

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

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

DIP - 5.4 Federal and State Mandates

Title I Personnel

Name	Position	Program	FTE
Susan Knighton	Title I Support Teacher		

22-23 SBIC

Committee Role	Name	Position
Administrator	Tramy Tran	Principal
Administrator	John Neumann	Assistant Principal
Classroom Teacher	Lauren Torres	Faculty Member
Classroom Teacher	Sal Soleto	Faculty Member
Classroom Teacher	Latrice McIntyre	Faculty Member
Classroom Teacher	Kyla Koonce	Faculty Member
Classroom Teacher	Aisha Locke	Faculty Member
Classroom Teacher	Andrea Sigala	Faculty Member
Special Education Teacher	Carol Truscott	Faculty Member
Non-classroom Professional	John Tedford	Campus-Based Professional Staff (Armstrong Principal)
District-level Professional	Craig McKinney	District Level Professional Staff
Parent	Mastanbi Shaik	Parent
Parent	Lauren West	Parent
Parent	Deidra Cooper	Parent
Parent	Lindsay Graham	Parent
Parent	Vincent Edera	Parent
Parent	Greg Tubbs	Parent
Parent	Sarah Mureeba	Parent
Business Representative	Jaelyn Whorton	Business Representative
Community Representative	Jeanie Walbridge	Community Member
Community Representative	Amber Orr	Community Member
Business Representative	Alpa Sharma	Business Representative
Non-classroom Professional	Ramona Cartwright	Support Staff Member

Campus Funding Summary

			199 State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,690.00
				+/- Difference	$1,690.00

			199 Bilingual/ESL/ELL		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$354.00
				+/- Difference	$354.00

			211 Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$14,800.00
1	1	3			$1,151.00
1	2	2			$14,800.00
1	2	3			$1,151.00
				Sub-Total	$31,902.00
				Budgeted Fund Source Amount	$114,750.00
				+/- Difference	$82,848.00

			282 ESSER III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$2,925.00
1	2	2			$2,925.00
				Sub-Total	$5,850.00
				Budgeted Fund Source Amount	$2,915.00
				+/- Difference	-$2,935.00
				Grand Total Budgeted	$119,709.00

282 ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Grand Total Spent	$37,752.00
				+/- Difference	$81,957.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard   Dooley

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading   Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	5	23	13	2	6	0	13	22	1	17	39	14	53
2022	100	39	77	50	100		62	50	0	53	72	36	62
2023	100	41	78	51	100		65	52	1	55	73	37	63
2024	100	43	78	52	100		68	54	1	57	73	39	63
2025	100	45	79	53	100		72	56	2	60	74	41	64
2026	100	49	81	54	100		78	60	4	64	76	44	66
2027	100	53	82	56	100		85	64	5	69	77	47	67

HB3 Campus Goals - All Grades STAAR at Meets Standard   **Dooley**

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Reading   Grade 4

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	6	15	14	0	8	0	10	19	0	14	33	12	45
2022	33	60	71		88		50	53		57	73	33	62
2023	35	62	72		89		53	55		59	74	34	63
2024	37	64	72		89		56	57		61	74	36	63
2025	39	66	73		90		60	59		64	75	38	64
2026	43	70	75		92		66	63		68	77	41	66
2027	47	74	76		93		73	67		73	78	44	67

HB3 Campus Goals - All Grades STAAR at Meets Standard

Dooley

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Reading

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	9	10	20	0	3	0	14	16	0	7	30	14	44
2022	44	60	65		100		36	62		57	60	57	59
2023	46	62	66		100		39	64		59	61	58	60
2024	48	64	66		100		42	66		61	61	60	60
2025	50	66	67		100		46	68		64	62	62	61
2026	54	70	69		100		52	72		68	64	65	63
2027	58	74	70		100		59	76		73	65	68	64

HB3 Campus Goals - All Grades STAAR at Meets Standard   **Dooley**

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

Reading   All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	20	48	47	2	17	0	37	57	1	38	102	40	142
2022	55	50	70	50	94		49	54	0	55	69	42	61
2023	57	52	71	51	95		52	56	1	57	70	43	62
2024	59	54	71	52	95		55	58	1	59	70	45	62
2025	61	56	72	53	96		59	60	2	62	71	47	63
2026	65	60	74	54	98		65	64	4	66	73	50	65
2027	69	64	75	56	99		72	68	5	71	74	53	66

HB3 Campus Goals - All Grades STAAR at Meets Standard

Dooley

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

Math

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	5	23	13	2	6	0	13	22	1	17	39	14	53
2022	100	48	77	0	83		38	50	100	41	72	29	60
2023	100	50	78	1	84		41	52	100	43	73	31	61
2024	100	53	80	3	86		44	55	100	45	75	33	63
2025	100	57	82	5	88		48	59	100	48	77	36	65
2026	100	61	84	7	90		53	63	100	52	79	40	67
2027	100	67	87	10	93		60	69	100	57	82	45	70

HB3 Campus Goals - All Grades STAAR at Meets Standard   **Dooley**

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

Math   Grade 4

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	6	15	14	0	8	0	10	19	0	14	33	12	45
2022	17	60	50		62		50	37		57	58	25	49
2023	20	62	51		63		53	39		59	59	27	50
2024	23	65	53		65		56	42		61	61	29	52
2025	26	69	55		67		60	46		64	63	32	54
2026	32	73	57		69		65	50		68	65	36	56
2027	38	79	60		72		72	56		73	68	41	59

HB3 Campus Goals - All Grades STAAR at Meets Standard

Dooley

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
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Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	9	10	20	0	3	0	14	16	0	7	30	14	44
2022	22	40	60		33		29	56		57	53	21	43
2023	25	42	61		34		32	58		59	54	23	44
2024	28	45	63		36		35	61		61	56	25	46
2025	31	49	65		38		39	65		64	58	28	48
2026	37	53	67		40		44	69		68	60	32	50
2027	43	59	70		43		51	75		73	63	37	53

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

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

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

Math   All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	20	48	47	2	17	0	37	57	1	38	102	40	142
2022	40	50	62	0	65		38	47	100	50	62	25	51
2023	43	52	63	1	66		41	49	100	52	63	27	52
2024	46	55	65	3	68		44	52	100	54	65	29	54
2025	49	59	67	5	70		48	56	100	57	67	32	56
2026	55	63	69	7	72		53	60	100	61	69	36	58
2027	61	69	72	10	75		60	66	100	66	72	41	61

HB3 Campus Goals - All Grades STAAR at Meets Standard

Dooley

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
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Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Science 5

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	9	10	20	0	3	0	14	16	0	7	30	14	44
2022	22	30	50		0		36	50		14	37	29	34
2023	25	32	51		1		39	52		16	38	31	35
2024	28	35	53		3		42	55		18	40	33	37
2025	31	39	55		5		46	59		21	42	36	39
2026	37	44	57		7		51	64		25	44	40	41
2027	43	50	60		10		58	70		30	47	44	44

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Principal, Executive Director for Student & Family Services	**Bullying** **Staff Prevention** ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations **Staff Education** ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process **Staff Intervention** ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies **Student Prevention** ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas **Student Education** ● Explain referral process/contacts ● Anonymous Tip Line **Student Intervention** ● Apply classroom interventions	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	• Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	**Coordinated Health Program** **Coordinated School Health** • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. [Campus Wellness Plan](#) • K-8 Include at least one Parent on Campus Wellness Team. • K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. **Fitness** • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. **Physical Activity Requirements** • K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	- K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. - K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. - K-5 Ensure students are receiving daily unstructured play during recess. - K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. **Attendance** - K-8 Monitor attendance of students and follow up on prominent and chronic absences.		
Principal, Human Resources	**Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** - Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. - Funding source: State and Local	ESSA	
Principal, Executive Director for Student and Family Services	**Parent Involvement** - Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local - Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local - Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local - Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local		

	- Utilize social media to keep parents and community informed. Funding source: State and Local - PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local - Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). Funding source: State and Local - Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		