Plano Independent School District

Barksdale Elementary

2023-2024 Improvement Plan

Board Approval Date: October 3, 2023

Mission Statement

Plano ISD Mission Statement

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

Campus Mission Statement

Where children feel safe, loved, and enjoy learning; where children see themselves as responsible lifelong learners; where respect and kindness define our Bronco spirit; where the commitment of school and community is celebrated.

Vision

Plano ISD Vision Statement

Committed to Excellence

Dedicated to Caring

Powered by Learning

Plano ISD Proud

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Barksdale Elementary is in Plano ISD, a Collin County district with 44 elementary schools, 13 middles schools, 7 high schools, 3 senior high schools, and an eSchool. Barksdale Elementary serves a diverse student population in grades K-5. Starting the 2023-2024 school year, total enrollment was approximately 538 students. Additionally, in the beginning of the 2023-2024 school year, the Barksdale student population demographics consisted of 35% White, 34% Asian, 14% Hispanic, 11% African American, 6% 2 or more ethnicities, and 1% American Indian. The Barksdale student population by programs consisted of 10% Special Education, 13% Gifted and Talented, 5% 504, 17% Economically Disadvantaged, 3.5% Dyslexia, and 16% English Language Learners. The top 5 foreign languages spoken are: Spanish, Hindi, Telugu, Tamil, and Russian & Arabic. The Barksdale attendance rate is 96%.

Demographics Strengths

- Barksdale Elementary has a diverse student population.
- There are numerous languages and cultures represented at Barksdale Elementary.
- Families are encouraged to celebrate and share their culture at Multicultural Night each year.
- High parental involvement across different cultures.
- Barksdale has an active parent community, exceptional PTA support, and a student population that is engaged in school functions.
- Attendance rates have stayed consistent and fall above the state and district averages.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The high mobility rate of 13.5% causes challenges as the new students must adjust to the new school learning environment and the teacher must adjust to the inconsistency of the students they are responsible for.   **Root Cause:** Throughout the school year, students move in and out of the Barksdale community.

Problem Statement 2: Students who are considered At-Risk (26%) have higher rates of academic, behavioral, social and emotional, and attendance needs.   **Root Cause:** Students who have language needs, economic disadvantages, and academic deficits struggle to perform academically and behaviorally due to their individual needs.

Student Learning

Student Learning Summary

Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group. The student achievement data indicates that across grade levels students are making progress. Our students are showing growth in multiple areas based on the various assessment tools. Across grade levels, the majority of the students are exceeding projected growth. STAAR, MAP, and TELPAS data were reviewed and analyzed to identify strengths and weaknesses within the Barksdale instructional program. Overall, there is consistent growth and achievement in all areas and in all demographics. With an emphasis on differentiation and targeted intervention, we were able to identify and target the needs of specific students. Additionally, emphasis was placed on the social emotional needs of the students as they worked through two years of COVID. Additionally, the implementation of a Multi Tiered Systems of Support and the Student Support Team monitoring the needs of students and applying targeted interventions helped to close the gaps.

According to the TEA (Texas Education Agency), Barksdale Elementary School has a 2022 Campus Accountability overall score of 97 (Letter Grade A). The overall score is based on the school's performance in three different domains: Students Achievement, School Progress, and Closing the Gaps. In the domain of Student Achievement, Barksdale's accountability score was 95 out of 100. The Student Achievement domain is based on STAAR performance only (grades 3, 4, and 5) and informs us how much students know and are able to do at the end of the year. The School Progress domain informs how students are performing over time and compares that progress to similar schools. Barksdale scored a 95 out of 100 on School Progress domain. The Closing the Gaps domain tells us how well different populations of students on the campus are performing. Barksdale scored a 100 out of 100.

Barksdale also received all six state distinction designations including Academic Achievement in English/Language Arts/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Top 25%: Comparative Academic Growth, Postsecondary Readiness, and Top 25%: Comparative Closing the Gaps.

Student Learning Strengths

The following scores show the percent of students on the 2023 STAAR assessment who reached the levels of Approaches, Meets, and Masters Standard:

Reading:

- 3rd Grade: 94% Approaches, 82% Meets, 57% Masters
- 4th Grade: 85% Approaches, 72% Meets, 50% Masters
- 5th Grade: 95% Approaches, 85% Meets, 59% Masters

Math:

- 3rd Grade: 93% Approaches, 79% Meets, 61% Masters
- 4th Grade: 78% Approaches, 67% Meets, 52% Masters
- 5th Grade: 96% Approaches, 83% Meets, 55% Masters

Science:

- 5th Grade: 94% Approaches, 77% Meets, 54% Masters

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to target specific instructional strategies to support English Learners.   **Root Cause:** There is a growing population of English Learners and monitored LEP students who are in the classroom for the majority of the day and need language acquisition/comprehension

Problem Statement 2 (Prioritized): There is a need to target specific instructional strategies to support the special education student population.   **Root Cause:** Classroom and resource teachers need to collaborate and partner together to provide opportunities for students to be supported when in and out of the regular classroom.

Problem Statement 3 (Prioritized): There is a need for a system to monitor and adjust the instruction for economically disadvantaged students so that they can meet their growth measure.   **Root Cause:** Refinement of a schoolwide system to monitor the growth of student subgroup populations.

School Processes & Programs

School Processes & Programs Summary

Barksdale Elementary school follows the state standards (TEKS) and district curriculum documents and resources in order to provide a guaranteed and viable curriculum for all learners. In addition to these curriculum resources, Barksdale implemented DuFour's model for Professional Learning Communities to help teachers identify student needs and work collaboratively to ensure that all students learn at high levels.

New teachers to Barksdale Elementary are mentored by the campus mentor liaison. There will be monthly meetings and check-ins.

Barksdale Elementary is in year 3 of PBIS implementation. The PBIS team attends the Foundations training through Safe and Civil Schools. There is continued work and progress with development of common language and expectations through "Be Like Bucky." The campus continues to recognize positive behaviors through "Be Like Bucky Bucks" and a school-wide ticket reward system.

Safety and Security operates at the heart of the campus through use of the Standard Response Protocol. The campus has developed an Incident Command System and Reunification Process. Staff are trained and drilled on the Reunification Process and through table talks.

School Processes & Programs Strengths

- Special Education and Dyslexia Programs
- Professional Learning Communities
- Refined Multi-Tiered-Support-System
- Data Analysis Meetings that drive instructional decisions
- PTA sponsored after-school clubs
- National PTA school of Excellence

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need for common language and structures that support student learning.   **Root Cause:** More focused professional learning and reflection around an instructional model and campuswide instructional practices.

Problem Statement 2: There is a need for common language and structures that support student behaviors.   **Root Cause:** More focused professional learning and reflection around campus wide classroom management strategies, guidelines for success, and common area expectations.

Perceptions

Perceptions Summary

Barksdale Elementary is a neighborhood school that prides itself on building relationships within the staff and with students so that we have a welcoming environment where learners and their families feel loved and valued. The staff at Barksdale implemented a PBIS system that promotes a positive school climate, setting clear expectations for campus behavior, and developing students' character through our guidelines for success through our "Be Like Bucky" campaign. Teachers award students with Bucky Bucks when they are caught representing our Be Like Bucky character traits. Students are given the Bronco Best award monthly to recognize good work habits, perseverance and character by their classroom teacher. Each nine weeks, the classroom teacher also selects a Principal Proclamation winner who demonstrates traits of a lifelong learner and upstanding citizenship. All students at Barksdale are awarded tickets by the teachers for which they can purchase privileges and prizes. The campus wide behavioral expectations and systems have created a positive culture and understanding of what it takes to be a successful student and lifelong learner.

Family involvement is a key component to learner success, and it is imperative that we support parents by creating a positive climate that is communicative in nature allowing the school and family to work as partners in the educational process. Barksdale families have many opportunities in which they can support the students, teachers, and community such as Watch DOGs, Color Run, Multicultural Night, Book Fair, Spring Picnic/Carnival, Spirit Nights, and Field Trip chaperones. It is through these partnerships that students recognize the importance of the partnership between the parents and teachers at Barksdale. Overall, we have a strongly positive community perception at Barksdale. Both parents and students agree that our school is a safe place to learn with specific rules and procedures in place. It is a goal to provide more opportunities for parent and community input and feedback which we feel will strengthen the school to home bond.

Perceptions Strengths

- Staff use of Restorative Practices and Community Circles to build a positive classroom culture.
- Multiple events are held throughout the year that involve Barksdale parents and the community.
- School is seen as safe and orderly for our students and staff.
- PTA National School of Excellence award recipient
- Social media platforms are effectively utilized to communicate and celebrate the great things taking place at Barksdale.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Barksdale needs to provide more consistent opportunities for parents to provide feedback on relevant topics.   **Root Cause:** Staff must develop effective ways for parents and community to provide feedback to the school.

Priority Problem Statements

Problem Statement 1: There is a need for a system to monitor and adjust the instruction for economically disadvantaged students so that they can meet their growth measure.

Root Cause 1: Refinement of a schoolwide system to monitor the growth of student subgroup populations.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a need for common language and structures that support student learning.

Root Cause 2: More focused professional learning and reflection around an instructional model and campuswide instructional practices.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: There is a need to target specific instructional strategies to support the special education student population.

Root Cause 3: Classroom and resource teachers need to collaborate and partner together to provide opportunities for students to be supported when in and out of the regular classroom.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a need to target specific instructional strategies to support English Learners.

Root Cause 4: There is a growing population of English Learners and monitored LEP students who are in the classroom for the majority of the day and need language acquisition/comprehension

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

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 79% in 2022 to 80% by June 2024. The Special Education student group performance will increase from 50% in 2022 to 56% by June 2024. The Economically Disadvantaged student group performance will increase from 56% in 2022 to 60% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Reading will increase from 85% in 2022 to 86% by June 2024. The Special Education student group performance will increase from 57% in 2022 to 63% by June 2024. The Economically Disadvantaged student group performance will increase from 67% in 2022 to 71% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Reading will increase from 86% in 2022 to 87% by June 2024. The Special Education student group performance will increase from 45% in 2022 to 51% by June 2024. The Economically Disadvantaged student group performance will increase from 75% in 2022 to 79% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Reading Language Arts

Strategy 1 Details		Reviews		
Strategy 1: Collaborative teams will meet to formally discuss student assessment data in which they will make informed decisions that drive their instructional practices and develop intervention strategies to support student academic needs.		**Formative**		**Summative**
		Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teams will identify high priority knowledge and skills, analyze student academic needs, and develop supports. **Staff Responsible for Monitoring:** Grade level teachers/teams, leadership team, principal/assistant principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details		Reviews		
Strategy 2: Barksdale staff will access and utilize the campus Instructional Snapshot to implement Tier 1 instructional practices and reflect on their professional growth related to the identified priority practices.		**Formative**		**Summative**
		Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teams will discuss the effective use of the campus Instructional Snapshot during collaborative planning. Teachers will implement the identified priority elements and reflect on the effective use of the strategies during classroom instruction. **Staff Responsible for Monitoring:** Grade level teachers/teams, leadership team, principal/assistant principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details				Reviews		
Strategy 3: Extended Planning will be utilized during the year with the goal of providing time for collaborative teams to unpack a unit of study, identify high priority knowledge and skills, analyze student data related to the identified skills, and develop interventions that support student needs.				Formative		Summative
				Nov	Feb	June
Strategy's Expected Result/Impact: Grade level collaborative teams will have deeper understanding of the expected learning outcomes for the units of study and developed big picture planning guides for the units. **Staff Responsible for Monitoring:** Grade level teachers/teams, leadership team, principal/assistant principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning						

Strategy 4 Details				Reviews		
Strategy 4: Small group tutoring for targeted students.				Formative		Summative
Strategy's Expected Result/Impact: HB1416 student performance will increase.				Nov	Feb	June
Staff Responsible for Monitoring: Admin, classroom teachers, IS, ESL specialist, Sped teachers, Dyslexia specialist **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** - 282 ESSER III - $855						

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

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

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

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

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

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

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

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

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

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

Performance Objective 2: K-5 MATHEMATICS

HB3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 83% in 2022 to 86% by June 2024. The Special Education student group performance will increase from 50% in 2022 to 56% by June 2024. The Economically Disadvantaged student group performance will increase from 56% in 2022 to 61% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Math will increase from 84% in 2022 to 87% by June 2024. The Special Education student group performance will increase from 57% in 2022 to 63% by June 2024. The Economically Disadvantaged student group performance will increase from 53% in 2022 to 58% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Math will increase from 74% in 2022 to 77% by June 2024. The Special Education student group performance will increase from 36% in 2022 to 42% by June 2024. The Economically Disadvantaged student group performance will increase from 60% in 2022 to 65% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Math

Strategy 1 Details	Reviews		
Strategy 1: Collaborative teams will meet to formally discuss student assessment data in which they will make informed decisions that drive their instructional practices and develop intervention strategies to support student academic needs.	**Formative**		**Summative**
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teams will identify high priority knowledge and skills, analyze student academic needs, and develop supports. **Staff Responsible for Monitoring:** Grade level teachers/teams, leadership team, principal/assistant principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 2 Details	Reviews		
Strategy 2: Barksdale staff will access and utilize the campus Instructional Snapshot to implement Tier 1 instructional practices and reflect on their professional growth related to the identified priority practices.	**Formative**		**Summative**
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teams will discuss the effective use of the campus Instructional Snapshot during collaborative planning. Teachers will implement the identified priority elements and reflect on the effective use of the strategies during classroom instruction. **Staff Responsible for Monitoring:** Grade level teachers/teams, leadership team, principal/assistant principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 3 Details			Reviews		
Strategy 3: Extended Planning will be utilized during the year with the goal of providing time for collaborative teams to unpack a unit of study, identify high priority knowledge and skills, analyze student data related to the identified skills, and develop interventions that support student needs.			**Formative**		**Summative**
			Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Grade level collaborative teams will have deeper understanding of the expected learning outcomes for the units of study and developed big picture planning guides for the units. **Staff Responsible for Monitoring:** Grade level teachers/teams, leadership team, principal/assistant principal **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning					

Strategy 4 Details			Reviews		
Strategy 4: Small group tutoring for targeted students.			**Formative**		**Summative**
Strategy's Expected Result/Impact: HB1416 student performance will increase.			**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Admin, classroom teachers, IS, ESL specialist, Sped teachers, Dyslexia specialist **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** - 282 ESSER III - $900					

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 3: K-5 SCIENCE

The percent of 5th grade students that score Meets grade level or above on STAAR Science will increase from 72% in 2022 to 75% by June 2024. The Special Education student group performance will increase from 36% in 2022 to 42% by June 2024. The Economically Disadvantaged student group performance will increase from 60% in 2022 to 65% by 2024.

   Evaluation Data Sources: 2024 STAAR Science

Strategy 1 Details	Reviews		
Strategy 1: Collaborative teams will meet to formally discuss student assessment data in which they will make informed decisions that drive their instructional practices and develop intervention strategies to support student academic needs.	Formative		Summative
	Nov	Feb	June
Strategy's Expected Result/Impact: Teams will identify high priority knowledge and skills, analyze student academic needs, and develop supports. **Staff Responsible for Monitoring:** Grade level teachers/teams, leadership team, principal/assistant principal **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 2 Details	Reviews		
Strategy 2: Barksdale staff will access and utilize the campus Instructional Snapshot to implement Tier 1 instructional practices and reflect on their professional growth related to the identified priority practices.	Formative		Summative
	Nov	Feb	June
Strategy's Expected Result/Impact: Teams will discuss the effective use of the campus Instructional Snapshot during collaborative planning. Teachers will implement the identified priority elements and reflect on the effective use of the strategies during classroom instruction. **Staff Responsible for Monitoring:** Grade level teachers/teams, leadership team, principal/assistant principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

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

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.

Strategy 1 Details	Reviews		
Strategy 1: Barksdale will increase attendance rate through communication and parent education. Principal communications will promote "In Your Seat, On Time, Each Day!" Communication via Principal Newsletter will provide tips on getting students on time to school and emphasize the importance of attendance and its direct correlation to students' education.	**Formative**		**Summative**
	Nov	Feb	June
Strategy's Expected Result/Impact: Parents will understand the impact of tardiness and chronic absenteeism. Attendance percentage will increase. **Staff Responsible for Monitoring:** Principal/Assistant Principal/Attendance Clerk/SST Committee **TEA Priorities:** Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

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

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

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

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

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

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

Strategy 1 Details			Reviews		
Strategy 1: Barksdale will use the PBIS system, common language, and common expectations in all areas of the school. Students' positive behaviors will be recognized through Bucky Bucks that will be read on announcements to promote "Be Like Bucky" behaviors. Teachers will utilize a ticket system to reward positive behaviors and students can earn prizes with the tickets.			**Formative**		**Summative**
			Nov	**Feb**	**June**
Strategy's Expected Result/Impact: There will be a reduced number of discipline referrals and a positive school climate. **Staff Responsible for Monitoring:** Principal/Assistant Principal/All Campus Staff **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture					

Strategy 2 Details	Reviews		
Strategy 2: Barksdale will promote the "Be Like Bucky" campaign that will provide a common language and expectation for characteristics we want to see in our Broncos. Each letter stands for a characteristic: B - Be Respectful, U - Unlock Integrity, C - Community Matters, K -Kindness Takes Courage, and Y - Yes, I am Responsible. These characteristics are reviewed with students on announcements, at each assembly, and teachers often refer to them when having circle time with students.	Formative		Summative
	Nov	Feb	June
Strategy's Expected Result/Impact: There will be a reduced number of discipline referrals and a positive school climate. **Staff Responsible for Monitoring:** Principal/Assistant Principal/All Campus Staff **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture			
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

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

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.

Strategy 1 Details			Reviews		
Strategy 1: Students are educated through substance abuse during Red Ribbon Week. The School Counselor will also give lessons as needed to students and classes.			**Formative**		**Summative**
			Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will understand the dangers of bad choices and the importance of making good choices in life. **Staff Responsible for Monitoring:** Principal/Assistant Principal/Counselor **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning					
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

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

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.

Strategy 1 Details			Reviews		
Strategy 1: Restorative Practices will be used to mediate and repair peer relationships and safety plans will be used to ensure that both parties feel safe at school.			**Formative**		**Summative**
			Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Students will feel safe and supported in a positive learning environment. Students will develop conflict resolution strategies.
    Staff Responsible for Monitoring: Principal/Assistant Principal/Counselor
 	
    TEA Priorities:
Connect high school to career and college
 - **ESF Levers:**
Lever 3: Positive School Culture					

Strategy 2 Details	Reviews		
	Formative		Summative
Strategy 2: Barksdale will promote the "Be Like Bucky" campaign that will provide a common language and expectation for characteristics we want to see in our Broncos. Each letter stands for a characteristic: B - Be Respectful, U - Unlock Integrity, C - Community Matters, K -Kindness Takes Courage, and Y - Yes, I am Responsible. These characteristics are reviewed with students on announcements, at each assembly, and teachers often refer to them when having circle time with students.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: There will be a reduced number of bullying incidents and a positive school climate. **Staff Responsible for Monitoring:** Principal/Assistant Principal/Counselor/All Staff **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture			

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

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

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.

Strategy 1 Details				Reviews		

Strategy 1: The Barksdale Threat Assessment Team will engage in district Threat Assessment required training during the school year. The Barksdale Threat Assessment Team will meet after each threat and follow the district process to determine level of threat and actions needed.
 	
    Strategy's Expected Result/Impact: Threat assessments will be done according to district policy and following district protocols.
    Staff Responsible for Monitoring: Principal/Assistant Principal/Counselor/Threat Assessment Team
 	
    TEA Priorities:
Connect high school to career and college
     - ESF Levers:
Lever 3: Positive School Culture
				Formative		**Summative**

				Nov	**Feb**	**June**
0% No Progress	100% Accomplished	Continue/Modify	✗ Discontinue			

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

Campus Funding Summary

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Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$855.00
1	2	4			$900.00
				Sub-Total	$1,755.00
				Budgeted Fund Source Amount	$1,755.00
				+/- Difference	$0.00
				Grand Total Budgeted	$1,755.00
				Grand Total Spent	$1,755.00
				+/- Difference	$0.00