Plano Independent School District

Accountability Rating: B

2026-2027 District Improvement Plan

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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.

Value Statement

The Plano ISD Board of Trustees has established the following five strategic pillars to guide district improvement:

Pillar 1: Teaching & 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.

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.

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.

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

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.

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Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Emergent Bilingual (EB) and Special Education (SPED) students consistently demonstrate lower baseline achievement and STAAR performance compared to overall student averages.	Instruction differentiated by students' learning needs; proper SPED placements in LRE; BL instruction delivered in the target language consistently.
2 ★	Achievement in early literacy and mathematics from Pre-K through 2 needs to improve if we are to get all students on grade level by Grade 3.	All students have room for improvement, but we need to focus on our bilingual students, special education students, and our Pre-K programs.
3 ★	District-wide math proficiency declines dramatically by 7th grade with the most significant concerns in 7th grade on-level mathematics courses.	Instruction differentiated by students' learning needs; commitment to grade-level rigor of the state standard; understanding of the STAAR exam expectations
4 ★	Interventions provided to students served under HB 1416 show low conversion rates to grade-level proficiency, with 4th and 6th-grade HB 1416 cohorts yielding under 26-29% Approaches on spring benchmark/STAAR projections.	Lack of systems, processes, and progress monitoring for accelerated instruction
5 ★	Inconsistent effective use of instructional technology across all classrooms	Need for more training, support, and connection to curriculum activities
6 ★	Changes in the state's CCMR system that occur annually could reduce the number of CCMR students without responsive changes quickly.	Loss of college prep coursework; increased expectations and tiering of CCMR requirements in the next few years

7 ★	Need for regular feedback loops and interactive forums to increase community engagement, transparency and trust regarding district-wide decisions.	Negative social media, inaccurate information spreading quickly, anti-public education campaigns
8 ★	CTE opportunities not always clear for all students, particularly those who are EB and/or SPED.	Information clarity for students, families, counselors that is accessible for all.
9 ★	Students who require re-testing in Algebra 1 and English I struggle to regain proficiency.	Lack of focused accelerated instruction (HB1416 requirements)
10 ★	Students taking assessments in Spanish lag substantially behind their English-assessment peers in both Reading and Math across elementary grade levels.	Inconsistent time in targeted language of instruction; selection of STAAR exam language
11 ★	Demographic/quintile tracking indicates consistent failure of Quintile 5 (lowest achieving) and Quintile 1 (highest achieving) students to reach 100% projected academic growth in grades 6-8 for math and reading.	Instruction differentiated by students' learning needs; proper placement for accelerated instruction, support, and enrichment
12 ★	Declining enrollment	Aging population combined with increased number of options through charter, private, and virtual schools.

13

Vacancies, particularly in EB and SPED positions, make it difficult for campuses to meet the needs of students efficiently and effectively.

Fewer certified candidates for specialized positions.

14

Deficit budget that continues to increase

Unfunded mandates, attendance rates, drop in enrollment, increase in costs, programmatic expenses

15

Electronic access control systems have not yet been modernized and made fully operational at all district campuses and facilities, leaving inconsistent access management across sites. The district needs to complete the 2022 bond safety and security upgrades and monitor the percentage of sites with fully operational systems each quarter.

The district's access control systems were installed at different times and vary by facility. Implementation of the 2022 bond upgrades is still in progress, so modernized electronic access controls are not yet fully operational at every site.

16

Student engagement remains inconsistent across campuses and below optimal levels

Not all campuses have the same opportunities

17

Principal professional learning has not been guided by a consistent, district-aligned scope and sequence, resulting in variation in the coherence and intentionality of leadership development across the district.

Inconsistent leadership meeting agendas, unmet professional learning needs

18

The district does not yet have a comprehensive evaluation of Voly's usability, campus implementation burden, data quality, volunteer participation, and cost relative to its use. Without consistent feedback and system data, the district cannot determine whether Voly is meeting campus and volunteer needs or identify the most effective improvements.

Voly's implementation and use have not been evaluated through a district-wide process that combines stakeholder feedback, campus usage, staff time, support requests, data quality, and cost. As a result, barriers and differences in how campuses use the system have not been systematically identified.

19 ★

A strong pipeline of ready leaders is necessary for continuous improvement in the district.

Time and opportunities for leadership growth beyond traditional meetings are not plentiful

20 ★

Students experiencing attendance and behavioral concerns do not consistently receive early, coordinated supports before concerns become chronic or require intensive intervention.

Early identification, intervention, progress monitoring, and family-engagement practices are not yet implemented consistently across campuses.

21 ★

Expectations for civility, character development, belonging, and customer service are not yet consistently embedded and experienced across district campuses and departments.

Common expectations, training, implementation supports, and feedback measures have not been fully established across the organization.

22 ★

Staff who create and publish district content need consistent training in accessible content practices to prepare for WCAG 2.1 AA compliance by April 26, 2027. The district needs a reliable way to assign training by role and monitor completion, particularly among high-priority publishers.

Content accessibility training has not yet been implemented through a district-wide, role-based plan with consistent assignment and completion tracking. As a result, staff readiness and advanced training needs are difficult to assess.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Results Driven Accountability (RDA)**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**

- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**
- [x] **Student failure and/or retention rates**
- [x] **Local benchmark or common assessments data**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Texas Success Initiative (TSI) data**
- [x] **Other**

MAP data

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**

- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Dual-credit and/or college prep course completion data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**
- [x] **Parent and community partnership data**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**
- [x] **Technology and resource allocation data**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Priorities

Priority 1

Teaching & Learning, Strategic Plan Priority Objectives:

Objective 1.1: 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.
Objective 1.2: 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.
Objective 1.4: Design student experiences to increase student agency and engagement in and out of the classroom.

Goal 1

During the 2026-27 school year, all grade levels will achieve conditional growth performance that demonstrates systemic academic growth of one year or more from Beginning of Year (BOY) to End of Year (EOY). (Strategic Plan Objective 1.2)

Performance Target: Systemic conditional growth (indicating a year's worth of growth) at 45% or higher from BOY to EOY for all grade levels in math, reading, and science.

Expected Result: A year's worth of academic growth for the system as measured by conditional growth in MAP, Grades K-8.

Strategy 1

Establish an expectation that every child moves a performance category on the TEA growth chart. Communicate and educate teachers and principals on the methods to achieve this expectation.

Metrics to Measure: Growth metrics from STAAR for final results; MAP, district assessments, classroom assessments to monitor progress

Staff Responsible for Monitoring: Deputy Superintendent for Teaching & Learning

Problem Statements: Demographics 2 - Student Learning 2 - District Processes & Programs 1

Formative Reviews

November	February	June

Strategy 2

Establish focus groups for Domains 2A and 3 to support growth on campuses with a D or F in these domains. Define expectations and next steps and monitor progress throughout the year.

Metrics to Measure: Growth metrics from MAP and STAAR, walkthrough data related to expectations and next steps provided for campuses

Staff Responsible for Monitoring: Executive Director for School Improvement & Accountability

Problem Statements: Demographics 2, 3 - Student Learning 2, 4 - District Processes & Programs 1

Formative Reviews

November	February	June

Strategy 3

Educate teachers and principals on progress monitoring strategies to be used between Beginning of Year (BOY) and Middle of Year (MOY) and between MOY and End of Year (EOY).

Metrics to Measure: MAP, STAAR data, walkthrough forms, Computer-Assisted Instruction reports, District assessments

Staff Responsible for Monitoring: Deputy Superintendent for Teaching & Learning

Problem Statements: Student Learning 1, 2, 3

Formative Reviews

November	February	June

Strategy 4

Create skills checklists and learner profiles for each grade level that are aligned to the Portrait of a Graduate; train teachers to use for student goal setting, parent education and engagement.

Metrics to Measure: Wayfinder data, checklists created, plan for use, School Links

Staff Responsible for Monitoring: Executive Director of Instructional Technology and Deputy Superintendent for Teaching & Learning

Problem Statements: Demographics 3 - Student Learning 1

Formative Reviews

November	February	June

Strategy 5

Develop and deliver parent education programs that strengthen families' capacity to support their children's learning with an emphasis on early literacy and mathematics.

Metrics to Measure: Programs offered, programs accessed, survey data (satisfaction of programs)

Staff Responsible for Monitoring: Director of Federal Programs and Pre-K

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Strategy 6

Provide training and monitor implementation of IEP and 504 accommodations to address barriers to academic success for students.

Metrics to Measure: Training Provided , internal audit, academic achievement of special education and 504 students

Staff Responsible for Monitoring: Executive Director of Special Populations

Problem Statements: Demographics 2

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Emergent Bilingual (EB) and Special Education (SPED) students consistently demonstrate lower baseline achievement and STAAR performance compared to overall student averages.	Instruction differentiated by students' learning needs; proper SPED placements in LRE; BL instruction delivered in the target language consistently.
3	Demographic/quintile tracking indicates consistent failure of Quintile 5 (lowest achieving) and Quintile 1 (highest achieving) students to reach 100% projected academic growth in grades 6-8 for math and reading.	Instruction differentiated by students' learning needs; proper placement for accelerated instruction, support, and enrichment

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Achievement in early literacy and mathematics from Pre-K through 2 needs to improve if we are to get all students on grade level by Grade 3.	All students have room for improvement, but we need to focus on our bilingual students, special education students, and our Pre-K programs.
2	District-wide math proficiency declines dramatically by 7th grade with the most significant concerns in 7th grade on-level mathematics courses.	Instruction differentiated by students' learning needs; commitment to grade-level rigor of the state standard; understanding of the STAAR exam expectations
3	Students taking assessments in Spanish lag substantially behind their English-assessment peers in both Reading and Math across elementary grade levels.	Inconsistent time in targeted language of instruction; selection of STAAR exam language
4	Students who require re-testing in Algebra 1 and English I struggle to regain proficiency.	Lack of focused accelerated instruction (HB1416 requirements)

Goal 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	Interventions provided to students served under HB 1416 show low conversion rates to grade-level proficiency, with 4th and 6th-grade HB 1416 cohorts yielding under 26-29% Approaches on spring benchmark/STAAR projections.	Lack of systems, processes, and progress monitoring for accelerated instruction

Goal 2

During the 2027 STAAR exams, we will increase the percentage of students who receive HB1416 accelerated instruction growing from did not meet to approaches or above. (Strategic Plan Objective 1.1)

Performance Target: Higher percentage of students increasing one performance category in STAAR over the prior year's results in both math and reading.

Expected Result: Increased passing percentage of students receiving HB1416 accelerated instruction.

Strategy 1

Articulate and implement a district-wide tier 2 and 3 academic intervention model that includes resources, metrics, training, progress monitoring, and district tracking details.

Metrics to Measure: Clarification of system, Student Support Plans, training completions, STAAR, MAP and district assessment data, Computer-Assisted Instruction (CAI) progress reports

Staff Responsible for Monitoring: Executive Director of Multilingual & Academic Support Services

Problem Statements: Demographics 2, 3 - Student Learning 4 - District Processes & Programs 1

Formative Reviews

November	February	June

Strategy 2

Develop a personal plan for each student who is not achieving at the 40th percentile or above in reading and math; use data to monitor and respond to student populations with achievement gaps.

Metrics to Measure: Student support plans, growth of quintiles

Staff Responsible for Monitoring: Executive Director of Multilingual & Academic Support Services

Problem Statements: Demographics 2, 3 - Student Learning 1

Formative Reviews

November	February	June

Strategy 3

Implement and monitor a student-centered, outcome-based instructional coaching model to improve teacher effectiveness.

Metrics to Measure: Kick up data, student metrics in MAP

Staff Responsible for Monitoring: Executive Director of Elementary Academic Services and Executive Director of Secondary Academic Services

Problem Statements: Demographics 2, 3 - Student Learning 1, 2

Formative Reviews

November	February	June

Strategy 4

Progress monitor all Computer-Assisted Instruction (CAI) for student growth and conduct an ROI evaluation for budget decisions.

Metrics to Measure: CAI reports, financial reports

Staff Responsible for Monitoring: Deputy Superintendent for Teaching & Learning

Problem Statements: District Processes & Programs 2

Formative Reviews

November	February	June

Strategy 5

Use data to monitor and respond to HB1416 student achievement and growth progress each

quarter.

Metrics to Measure: MAP data, District assessment data, Computer-Assisted Instruction progress data, Student Support Plan progress reports, Hours of tutoring reported

Staff Responsible for Monitoring: Executive Director of Multilingual & Academic Support Services

Problem Statements: District Processes & Programs 1

Formative Reviews

November	February	June

Strategy 6

Develop and execute a summer school plan designed to address academic failures and provide students with meaningful remediation that leads to genuine academic recovery.

Metrics to Measure: MAP and STAAR data, number of students enrolled, follow up success rates (next year)

Staff Responsible for Monitoring: Executive Director of Expanded Learning Pathways

Problem Statements: Student Learning 4 - District Processes & Programs 1

Formative Reviews

November	February	June

Strategy 7

Provide support to campuses to meet all requirements of Multi-Tiered Systems of Support (MTSS) processes, including intervention delivery, progress monitoring, and data-based decision making

Staff Responsible for Monitoring: Executive Director of Multilingual & Academic Support Services

Problem Statements: Demographics 3 - District Processes & Programs 1

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Emergent Bilingual (EB) and Special Education (SPED) students consistently demonstrate lower baseline achievement and STAAR performance compared to overall student averages.	Instruction differentiated by students' learning needs; proper SPED placements in LRE; BL instruction delivered in the target language consistently.
3	Demographic/quintile tracking indicates consistent failure of Quintile 5 (lowest achieving) and Quintile 1 (highest achieving) students to reach 100% projected academic growth in grades 6-8 for math and reading.	Instruction differentiated by students' learning needs; proper placement for accelerated instruction, support, and enrichment

Goal 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Achievement in early literacy and mathematics from Pre-K through 2 needs to improve if we are to get all students on grade level by Grade 3.	All students have room for improvement, but we need to focus on our bilingual students, special education students, and our Pre-K programs.
2	District-wide math proficiency declines dramatically by 7th grade with the most significant concerns in 7th grade on-level mathematics courses.	Instruction differentiated by students' learning needs; commitment to grade-level rigor of the state standard; understanding of the STAAR exam expectations
4	Students who require re-testing in Algebra 1 and English I struggle to regain proficiency.	Lack of focused accelerated instruction (HB1416 requirements)

Goal 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	Interventions provided to students served under HB 1416 show low conversion rates to grade-level proficiency, with 4th and 6th-grade HB 1416 cohorts yielding under 26-29% Approaches on spring benchmark/STAAR projections.	Lack of systems, processes, and progress monitoring for accelerated instruction
2	Inconsistent effective use of instructional technology across all classrooms	Need for more training, support, and connection to curriculum activities

Goal 3

During the 2026-27 school year, all grade levels in math and reading will increase the percentage of students achieving "on grade level" or above from Beginning of Year (BOY) to End of Year (EOY) MAP administrations, representing grade level performance improvement from the beginning to the end of the year. (Strategic Plan Objective 1.2)

Performance Target: An increase in the percentage of students performing "on grade level" from BOY to EOY as measured by the top three quintiles of achievement in MAP for all grade levels and subjects.
BOY 2026 percentages of students performing "on grade level" are as follows:
Grade K: 62% Reading, 57% Spanish Reading, 71% Math
Grade 1: 65% Reading, 70% Spanish Reading, 76% Math
Grade 2: 60% Reading, 54% Spanish Reading, 66% Math
Grade 3: 68% Reading, 66% Spanish Reading, 78% Math
Grade 4: 70% Reading, 72% Spanish Reading, 76% Math
Grade 5: 71% Reading, 68% Spanish Reading, 78% Math
Grade 6: 75% Reading, 76% Math
Grade 7: 73% Reading, 71% Math
Grade 8: 73% Reading, 53% Math

Expected Result: Increase the percentage of students who achieve "on grade level" as measured by MAP.

Strategy 1

Increase rigor and grade-level mastery through engaging, standards-aligned instruction that integrates content and process standards while preparing students for above-grade-level readiness.

Metrics to Measure: District assessment data, walkthrough data, STAAR, MAP, PSAT data

Staff Responsible for Monitoring: Executive Director of Elementary Academic Services and Executive Director of Secondary Academic Services

Problem Statements: Demographics 3 - Student Learning 1

Formative Reviews

November	February	June

Strategy 2

Leverage the K-5 LIFT Grant to strengthen literacy instruction through high-quality instructional planning and implementation of research-based instructional practices aligned to grade-level standards.

Metrics to Measure: MAP & STAAR Reading growth, mClass data, walkthrough data, collaborative planning artifacts, LIFT professional learning and coaching participation

Staff Responsible for Monitoring: Executive Director of Elementary Academic Services

Problem Statements: Demographics 2, 3 - Student Learning 1

Formative Reviews

November	February	June

Strategy 3

Develop and implement a monitoring plan for the implementation and support of Math Rocks at all elementary campuses.

Metrics to Measure: Implementation checklists, professional learning, campus support schedule

Staff Responsible for Monitoring: Executive Director of Elementary Academic Services

Problem Statements: Student Learning 2

Formative Reviews

November	February	June

Strategy 4

Develop and implement a plan to increase performance on the English I and Algebra I exams at the HS and SHS levels.

Metrics to Measure: PMA data, STAAR results

Staff Responsible for Monitoring: Executive Director of Secondary Academic Services

Problem Statements: Student Learning 4

Formative Reviews

November	February	June

Strategy 5

Utilize reporting category data to identify instructional gaps, prioritize standards, and plan targeted instruction and interventions on a district and campus level.

Metrics to Measure: Accountability ratings, targeted plans and expectations, meeting schedules with campus leaders, support and training provided for teachers

Staff Responsible for Monitoring: Executive Director of School Improvement & Accountability

Problem Statements: Demographics 2, 3 - Student Learning 2, 4 - District Processes & Programs 1

Formative Reviews

November	February	June

Strategy 6

Develop and implement a plan to expand Math Rocks to all middle schools for the 2027-2028 school year.

Metric to Measure: Documented plan

Staff Responsible for Monitoring: Executive Director of Secondary Academic Services

Problem Statements: Student Learning 2

Formative Reviews

November	February	June

Strategy 7

Establish focus groups for Domains 1 and 2B to support growth on campuses with a D or F in these domains. Define expectations and next steps and monitor progress throughout the year.

Metrics to Measure: Achievement data from MAP and STAAR, walkthrough data related to grade level expectations and next steps provided for campuses

Staff Responsible for Monitoring: Executive Director of School Improvement & Accountability

Problem Statements: Demographics 3

Formative Reviews

November	February	June

Strategy 8

Improve student performance in sixth- and seventh-grade mathematics and sixth-grade reading.

Metrics to Measure: MAP and STAAR data, district assessments, 6th grade LAB enrollment and grades for ELA and math

Staff Responsible for Monitoring: Executive Director of Secondary Academic Services

Problem Statements: Student Learning 2

Formative Reviews

November	February	June

Strategy 9

Develop and implement a training plan to effectively utilize the new math resources in all math classrooms.

Metrics to Measure: Training plan, walkthrough data, MAP data, District assessment data

Staff Responsible for Monitoring: Executive Director of Elementary Academic Services and Executive Director of Secondary Academic Services

Problem Statements: Student Learning 2

Formative Reviews

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Strategy 10

Evaluate MAP data to ensure all students are enrolled in appropriately rigorous math classes (in addition to the auto-enroll process) to increase 8th grade Algebra enrollment.

Metrics to Measure: MAP data, enrollment data

Staff Responsible for Monitoring: Executive Director of School Improvement & Accountability

Problem Statements: Student Learning 2

Formative Reviews

November	February	June

Strategy 11

Develop and execute a plan to ensure instruction delivered to students receiving special education services meets defined instructional delivery expectations to ensure growth and achievement.

Metrics to Measure: Disaggregated MAP data, disaggregated district assessment data

Staff Responsible for Monitoring: Executive Director of Special Populations

Problem Statements: Demographics 2

Formative Reviews

November	February	June

Strategy 12

Develop and execute a plan to ensure instruction delivered to students EB services meets defined instructional delivery expectations to ensure growth and achievement.

Metrics to Measure: Disaggregated MAP data, disaggregated district assessment data, TELPAS data

Staff Responsible for Monitoring: Executive Director of Multilingual & Academic Support Services and Executive Director of Elementary Academic Services

Problem Statements: Demographics 2

Formative Reviews

November	February	June

Strategy 13

Using the district-established walkthrough form, monitor data to ensure STAAR tested classrooms are teaching at grade level or above to increase students performing on grade level.

Metrics to Measure: Walkthrough data sorted by content and grade level

Staff Responsible for Monitoring: Executive Director of Elementary Academic Services and Executive Director of Secondary Academic Services

Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 4 - District Processes & Programs 1

Formative Reviews

November	February	June

Strategy 14

Develop and implement district wide, grade-band appropriate expectations for purposeful and balanced use of instructional technology and artificial intelligence. Expectations will guide teachers in selecting digital, non-digital, and AI-supported learning experiences based on instructional purpose and will teach students to use technology and AI responsibly, ethically, critically, and without replacing the thinking and productive struggle required for learning.

Metrics to Measure: District expectations and grade-band guidance; professional learning participation; walkthrough data measuring purposeful technology integration; student/staff perception data; curriculum resources incorporating appropriate technology and AI-use expectations.

Staff Responsible for Monitoring: Executive Directors of Instructional Technology, Elementary and Secondary Academic Services

Problem Statements: District Processes & Programs 2

Formative Reviews

November	February	June

Goal 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Emergent Bilingual (EB) and Special Education (SPED) students consistently demonstrate lower baseline achievement and STAAR performance compared to overall student averages.	Instruction differentiated by students' learning needs; proper SPED placements in LRE; BL instruction delivered in the target language consistently.
3	Demographic/quintile tracking indicates consistent failure of Quintile 5 (lowest achieving) and Quintile 1 (highest achieving) students to reach 100% projected academic growth in grades 6-8 for math and reading.	Instruction differentiated by students' learning needs; proper placement for accelerated instruction, support, and enrichment

Goal 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Achievement in early literacy and mathematics from Pre-K through 2 needs to improve if we are to get all students on grade level by Grade 3.	All students have room for improvement, but we need to focus on our bilingual students, special education students, and our Pre-K programs.
2	District-wide math proficiency declines dramatically by 7th grade with the most significant concerns in 7th grade on-level mathematics courses.	Instruction differentiated by students' learning needs; commitment to grade-level rigor of the state standard; understanding of the STAAR exam expectations
4	Students who require re-testing in Algebra 1 and English I struggle to regain proficiency.	Lack of focused accelerated instruction (HB1416 requirements)

Goal 3 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	Interventions provided to students served under HB 1416 show low conversion rates to grade-level proficiency, with 4th and 6th-grade HB 1416 cohorts yielding under 26-29% Approaches on spring benchmark/STAAR projections.	Lack of systems, processes, and progress monitoring for accelerated instruction
2	Inconsistent effective use of instructional technology across all classrooms	Need for more training, support, and connection to curriculum activities

Goal 4

Increase the performance of students in Grades 3 Reading and Mathematics and the percentage of students achieving College, Career, Military Readiness (CCMR) state recognition as measured by the required Board Goals set for five years. (Strategic Plan Objectives 1.1 and 1.2)

Performance Target: See five-year targets disaggregated by sub-population in the Appendix.

Expected Result: Meet the targets set by the Board in Grades 3 Reading and Math and CCMR graduates.

Strategy 1

Begin testing Pre-K at mid-year with the MAP reading and math assessments. Use the data to adjust instruction for Pre-K classrooms with an emphasis on Kindergarten readiness.

Metrics to Measure: MAP data, Circle data, Kindergarten readiness metrics

Staff Responsible for Monitoring: Executive Director of Multilingual & Academic Support Services

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Strategy 2

Using the district-established walkthrough form, monitor data to ensure PreK-2 literacy and mathematics classrooms are teaching at grade level or above to increase students reading on grade level.

Metrics to Measure: Walkthrough data, District assessment data, CAI data, literacy tool assessment data, math tool assessment data

Staff Responsible for Monitoring: Executive Director of Elementary Academic Services

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Strategy 3

Develop and implement a plan for all K-2 students who are below grade level to be monitored using the MAP Skills checklists in literacy and mathematics.

Metrics to Measure: Skills Checklist data in reading and math

Staff Responsible for Monitoring: Executive Director of Elementary Academic Services

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Strategy 4

Evaluate implementation and impact of Reading Academy strategies in K-3 literacy instruction and refine instructional expectations to ensure students are demonstrating expected annual growth.

Metrics to Measure: Early reading metrics from mClass and MAP, MAP skills checklist data, Read 180 and Waggle data

Staff Responsible for Monitoring: Executive Director of Elementary Academic Services

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Goal 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Achievement in early literacy and mathematics from Pre-K through 2 needs to improve if we are to get all students on grade level by Grade 3.	All students have room for improvement, but we need to focus on our bilingual students, special education students, and our Pre-K programs.

Priority 2

Life Readiness Strategic Plan Priority Objectives:

Objective 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.
Objective 2.2: Provide improved marketing, communications and advising for students and families related to pathways for the future.
Objective 2.3: Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system).

Goal 1

By the end of the 2026-2027 school year, 91% of Plano ISD graduates will earn at least one CCMR criteria. (Strategic Plan Objectives 2.1, 2.2, 2.3)

Performance Target: 91% of the Class of 2027 will achieve a CCMR designation.

Expected Result: Increase the percentage of students who achieve CCMR designation as outlined by TEA.

Strategy 1

Increase the number of embedded faculty across the district; work towards 100% embedded faculty plan.

Metric to Measure: Number of embedded faculty by campus

Staff Responsible for Monitoring: Director of CCMR

Problem Statements: District Processes & Programs 3

Formative Reviews

November	February	June

Strategy 2

Implement Khan Academy Digital SAT Practice in HS Advisory classes.

Metric to Measure: Khan Academy progress on dashboard in meeting individual goals

Staff Responsible for Monitoring: Director of Advanced Academics

Problem Statements: District Processes & Programs 3

Formative Reviews

November	February	June

Strategy 3

Set CTE participation and performance goals by subject, teacher, and campus; actively monitor progress.

Metrics to Measure: Number of students participating and earning IBCs

Staff Responsible for Monitoring: Director of CTE

Problem Statements: District Processes & Programs 3, 4

Formative Reviews

November	February	June

Strategy 4

Provide monthly AP Classroom usage reports to campus leadership to ensure teacher and student engagement with AP Classroom.

Metrics to Measure: AP Classroom usage by campus/course/teacher over time

Staff Responsible for Monitoring: Director of Advanced Academics

Problem Statements: District Processes & Programs 3

Formative Reviews

November	February	June

Strategy 5

Audit campus CCMR Action Plans for completion and quality using an audit timeline and assigned

auditing roles.

Metrics to Measure: Completed plans by subject at designated due dates

Staff Responsible for Monitoring: Executive Director of CCMR and Counseling

Problem Statements: District Processes & Programs 3

Formative Reviews

November	February	June

Strategy 6

Review the process and timeline for identifying SPED IEP workforce ready students and coding them. Create a process and timeline for identifying IEP continuers and appropriate coding.

Metric to Measure: Audit of Class of 2027 graduation list

Staff Responsible for Monitoring: Executive Director of Special Populations and Director of Counseling

Problem Statements: District Processes & Programs 3, 4

Formative Reviews

November	February	June

Strategy 7

Provide a monthly CCMR Newsletter that provides timely updates and information to campus staff.

Metrics to Measure: SLI updates, completed action steps

Staff Responsible for Monitoring: Executive Director of CCMR

Problem Statements: District Processes & Programs 3, 4

Formative Reviews

November	February	June

Strategy 8

TSIA prep and testing in10th grade and TSIA prepping, monitoring, and testing 12th grade students.

Metric to Measure: Performance Outcomes

Staff Responsible for Monitoring: Executive Director of CCMR

Problem Statements: District Processes & Programs 3

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
3	Changes in the state's CCMR system that occur annually could reduce the number of CCMR students without responsive changes quickly.	Loss of college prep coursework; increased expectations and tiering of CCMR requirements in the next few years
4	CTE opportunities not always clear for all students, particularly those who are EB and/or SPED.	Information clarity for students, families, counselors that is accessible for all.

Goal 2

In the 2026-2027, school year, each student in grades 9-12 will have a plan to obtain CCMR and will perform at college and career readiness levels. (Strategic Plan Objective 2.3)

Performance Target: 100% of students in grades 9-12 will either have evidence of meeting CCMR criteria or have an individualized CCMR plan that identifies their postsecondary pathway and required metrics, including actionable next steps, and is regularly monitored and updated based on student progress.

The percentage of students meeting the PISD on-track to college readiness metrics (TSI) will increase from the beginning of the year to the end of the year as measured by MAP and from the previous year as measured by PSAT, and SAT in every grade level and subject (K-11).

Expected Result: All students will have a plan to meet CCMR criteria and will increase their achievement toward

the college readiness metrics to be "on track".

Strategy 1

Implement a timeline with due dates for 4 year plan reviews and CCMR advising meetings.

Metrics to Measure: SchooLinks reports on completion of graduation plans, SchooLinks reports on CCMR Counselor Meeting Notes

Staff Responsible for Monitoring: Director of Counseling

Problem Statements: District Processes & Programs 3, 4

Formative Reviews

November	February	June

Strategy 2

Provide PSAT and SAT campus and district information sessions to families.

Metric to Measure: Number of attendees

Staff Responsible for Monitoring: Director of CCMR and Counseling Coordinator, 9-12

Problem Statements: District Processes & Programs 3

Formative Reviews

November	February	June

Strategy 3

PSAT/SAT/TSIA prep activities embedded in English and math classes (complete challenge courses in Khan Academy)

Metric to Measure: Khan Academy student progress reports

Staff Responsible for Monitoring: Director of Advanced Academics and Director of CCMR

Problem Statements: District Processes & Programs 3

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
3	Changes in the state's CCMR system that occur annually could reduce the number of CCMR students without responsive changes quickly.	Loss of college prep coursework; increased expectations and tiering of CCMR requirements in the next few years
4	CTE opportunities not always clear for all students, particularly those who are EB and/or SPED.	Information clarity for students, families, counselors that is accessible for all.

Goal 3

By the end of the 2026-2027 school year, we will increase the percentage of students who progress through an aligned CTE Program of Study, achieve CTE Completer status, and earn an aligned Industry-Based Certification. (Strategic Plan Objectives 2.1, 2.2)

Performance Target: The percentage of students attaining CCMR recognition through an IBC will increase over the previous year.

Expected Result: More students will attain an aligned Industry-based Certification as part of a complete Program of Study.

Strategy 1

Track the number of students by CTE courses, grade, campus, and teacher and monitor progress and student success.

Metric to Measure: Eduthings reports

Staff Responsible for Monitoring: Director of CTE

Problem Statements: District Processes & Programs 3, 4

Formative Reviews

November	February	June

Strategy 2

Monitor/review 4 year plans to ensure CTE pathways are accurate and counselors are well trained.

Metric to Measure: 4 year plans (SchooLinks reports)

Staff Responsible for Monitoring: Director of Counseling and Director of CTE

Problem Statements: District Processes & Programs 3, 4

Formative Reviews

November	February	June

Goal 3 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
3	Changes in the state's CCMR system that occur annually could reduce the number of CCMR students without responsive changes quickly.	Loss of college prep coursework; increased expectations and tiering of CCMR requirements in the next few years
4	CTE opportunities not always clear for all students, particularly those who are EB and/or SPED.	Information clarity for students, families, counselors that is accessible for all.

Goal 4

Increase student engagement in extracurricular activities and programs by expanding access, strengthening outreach, and removing barriers to participation, with a focus on increasing the percentage of students who participate consistently in at least one school-sponsored activity during the 2026-2027 school year.

Performance Target: Numbers of students participating in programs will increase throughout the year.

Expected Result: Students will be more engaged learners as a result of their extracurricular participation.

Strategy 1

Expand access to UIL A+ Academics and First LEGO League by establishing a team at every elementary school campus. Expand access to UIL A+ Academics and First LEGO League and/or First Tech Challenge at every middle school campus.

Metric to Measure: 100% of elementary and middle school campuses have a UIL A+ Academics team and at least one First LEGO League team and/or First Tech Challenge team; student participation in each program is tracked.

Staff Responsible for Monitoring: Director of Advanced Academics and Director of CTE

Problem Statements: District Processes & Programs 10

Formative Reviews

November	February	June

Strategy 2

Establish a district-wide system to track, monitor and report student engagement three times during the school year.

Metric to Measure: 100% of campuses report student engagement data during each reporting window, including number of programs, student participation, and curricular versus co-curricular opportunities.

Staff Responsible for Monitoring: Assistant Superintendent for Strategy & Innovation

Problem Statements: District Processes & Programs 10

Formative Reviews

November	February	June

Strategy 3

Use student engagement data to identify participation gaps and expand opportunities based on student needs and interest.

Metric to Measure: 100% of campuses report student engagement data during each reporting window, including number of programs, student participation, and curricular versus co-curricular opportunities.

Staff Responsible for Monitoring: Executive Director of SLI (Jennifer Peirson)

Problem Statements: District Processes & Programs 10

Formative Reviews

November	February	June

Strategy 4

Expand structured opportunities for student leadership, belonging, and engagement through PALs and No Place for Hate.

Metrics to Measure: 100% of middle schools implement No Place for Hate and complete three campus wide campaigns; percentage of middle schools implementing PALs; student participation in PALs and No Place for Hate activities.

Staff Responsible for Monitoring: Director of CARE

Problem Statements: District Processes & Programs 10

Formative Reviews

November	February	June

Goal 4 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
10	Student engagement remains inconsistent across campuses and below optimal levels	Not all campuses have the same opportunities

Goal 5

By the end of the 2026-2027 school year, 91% of Plano ISD graduates will earn at least one CCMR criteria. (Strategic Plan Objectives 2.1, 2.2, 2.3)

Performance Target: 91% of the Class of 2027 will achieve a CCMR designation.

Expected Result: Increase the percentage of students who achieve CCMR designation as outlined by TEA.

Strategy 1

Increase the number of embedded faculty across the district; work towards 100% embedded faculty plan.

Metric to Measure: Number of embedded faculty by campus

Staff Responsible for Monitoring: Director of CCMR

Problem Statements: District Processes & Programs 3

Formative Reviews

November	February	June

Strategy 2

Implement Khan Academy Digital SAT Practice in HS Advisory classes.

Metric to Measure: Khan Academy progress on dashboard in meeting individual goals

Staff Responsible for Monitoring: Director of Advanced Academics

Problem Statements: District Processes & Programs 3

Formative Reviews

November	February	June

Strategy 3

Set CTE participation and performance goals by subject, teacher, and campus; actively monitor progress.

Metrics to Measure: Number of students participating and earning IBCs

Staff Responsible for Monitoring: Director of CTE

Problem Statements: District Processes & Programs 3, 4

Formative Reviews

November	February	June

Strategy 4

Provide monthly AP Classroom usage reports to campus leadership to ensure teacher and student engagement with AP Classroom.

Metrics to Measure: AP Classroom usage by campus/course/teacher over time

Staff Responsible for Monitoring: Director of Advanced Academics

Problem Statements: District Processes & Programs 3

Formative Reviews

November	February	June

Strategy 5

Audit campus CCMR Action Plans for completion and quality using an audit timeline and assigned auditing roles.

Metrics to Measure: Completed plans by subject at designated due dates

Staff Responsible for Monitoring: Executive Director of CCMR and Counseling

Problem Statements: District Processes & Programs 3

Formative Reviews

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Strategy 6

Review the process and timeline for identifying SPED IEP workforce ready students and coding them. Create a process and timeline for identifying IEP continuers and appropriate coding.

Metric to Measure: Audit of Class of 2027 graduation list

Staff Responsible for Monitoring: Executive Director of Special Populations and Director of Counseling

Problem Statements: District Processes & Programs 3, 4

Formative Reviews

November	February	June

Strategy 7

Provide a monthly CCMR Newsletter that provides timely updates and information to campus staff.

Metrics to Measure: SLI updates, completed action steps

Staff Responsible for Monitoring: Executive Director of CCMR

Problem Statements: District Processes & Programs 3, 4

Formative Reviews

November	February	June

Strategy 8

TSIA prep and testing in10th grade and TSIA prepping, monitoring, and testing 12th grade students.

Metric to Measure: Performance Outcomes

Staff Responsible for Monitoring: Executive Director of CCMR

Problem Statements: District Processes & Programs 3

Formative Reviews

November	February	June

Goal 5 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
3	Changes in the state's CCMR system that occur annually could reduce the number of CCMR students without responsive changes quickly.	Loss of college prep coursework; increased expectations and tiering of CCMR requirements in the next few years
4	CTE opportunities not always clear for all students, particularly those who are EB and/or SPED.	Information clarity for students, families, counselors that is accessible for all.

Goal 6

In the 2026-2027, school year, each student in grades 9-12 will have a plan to obtain CCMR and will perform at college and career readiness levels. (Strategic Plan Objective 2.3)

Performance Target: 100% of students in grades 9-12 will either have evidence of meeting CCMR criteria or have an individualized CCMR plan that identifies their postsecondary pathway and required metrics, including actionable next steps, and is regularly monitored and updated based on student progress.

The percentage of students meeting the PISD on-track to college readiness metrics (TSI) will increase from the beginning of the year to the end of the year as measured by MAP and from the previous year as measured by PSAT, and SAT in every grade level and subject (K-11).

Expected Result: All students will have a plan to meet CCMR criteria and will increase their achievement toward the college readiness metrics to be "on track".

Strategy 1

Implement a timeline with due dates for 4 year plan reviews and CCMR advising meetings.

Metrics to Measure: SchooLinks reports on completion of graduation plans, SchooLinks reports on CCMR Counselor Meeting Notes

Staff Responsible for Monitoring: Director of Counseling

Problem Statements: District Processes & Programs 3, 4

Formative Reviews

November	February	June

Strategy 2

Provide PSAT and SAT campus and district information sessions to families.

Metric to Measure: Number of attendees

Staff Responsible for Monitoring: Director of CCMR and Counseling Coordinator, 9-12

Problem Statements: District Processes & Programs 3

Formative Reviews

November	February	June

Strategy 3

PSAT/SAT/TSIA prep activities embedded in English and math classes (complete challenge courses in Khan Academy)

Metric to Measure: Khan Academy student progress reports

Staff Responsible for Monitoring: Director of Advanced Academics and Director of CCMR

Problem Statements: District Processes & Programs 3

Formative Reviews

November	February	June

Goal 6 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
3	Changes in the state's CCMR system that occur annually could reduce the number of CCMR students without responsive changes quickly.	Loss of college prep coursework; increased expectations and tiering of CCMR requirements in the next few years
4	CTE opportunities not always clear for all students, particularly those who are EB and/or SPED.	Information clarity for students, families, counselors that is accessible for all.

Goal 7

By the end of the 2026-2027 school year, we will increase the percentage of students who progress through an aligned CTE Program of Study, achieve CTE Completer status, and earn an aligned Industry-Based Certification. (Strategic Plan Objectives 2.1, 2.2)

Performance Target: The percentage of students attaining CCMR recognition through an IBC will increase over the previous year.

Expected Result: More students will attain an aligned Industry-based Certification as part of a complete Program of Study.

Strategy 1

Track the number of students by CTE courses, grade, campus, and teacher and monitor progress and student success.

Metric to Measure: Eduthings reports

Staff Responsible for Monitoring: Director of CTE

Problem Statements: District Processes & Programs 3, 4

Formative Reviews

November	February	June

Strategy 2

Monitor/review 4 year plans to ensure CTE pathways are accurate and counselors are well trained.

Metric to Measure: 4 year plans (SchooLinks reports)

Staff Responsible for Monitoring: Director of Counseling and Director of CTE

Problem Statements: District Processes & Programs 3, 4

Formative Reviews

November	February	June

Goal 7 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
3	Changes in the state's CCMR system that occur annually could reduce the number of CCMR students without responsive changes quickly.	Loss of college prep coursework; increased expectations and tiering of CCMR requirements in the next few years
4	CTE opportunities not always clear for all students, particularly those who are EB and/or SPED.	Information clarity for students, families, counselors that is accessible for all.

Priority 3

Talent Acquisition, Support & Growth Strategic Plan Priority Objectives:

Objective 3.1: Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position.
Objective 3.2: Design and deliver a multi-pronged, aligned Professional Learning plan for onboarding and continuous growth to increase student engagement, achievement and growth.
Objective 3.3: Design and implement systems and opportunities to strengthen the Plano ISD Leadership Pipeline for all levels of the organization.

Goal 1

Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position as measured by a decrease in the number of vacancies in place on Day 1 of the school year. (Strategic Plan Objective 3.1)

Performance Target: Decrease the number of vacancies on Day 1 of the school year and throughout the year.

Expected Result: Secure a highly qualified staff member in every position.

Strategy 1

Identify and cultivate partnerships with colleges, universities, alternative certification programs, and other educator preparation providers that produce high-quality educator candidates aligned with the district's staffing needs.

Metrics to Measure:
Establish and maintain active partnerships with at least 10 colleges, universities, alternative certification programs, and educator preparation providers aligned with district staffing needs.

Increase the number of qualified applicants from partner institutions by 15% compared to the previous hiring cycle.

Fill at least 25% of district teaching vacancies with candidates recruited through strategic educator preparation partnerships.

Staff Responsible for Monitoring: Assistant Superintendent for Employee Services

Problem Statements: District Processes & Programs 6

Formative Reviews

November	February	June

Strategy 2

Utilize a comprehensive candidate selection process, including an applicant tracking system, structured hiring manager interviews, background checks, and review of the Texas Do Not Hire Registry to ensure the selection of highly qualified candidates.

Metrics to Measure:
100% of candidates recommended for hire complete all required screening steps, including the applicant-tracking-system workflow, structured interview process, background check, and Texas Do Not Hire Registry review.

95% or higher compliance with district hiring protocols as verified through periodic audits of candidate files and hiring documentation.

90% or higher hiring manager satisfaction with the effectiveness, consistency, and quality of the candidate selection process, as measured through an annual survey

Staff Responsible for Monitoring: Assistant Superintendent for Employee Services

Problem Statements: District Processes & Programs 6

Formative Reviews

November	February	June

Strategy 3

Maintain strong partnerships with alternative certification programs and educator preparation providers to build a sustainable pipeline of high-quality candidates and increase interest in employment with the district.

Metrics to Measure:
Maintain active partnerships with at least 10 alternative certification programs and educator preparation providers, with documented engagement at least twice annually.

Increase the number of applicants from alternative certification and educator preparation partners by 15% over the previous hiring cycle.

Hire at least 20% of new educators through established alternative certification and educator preparation partnerships while maintaining district hiring quality standards

Problem Statements: District Processes & Programs 6

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
6	Vacancies, particularly in EB and SPED positions, make it difficult for campuses to meet the needs of students efficiently and effectively.	Fewer certified candidates for specialized positions.

Goal 2

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

Performance Target: Increase in the number of internal promotions, completion and readiness rates from leadership development programs, and increase in engagement of Campus Administrator Committees.

Expected Result: Strengthen the Plano ISD Leadership Pipeline

Strategy 1

Develop and sustain a comprehensive leadership pipeline that intentionally identifies, prepares, and supports high-potential leaders at every stage of leadership development (Working function; District-level program design).

Metrics to Measure:
Fill at least 75% of campus leadership vacancies with candidates from the district's internal leadership pipeline.

Achieve a 90% completion rate for participants in district leadership development programs, with participants meeting established program competencies and readiness benchmarks.

Staff Responsible for Monitoring: Assistant Superintendent for Strategy & Innovation

Problem Statements: District Processes & Programs 12

Formative Reviews

November	February	June

Strategy 2

Align the Aspiring Principal Academy (APA) with the Texas Principal Evaluation and Support System (T-PESS) through authentic leadership experiences, coaching, and mentoring to prepare aspiring principals for effective campus leadership.

Metrics to Measure:
Align 100% of APA learning experiences with T-PESS domains and leadership competencies to ensure aspiring principals develop the knowledge and skills needed for campus leadership.

Provide 100% of APA participants with a leadership mentor, coaching support, and authentic campus-based leadership experiences aligned to principal responsibilities.

Achieve an 85% or higher readiness rating among APA participants based on program assessments, mentor feedback, and demonstrated leadership competencies.

Staff Responsible for Monitoring: Executive Director of School Leadership & Innovation (Ryan Steele)

Problem Statements: District Processes & Programs 12

Formative Reviews

November	February	June

Strategy 3

Leverage Campus Administrator Committees to provide authentic leadership experiences and engage aspiring and current campus leaders in district planning, implementation, and continuous improvement.

Metrics to Measure:
Engage 100% of Campus Administrator Committees in defined district initiatives, providing opportunities for leaders to contribute to planning, implementation, and continuous improvement efforts.

Provide authentic leadership experiences for at least 25 aspiring and current campus leaders annually through committee participation, project leadership, and district-level collaboration.

Achieve a 90% satisfaction rate from committee members regarding the value of their leadership experience and their ability to influence district priorities and practices.

Staff Responsible for Monitoring: Assistant Superintendent for Strategy & Innovation

Problem Statements: District Processes & Programs 12

Formative Reviews

November	February	June

Strategy 4

Drive continuous improvement of leadership development programs by using a leadership program evaluation framework informed by participant outcomes and the APA and AAPA Graduate Advisory Committee.

Metrics to Measure:
Conduct an annual evaluation of 100% of leadership development programs using established success measures, participant outcomes, and feedback from the APA and AAPA Graduate Advisory Committee.

Review program evaluation data with the APA and AAPA Graduate Advisory Committee at least twice annually to identify strengths, opportunities, and improvement priorities.

Implement 80% or more of identified program improvements based on evaluation findings and advisory committee recommendations to strengthen leadership development outcomes.

Staff Responsible for Monitoring: Executive Director of School Leadership & Innovation (Mark Letterer)

Problem Statements: District Processes & Programs 12

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
12	A strong pipeline of ready leaders is necessary for continuous improvement in the district.	Time and opportunities for leadership growth beyond traditional meetings are not plentiful

Goal 3

Design and deliver a multi-pronged, aligned Professional Learning plan for onboarding and continuous

growth to increase student engagement, achievement and growth. (Strategic Plan Objective 3.2)

Performance Target: Campuses meet or exceed Beginning of year (BOY) to End of Year (EOY) academic growth targets (MAP/STAAR) and show increased student engagement as a result of implemented professional learning.

Expected Result: Professional learning that is aligned throughout the year to improve student outcomes in engagement, achievement, and growth.

Strategy 1

Develop and implement aligned leadership learning strands within the district's professional learning plan to support principal growth, strengthen instructional leadership, and advance student outcomes.

Metrics to Measure:
Leadership learning strands aligned to district priorities, with 100% of principals participating in required professional learning.

Achieve a 90% satisfaction rate from principals regarding the relevance and effectiveness of leadership learning experiences.

Demonstrate implementation of learning, with 90% of principals applying strategies from the leadership learning strands as evidenced through leadership observations, coaching conversations, or campus improvement planning.

Staff Responsible for Monitoring: Executive Director of School Leadership & Innovation (Lariza Liner)

Problem Statements: District Processes & Programs 11

Formative Reviews

November	February	June

Strategy 2

Establish a unified professional learning and growth system (Kick Up) that aligns professional learning, coaching, mentoring, observations, and performance feedback to strengthen instructional practice and leadership development.

Metrics to Measure:
Implement Kick Up district wide with 100% of campuses and departments utilizing the platform for professional learning, coaching, mentoring, observations, and feedback.

Achieve a 95% completion rate for required professional learning, coaching, and mentoring activities tracked through Kick Up.

Increase user engagement and satisfaction, with at least 90% of participants reporting that Kick Up effectively supports their professional growth and development.

Staff Responsible for Monitoring: Director of Professional Learning

Formative Reviews

November	February	June

Goal 3 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
11	Principal professional learning has not been guided by a consistent, district-aligned scope and sequence, resulting in variation in the coherence and intentionality of leadership development across the district.	Inconsistent leadership meeting agendas, unmet professional learning needs

Priority 4

Safety, Wellness & Community Engagement Strategic Plan Priority Objectives:

Objective 4.2: Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.
Objective 4.3: Create a culture of belonging for all members of the Plano ISD community.
Objective 4.4: Engage the community through timely, consistent and innovative communication.

Goal 1

Foster safe, secure and supportive learning environments where students and staff feel physically safe, emotionally supported, connected to their school community and empowered to report concerns. (Strategic Plan Objective 4.2)

Performance Target: Reduction in discipline incidents.

Expected Result: Safe, orderly environments on all campuses.

Strategy 1

Monitor to ensure that all campuses and administrators are trained and supported in PBIS strategies to increase student engagement, behavior and attendance.

Metrics to Measure: Training attendance records, archive notebook, audit records, district support plans (tier 3 campuses), Review 360 reports

Staff Responsible for Monitoring: Director of Student Management

Problem Statements: District Processes & Programs 14

Formative Reviews

November	February	June

Strategy 2

Develop and implement a plan to ensure 100% of all students in need of intensive support for discipline and attendance have student support plans to address areas of need.

Metric to Measure: Student support plans (SSP) documented in Edugence

Staff Responsible for Monitoring: Assistant Superintendent for Student, Family & Community Services

Problem Statements: District Processes & Programs 14

Formative Reviews

November	February	June

Strategy 3

Strengthen and refine district-wide, proactive attendance system that uses data to identify concerns early, addresses barriers to regular attendance, strengthens student and family engagement, and promotes a culture of connection and belonging.

Metrics to Measure: District attendance percentages, student support plans, number of PARB referrals, chronic absenteeism rates

Staff Responsible for Monitoring: Director of CARE

Problem Statements: District Processes & Programs 14

Formative Reviews

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Goal 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
14	Students experiencing attendance and behavioral concerns do not consistently receive early, coordinated supports before concerns become chronic or require intensive intervention.	Early identification, intervention, progress monitoring, and family-engagement practices are not yet implemented consistently across campuses.

Goal 2

Embed the Code of Civility into daily interactions, decision-making, and customer service practices. (Strategic Plan Objective 4.3)

Performance Target: Improved customer survey results (survey to be developed)

Expected Result: Code of Civility in practice across all district campuses and buildings.

Strategy 1

Implement the Every Interaction Matters customer service initiative by training campus leaders and front office staff, supporting campus implementation and using stakeholder feedback to strengthen customer service.

Metrics to Measure: Training attendance records, Let's Talk response rate, parent surveys, customer service surveys

Staff Responsible for Monitoring: Assistant Superintendent for Strategy & Innovation

Problem Statements: District Processes & Programs 15

Formative Reviews

November	February	June

Strategy 2

Develop and monitor the implementation of embedded district-wide student character development resources and learning experiences aligned with the Plano Code of Civility.

Metrics to Measure: Embedded curriculum lessons, Character Strong usage reports, Review 360 reports, counselor lesson logs, School Connect Logs

Staff Responsible for Monitoring: Director of CARE

Problem Statements: District Processes & Programs 15

Formative Reviews

November	February	June

Strategy 3

Develop and implement a support plan to ensure 100% of middle schools earn No Place for Hate designation (NPFH).

Metrics to Measure: Training attendance records, NPFH checklist completed, earned designation

Staff Responsible for Monitoring: Director of CARE

Problem Statements: District Processes & Programs 15

Formative Reviews

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Goal 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
15	Expectations for civility, character development, belonging, and customer service are not yet consistently embedded and experienced across district campuses and departments.	Common expectations, training, implementation supports, and feedback measures have not been fully established across the organization.

Goal 3

By the end of the 2026-2027 school year, convert 3-5% of marketing-generated leads into enrolled students through targeted campaigns, consistent follow-up and Customer Relationship Management (CRM) supported tracking, and use the resulting data to refine future Pillar 4 engagement strategies. (Strategic Plan Objective 4.4)

Performance Target: Increase in enrollment tied to marketing leads.

Expected Result: Enrollment campaigns will lead to new student enrollments

Strategy 1

Continue efforts and implementation of targeted marketing campaigns (digital, community-based and campus-led) aligned to key audiences (e.g., new families, transfers, early childhood).

Metrics to Measure: Number of leads generated by campaign, lead source tracking (digital, events, referrals), cost per lead (if available through the CRM)

Staff Responsible for Monitoring: Chief Communications Officer

Problem Statements: Demographics 1

Formative Reviews

November	February	June

Strategy 2

Implement a CRM system with defined processes for capturing, tracking, and managing prospective family inquiries from initial contact through enrollment.

Metrics to Measure: Percentage of leads entered into CRM, lead-to-enrollment conversion rate (overall and by campus), data completeness and accuracy rates

Staff Responsible for Monitoring: Chief Communications Officer

Problem Statements: Demographics 1

Formative Reviews

November	February	June

Strategy 3

Establish consistent follow-up protocols for all leads, including timelines, communication templates and assigned campus-level ownership.

Metrics to Measure: Average response time to inquiries (Let's Talk), number of follow-up touch points per lead, number of leads receiving follow-up within defined time frame

Staff Responsible for Monitoring: Chief Communications Officer

Problem Statements: Demographics 1

Formative Reviews

November	February	June

Strategy 4

Analyze campaign and/or enrollment data quarterly to refine messaging, outreach channels and resource allocation.

Metrics to Measure: Lead-to-enrollment conversion rate by campaign and channel, enrollment outcomes associated with marketing campaigns, cost per lead and cost per enrollment, when available, documented adjustments to messages, channels or campaign investments based on data review

Staff Responsible for Monitoring: Chief Communications Officer

Problem Statements: Demographics 1

Formative Reviews

November	February	June

Strategy 5

Expand high-impact engagement opportunities (campus tours, info sessions, community events) aligned to campaign efforts.

Metrics to Measure: Number of events, tours and information sessions offered, attendance and prospective-family participation, number and percentage of event participants entered into the CRM, lead-to-enrollment conversion rate for event participants (when available through CRM), participant feedback

Staff Responsible for Monitoring: Chief Communications Officer

Problem Statements: Demographics 1 - Perceptions 2

Formative Reviews

November	February	June

Goal 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Declining enrollment	Aging population combined with increased number of options through charter, private, and virtual schools.

Goal 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Need for regular feedback loops and interactive forums to increase community engagement, transparency and trust regarding district-wide decisions.	Negative social media, inaccurate information spreading quickly, anti-public education campaigns

Goal 4

By April 2027, simplify website navigation and fully implement the district's accessibility training plan so core online tasks are easier to complete and campus and department editors maintain accurate, accessible content. (Strategic Plan Objective 4.4)

Performance Target: Accessibility and navigation audits indicate accurate, accessible and easy-to-find information on the district website.

Expected Result: Accessibility and navigation improved for the district website.

Strategy 1

Implement a simplified website navigation structure and standard operating procedures (SOPs) so families and staff can easily complete core online tasks (enrollment, registration, calendars, payments, program information).

Metrics to Measure: Time and clicks required to complete core tasks in usability checks, reduction in parent/staff help requests about finding information (monitor through ticket submissions), number of core SOPs incorporated into the online structure

Staff Responsible for Monitoring: Chief Communications Officer

Problem Statements: Perceptions 2

Formative Reviews

November	February	June

Strategy 2

Implement the Region 10 Content Accessibility Training Package and the district-wide Content Accessibility Training Plan, using Vector for assignment and tracking, to prepare staff for WCAG 2.1 AA compliance by April 26, 2027.

Metrics to Measure: Percentage of Tier 1-4 staff who complete required modules, completion rates for high-priority publishers (web editors, PR liaisons, CTAs, librarians, content creators), number of advanced/badge trainings completed

Staff Responsible for Monitoring: Chief Communications Officer

Problem Statements: District Processes & Programs 13

Formative Reviews

November	February	June

Strategy 3

Use Internal Audit reviews of campus and department websites, share results with leaders and provide targeted mitigation support (fixes by central teams and training/coaching for campus editors).

Metrics to Measure: Number of campus/department sites audited annually, percentage of identified issues remediated within defined timelines, improvement in audit results over time

Staff Responsible for Monitoring: Chief Communications Officer

Problem Statements: Perceptions 2

Formative Reviews

November	February	June

Goal 4 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
13	Staff who create and publish district content need consistent training in accessible content practices to prepare for WCAG 2.1 AA compliance by April 26, 2027. The district needs a reliable way to assign training by role and monitor completion, particularly among high-priority publishers.	Content accessibility training has not yet been implemented through a district-wide, role-based plan with consistent assignment and completion tracking. As a result, staff readiness and advanced training needs are difficult to assess.

Goal 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Need for regular feedback loops and interactive forums to increase community engagement, transparency and trust regarding district-wide decisions.	Negative social media, inaccurate information spreading quickly, anti-public education campaigns

Goal 5

Increase accuracy & use of volunteer data by training staff & volunteers to use Voly consistently so the district can reliably track volunteer hours across campuses & programs. (Strategic Plan Objective 4.3)

Performance Target: Increase in hours of engagement as measured through Voly

Expected Result: Increased engagement with volunteers throughout the district

Strategy 1

Establish and communicate district-wide Voly procedures for volunteer registration, annual renewal, orientation, approval verification, opportunity posting, check-in, and volunteer-hour tracking.

Metrics to Measure: Percentage of campuses with a designated Campus Volunteer Coordinator, percentage of campuses using Voly to post volunteer opportunities and document volunteer hours, percentage of volunteers completing annual registration, orientation, and approval requirements before service, percentage of volunteer hours recorded in Voly

Staff Responsible for Monitoring: Director of Communications

Problem Statements: District Processes & Programs 9

Formative Reviews

November	February	June

Strategy 2

Provide annual Voly training and ongoing support for Campus Volunteer Coordinators, front office staff, PTA volunteer leaders, program coordinators, and other staff responsible for volunteer coordination or hour tracking.

Metrics to Measure: Training attendance and completion records, number and percentage of campuses represented in required training, number of PTA volunteer leaders and campus staff trained, help requests, response time, and recurring training needs

Staff Responsible for Monitoring: Director of Communications

Problem Statements: District Processes & Programs 9

Formative Reviews

November	February	June

Strategy 3

Monitor Voly data and campus implementation, provide targeted support for incomplete or inconsistent records, and recognize campuses demonstrating strong volunteer engagement and accurate data practices.

Metrics to Measure: Total approved volunteers, opportunities, and volunteer hours by campus and program, percentage of campuses meeting established data-quality expectations, number and percentage of missing, duplicate, or incomplete records corrected, improvement in volunteer participation and documented service hours over time

Staff Responsible for Monitoring: Director of Communications

Problem Statements: District Processes & Programs 9

Formative Reviews

November	February	June

Strategy 4

Conduct a district-wide evaluation of Voly to assess usability, campus implementation burden, data quality, volunteer participation and return on investment; use findings to recommend improvements, continued use or consideration of alternative solutions.

Metrics to Measure: Principal, Campus Volunteer Coordinator, front office staff, PTA volunteer leader and volunteer feedback on ease of use and satisfaction; percentage of campuses actively using Voly for registration, opportunity management, approval verification, and hour tracking; total annual Voly cost compared with number of approved volunteers, volunteer opportunities posted, and volunteer hours documented; staff time required for volunteer processing, training, troubleshooting, and reporting; data-quality measures, including completeness, accuracy, and consistency of volunteer-hour records; number and type of support requests, recurring issues, and barriers reported by campuses; written recommendation identifying needed system improvements, additional training/support, or alternative options

Staff Responsible for Monitoring: Director of Communications

Problem Statements: District Processes & Programs 9

Formative Reviews

November	February	June

Goal 5 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
9	The district does not yet have a comprehensive evaluation of Voly's usability, campus implementation burden, data quality, volunteer participation, and cost relative to its use. Without consistent feedback and system data, the district cannot determine whether Voly is meeting campus and volunteer needs or identify the most effective improvements.	Voly's implementation and use have not been evaluated through a district-wide process that combines stakeholder feedback, campus usage, staff time, support requests, data quality, and cost. As a result, barriers and differences in how campuses use the system have not been systematically identified.

Priority 5

Partnerships & Strategic Resource Management Strategic Plan Priority Objectives:

Objective 5.1: Increase community partnerships to elevate student learning outcomes and experiences.
Objective 5.2: Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes.

Goal 1

Restore structural fiscal balance within 3 years through a phased, Board approved deficit reduction plan that establishes defined annual targets, preserves instructional quality, & includes transparent progress reporting. (Strategic Plan Objective 5.2)

Performance Target: Budget for 2027-2028 that has a reduced budget deficit

Expected Result: Reduction of budget deficit

Strategy 1

Reconvene and implement the long-range facility planning process found in CT (Local) that aligns facility utilization, enrollment trends, instructional needs, and financial sustainability.

Metrics to Measure: Student Occupancy, Facility Assessments Score, and Cost per Student

Staff Responsible for Monitoring: Deputy Superintendent for Business, Employee Services & Technology

Problem Statements: District Processes & Programs 7

Formative Reviews

November	February	June

Strategy 2

Establish a systematic program evaluation and prioritization process to assess effectiveness, student impact, alignment with District priorities, and financial sustainability.

Metrics to Measure: Legal Requirements, District priorities and alignment, and Student Outcomes

Staff Responsible for Monitoring: Chief Financial Officer

Problem Statements: District Processes & Programs 7

Formative Reviews

November	February	June

Strategy 3

Advance targeted advocacy efforts during the 90th Texas Legislative Session to promote adequate and sustainable public education funding and address inflation and underfunded mandates.

Staff Responsible for Monitoring: Deputy Superintendent for Business, Employee Services & Technology

Problem Statements: District Processes & Programs 7

Formative Reviews

November	February	June

Strategy 4

Continue and strengthen the District's strategic marketing campaign to increase awareness of Plano ISD programs, promote District strengths, and support student enrollment and retention.

Metrics to Measure: Number of contacts through applications

Staff Responsible for Monitoring: Chief Communications Officer

Problem Statements: Demographics 1

Formative Reviews

November	February	June

Strategy 5

Implement targeted campus attendance strategies to improve student attendance, reduce

chronic absenteeism, and strengthen both student outcomes and attendance-based funding.

Metrics to Measure: Increase in Campus Student Attendance Percentage

Staff Responsible for Monitoring: Assistant Superintendent for Student, Family & Community Services

Problem Statements: District Processes & Programs 7

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Declining enrollment	Aging population combined with increased number of options through charter, private, and virtual schools.

Goal 1 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
7	Deficit budget that continues to increase	Unfunded mandates, attendance rates, drop in enrollment, increase in costs, programmatic expenses

Goal 2

Expand community & business partnerships coordinated through the Education Foundation to increase external investment in student programs. (Strategic Plan Objective 5.1)

Performance Target: Increase in the number of partnerships

Expected Result: Continued support of programs through partnerships

Strategy 1

Collaborate with the Plano ISD Education Foundation to identify and develop targeted community and corporate partnerships aligned with District priorities and student needs.

Metrics to Measure: Total number of partnerships obtained.

Staff Responsible for Monitoring: Senior Executive Director of the Education Foundation

Problem Statements: District Processes & Programs 3, 7

Formative Reviews

November	February	June

Strategy 2

Leverage the newly established Director of Development position to expand fundraising capacity, cultivate strategic relationships, and coordinate partnership opportunities. across the District.

Metrics to Measure: Role filled by Jennifer Rotter, number of partnerships

Staff Responsible for Monitoring: Senior Executive Director of the Education Foundation

Problem Statements: District Processes & Programs 7 - Perceptions 2

Formative Reviews

November	February	June

Strategy 3

Expand corporate sponsorships, grants, and other external funding opportunities to support instructional programs and enhance student learning experiences.

Metrics to Measure: # of students served through partnership, # of grants awarded, and growth of fundraising

Staff Responsible for Monitoring: Senior Executive Director of the Education Foundation

Problem Statements: District Processes & Programs 7

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
3	Changes in the state's CCMR system that occur annually could reduce the number of CCMR students without responsive changes quickly.	Loss of college prep coursework; increased expectations and tiering of CCMR requirements in the next few years
7	Deficit budget that continues to increase	Unfunded mandates, attendance rates, drop in enrollment, increase in costs, programmatic expenses

Goal 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Need for regular feedback loops and interactive forums to increase community engagement, transparency and trust regarding district-wide decisions.	Negative social media, inaccurate information spreading quickly, anti-public education campaigns

Goal 3

Deploy targeted technology solutions to reduce operational costs, improve process efficiencies, & strengthen physical and security systems. (Deploy Bond 2022 technology; conversion work and remaining Skyward work). (Strategic Plan Objective 5.2)

Performance Target: Positive impact on budget and system effectiveness

Expected Result: Reducing costs while improving efficiencies and systems

Strategy 1

Identify and implement a new data warehouse solution to store historical ERP and SIS data and decommission legacy systems.

Metrics to Measure:
Percentage of planned data warehouse implementation milestones completed on schedule, measured quarterly against the approved project plan.
Percentage of historical ERP and SIS data successfully migrated and validated in the new data warehouse, measured at each phase completion.

Staff Responsible for Monitoring: Assistant Superintendent for Technology Services

Problem Statements: District Processes & Programs 7

Formative Reviews

November	February	June

Strategy 2

Modernize and implement updated facility access controls throughout the district related to 2022 bond safety and security technologies.

Metrics to Measure: Percentage of district campuses and facilities with modernized electronic access control systems fully operational, measured against the total site inventory and reported quarterly.

Staff Responsible for Monitoring: Assistant Superintendent for Technology Services

Problem Statements: District Processes & Programs 8

Formative Reviews

November	February	June

Goal 3 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
7	Deficit budget that continues to increase	Unfunded mandates, attendance rates, drop in enrollment, increase in costs, programmatic expenses
8	Electronic access control systems have not yet been modernized and made fully operational at all district campuses and facilities, leaving inconsistent access management across sites. The district needs to complete the 2022 bond safety and security upgrades and monitor the percentage of sites with fully operational systems each quarter.	The district's access control systems were installed at different times and vary by facility. Implementation of the 2022 bond upgrades is still in progress, so modernized electronic access controls are not yet fully operational at every site.

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Early Childhood Literacy Proficiency Plan

Administrator Responsible for Implementation of the Plan

Deputy Superintendent of Teaching, Learning & Life Readiness

Professional Development for Identified Campuses

District Support Team (DST)

Each year, the District will use specific criteria, including accountability predictions, performance and growth data over time and student and staff needs that could benefit from additional support, to identify campuses for additional monitoring or targeted support.

Support

Support for identified campuses will include professional learning, tailored coaching, monitoring of formative assessment data regarding identified high priority knowledge and skills, and specific coaching and professional learning for specific teachers based on data.

Goals for % Meets on 3rd Grade Reading STAAR

Year	All	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races
2024	**57%**	**42%**	**55%**	**78%**	**34%**	*	**71%**	**68%**
2025	58%	45%	56%	79%	37%	*	72%	70%
2026	59%	47%	57%	80%	41%	*	74%	72%
2027	60%	50%	59%	81%	44%	*	75%	74%
2028	61%	52%	60%	82%	47%	*	77%	75%
2029	**62%**	**55%**	**61%**	**83%**	**51%**	*	**78%**	**77%**

Year	Eco. Disadv.	EB/EL	Special Ed.	Foster	Homeless	Migrant	Cont. Enrolled	Former Special Ed.
2024	**35%**	**42%**	**30%**	*	*	*	**61%**	**52%**
2025	38%	44%	32%	*	*	*	62%	53%
2026	41%	46%	35%	*	*	*	63%	55%
2027	45%	47%	37%	*	*	*	64%	56%
2028	48%	49%	39%	*	*	*	65%	57%
2029	**51%**	**51%**	**42%**	*	*	*	**66%**	**59%**

Early Childhood Mathematics Proficiency Plan

Administrator Responsible for Implementation of the Plan

Deputy Superintendent of Teaching, Learning & Life Readiness

Professional Development for Identified Campuses

District Support Team (DST)

Each year, the District will use specific criteria, including accountability predictions, performance and growth data over time and student and staff needs that could benefit from additional support, to identify campuses for additional monitoring or targeted support.

Support

Support for identified campuses will include professional learning, tailored coaching, monitoring of formative assessment data regarding identified high priority knowledge and skills, and specific coaching and professional learning for specific teachers based on data.

Goals for % Meets on 3rd Grade Math STAAR

Year	All	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races
2024	**51%**	**28%**	**64%**	**77%**	**29%**	*****	**62%**	**62%**
2025	52%	32%	65%	79%	34%	*	63%	63%
2026	54%	35%	66%	80%	39%	*	64%	64%
2027	55%	39%	67%	82%	43%	*	65%	65%
2028	57%	43%	68%	83%	48%	*	66%	66%
2029	**58%**	**47%**	**69%**	**85%**	**53%**	*****	**67%**	**67%**

Year	Eco. Disadv.	EB/EL	Special Ed.	Foster	Homeless	Migrant	Cont. Enrolled	Former Special Ed.
2024	**27%**	**40%**	**27%**	*****	*****	*****	**51%**	**58%**
2025	32%	43%	30%	*	*	*	53%	59%
2026	36%	46%	33%	*	*	*	54%	60%
2027	41%	48%	35%	*	*	*	56%	61%
2028	45%	51%	38%	*	*	*	57%	62%
2029	**50%**	**54%**	**41%**	*****	*****	*****	**59%**	**63%**

College, Career & Military Readiness Plan

Administrator Responsible for Implementation of the Plan

Deputy Superintendent of Teaching, Learning & Life Readiness

Professional Development for Identified Campuses

District Support Team (DST)

Each year, the District will use specific criteria, including accountability predictions, performance and growth data over time and student and staff needs that could benefit from additional support, to identify campuses for additional monitoring or targeted support.

Support

Support for identified campuses will include professional learning, tailored coaching, monitoring of formative assessment data regarding identified high priority knowledge and skills, and specific coaching and professional learning for specific teachers based on data.

Goals for % CCMR Met

Year	All	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or More Races
2024 (Class of 2023)	**75%**	**55%**	**70%**	**95%**	**55%**	*****	**83%**	**70%**
2025 (Class of 2024)	88%	61%	74%	96%	62%	*	85%	75%
2026 (Class of 2025)	89%	66%	78%	97%	69%	*	88%	79%
2027 (Class of 2026)	91%	72%	82%	98%	76%	*	90%	84%
2028 (Class of 2027)	92%	77%	86%	99%	83%	*	93%	88%
2029 (Class of 2028)	**93%**	**83%**	**91%**	**100%**	**90%**	*****	**95%**	**93%**

Year	Eco. Disadv.	EB/EL	Special Ed.	Foster	Homeless	Migrant	Cont. Enrolled	Former Special Ed.
2024 (Class of 2023)	**56%**	**36%**	**82%**	*****	**41%**	*****	**80%**	**58%**
2025 (Class of 2024)	62%	45%	84%	*	50%	*	83%	63%
2026 (Class of 2025)	68%	54%	87%	*	59%	*	86%	67%
2027 (Class of 2026)	74%	63%	89%	*	68%	*	89%	72%
2028 (Class of 2027)	80%	72%	92%	*	77%	*	92%	77%
2029 (Class of 2028)	**86%**	**81%**	**94%**	*****	86%	*****	**95%**	**82%**

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 CCMR and Counseling	**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 district 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		
Executive Director of Student & Family Services	**Positive Behavior Interventions and Support**	TEC § 37.0013 — *Positive Behavior Program*	The district will follow Board Policies FFI, FFF, and FO.
Director for Counseling and CCMR	**Dropout Prevention** ● Ongoing student and dropout recovery efforts ● Social services, resources and support provided by Communities in Schools ● District-wide procedures for secondary campuses, as applicable	TEC 11.252 BQ(Legal)	The school will follow board policy EHBC.
Coordinator Dyslexia Services	**Dyslexia Treatment Programs** ● Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	The school will follow Board Policy EHB, F, EHBC, and EKB.
Coordinator Federal and State Programs	**Migrant Plan (Title I, Part C)** ● An identification and recruitment plan ● New Generation System (NGS) ● Early Childhood Education ● Parental Involvement ● Graduation Enhancement ● Secondary Credit Exchange and Accrual ● Migrant Services Coordination ● A priority services action plan with instructional interventions based upon disaggregated migrant student data	P.L. 107-110, Section 1415(b)	

Director for Student Family and Community Services	**Pregnancy Related Services** ● Identify students ● Assess needs ● Explain, offer and refer students to established District and community services ● Provide academic, physical, social and emotional supports. ● District-wide procedures for campuses, as applicable		The school will follow board policy EHBC.
Director of Guidance and Education Services	**Post-Secondary Preparedness/Higher Ed Information/Career Education** ● Strategies for providing to elementary school, middle school, junior high and high school students, teachers, counselors and parents information about: ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities	TEC 11.252(4) TEC 11.252(3)(G)	The school will follow Board Policies: EIC, BQ, FFEA

Executive Director for CCMR and Counseling	**Sexual Abuse and Maltreatment of Children** ● Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children including ○ Prevention techniques ○ Knowledge of likely warning signs ○ Using resources ● Actions that a child who is a victim should take to obtain assistance and intervention ● Available counseling options for student affected by sexual abuse, sex trafficking, or other maltreatment Training concerning prevention and recognition must be provided to all new and existing employees and cover the following: ○ Factors indicating a child is at risk ○ Likely warning signs indicating a child may be a victim ○ Internal procedures for seeking assistance for a child who is at risk ○ Techniques for reducing a child's risk ○ Community organizations or other education that have researched-based programs and training ○ Documentation of training participants	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 CCMR and Counseling	**Student Welfare: Crisis Intervention Programs & Training / Trauma-Informed Care Policy** ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/ guardian notification procedures ● Training for teachers, school counselors, principals and all other appropriate personnel.	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, FFBA and FNF.

Executive Director for CCMR and Counseling	**Student Welfare: Discipline/Conflict/Violence Management** ● Methods for addressing ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence	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 Family Code 71.0021 TEC 37.0831	The district will follow Board Policies: FFB, FOC, FOCA, DMA and FFE
Executive Director for Special Education	**Texas Behavior Support Initiative (TBSI)** ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) Board Policy DMA(Legal)	The district will follow Board Policy DMA(Legal)

Executive Director for CCMR and Counseling	**Dating Violence Policy** ● Provide a definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship ● Address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness of education for students and parents ● Provide a statement that dating violence is not tolerated ● Develop procedures on reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator ● Establish guidelines for students who are victims. ● Make available to students age-appropriate educational materials on the dangers of dating violence and resources for students seeking help.	TEC 11.252 TEC 37.0831 BQ(Legal)	The school will Board Policy FFH
Executive Director Instructional Technology	**Technology Integration in Instructional and Administrative Programs**	TEC 11.252(a)(3)(D) TEC 28.001 BQ(Legal)	
Director of Professional Learning	**Staff Development for professional staff of a district**	BQ(Legal)	

Duties of School Resource Officers and Security Personnel

School Resource Officers

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.

Security Personnel

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.

Security Personnel who are not peace 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.

Routine School Discipline

District staff shall not assign School Resource Officers or contract peace officers serving as Security Personnel 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.

PLANO INDEPENDENT SCHOOL DISTRICT

Title I, Part A Program Plan ESSA Descriptions ESSA Section 1112 (b)(1-13)

1. Student Progress Monitoring

How will the LEA monitor students' progress in meeting the challenging State academic standards [Section 1112(b)(1)]

Developing and implementing a well-rounded program of instruction to meet the academic needs of all students

Identifying students who may be at risk for academic failure

Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards

Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning

- Plano ISD uses various tools to monitor progress, including Circle PM, Teaching Strategies GOLD, mCLASS, MAP, Common Formative Assessments, classroom observations, T-TESS walkthroughs, and data analysis during collaborative team meetings. Students at risk of academic failure receive targeted support based on their individual needs, informed by ongoing assessment data. Collaborative data meetings between campus administration and district leaders help guide instructional strategies, strengthen academic programs, and ensure a well-rounded curriculum that meets the diverse needs of all students.

2. Teacher Quality

How will the LEA identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers? [Section 1112(b)(2)]

The Human Resources department will:

1. determine if there is a significant equity gap between quartiles,
2. evaluate whether or not the current disparities are resulting in inequities,
3. select strategies to address the disparities (if any), and
4. monitor progress and consider necessary adjustments based on data.

3. School Support and Improvement

How will the LEA carry out its School Support and Improvement activity responsibilities if the TEA identifies any campuses within the LEA as Comprehensive Support and Improvement, Targeted Support and Improvement, and/or Additional Targeted Support? (if applicable) Section 1111(d)(1) and (2) [Section 1112(b)(3)]

Our LEA has established a robust and sustainable school support framework through Professional Learning Communities (PLC) centered on deep learning and capacity building at both the middle and high school levels. Now in its second year at the middle school level and first year at the high school level, our system operates through a thoughtfully designed learning continuum that includes experiential professional learning, full-day, on-site coaching visits each semester with observations, targeted feedback, growth-oriented next steps, reflection opportunities, artifact submissions and feedback, and defined metrics for progress.

Additionally, our district has an in-house trainer certified to facilitate the Effective Schools Framework (ESF) School Improvement model. This allows us to implement a structured and intensive campus support model, leveraging promising practices and success criteria essential for moving campuses out of school improvement status. For any campuses identified as Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support, we will continue to refine and intensify our targeted interventions, ensuring alignment with TEA requirements while sustaining the conditions necessary for long-term school transformation.

4. Poverty Criteria

The poverty criteria that will be used to select school attendance areas under Section 1113.

Plano ISD serves elementary and middle school campuses with an educationally disadvantaged percentage of 40% or higher threshold. Plano ISD uses the October snapshot data to decide which campuses will be served.

5. Nature of Programs

The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs. (if applicable)

This does not apply to Plano ISD at this time.

6. Homeless Children & Youth

The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act.

Plano ISD identifies and provides students and families with the resources they need, including access to community-based services, enrollment conferences and individualized supports.

7. Parent and Family Engagement

The strategy the LEA will use to implement effective parent and family engagement (PFE) under Section 1116.

Plano ISD will actively involve parents in the joint development and ongoing revision of its district-wide parent and family engagement plan. This will be achieved through collaboration with the Campus Improvement Planning Committee(s). The policy will be made available on the Title I school website(s).

Plano ISD will take the following actions to involve parents in the process of school review and improvement:

- Campus Improvement Planning Meetings
- District Improvement Committee Meetings
- PTA Meetings
- Training staff and parents to be collaborative partners

Plano ISD will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities to improve academic achievement and school performance:

- Assist parents and families in understanding such topics as the challenging State academic standards (State and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the academic achievement of their children)
- The district will work to provide specific professional development and instructional support at the request of Title-funded campus(es).
- The Campus/District Improvement Planning Committee will be utilized as a resource to help review, monitor, and discuss parent and family engagement concerns related to the plan.

Plano ISD will take the following actions to conduct an annual evaluation of the parent and family engagement policy, with active involvement from parents. This evaluation will identify barriers to participation in engagement activities, with a focus on economically disadvantaged parents, parents with disabilities, those with limited English proficiency or literacy, and parents from diverse racial or ethnic backgrounds.

The evaluation will also assess the needs of parents and family members to better support their children's learning, foster engagement with the school, and develop strategies to strengthen school-family interactions.

The district will use the findings from this evaluation to design more effective parental involvement strategies and, if necessary, revise the parent and family engagement policy in collaboration with parents.

- Additionally, Plano ISD will conduct parent surveys to measure the program's effectiveness, focusing on parental involvement strategies and barriers to participation.

8. Early Childhood Education

If applicable, how will the LEA support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans to transition participants in such programs to local elementary school programs?

Staff members from Early Childhood Schools communicate with staff from elementary home campuses to coordinate services and help ensure a smooth transition into Kindergarten.

9. Targeted Assistance Programs Student Eligibility Criteria

How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A. (if applicable)

The Targeted Assistant program does not apply to Plano ISD.

10. Transitions

How will the LEA implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education, including, if applicable? [Section 1112(b)(10)]

Coordination with institutions of higher education, employers, and other local partners.

- Plano ISD collaborates with Collin College to provide post-secondary counseling, partners with the Texas Association of Collegiate Registrars and Admissions (TACRAO) to host a college fair, and engages with local employers and partners through the Career and Technical Education program.

Increased student access to dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.

- Plano ISD has expanded dual credit opportunities with Collin College, to offer a wide range of academic and workforce dual credit courses. These courses are offered to students across the district and are embedded in a variety of Plano ISD academy programs.

- Starting in 6th grade students explore their career interests and assess their skills using SchooLinks. Once in 7th grade all students participate in the district wide Find Your Future event , which helps students identify their career interest and then participate in two career panels in the areas. Once the event is completed, students then have the opportunity to explore course options within Plano ISD CTE courses that align with their chosen career field to complete their 6 year graduation plans.

Middle to High School Transition:

Early Awareness & Readiness:

- Organize orientation programs, high school visits, and shadowing opportunities for middle school students.
- Provide workshops on high school curriculum, graduation requirements, and extracurricular activities.
- Counselors guide students in course selection and career pathways.

Family & Community Engagement:

- Conduct workshops for parents on high school expectations and available resources.
- Collaborate with community partners to provide additional student support.

High School to Postsecondary Transition:

College & Career Readiness:

- Provide FAFSA assistance and financial literacy sessions.
- Work-Based Learning & Career Prep:
- Offer internships, apprenticeships, and industry-recognized certifications.

Partner with businesses and colleges for transition workshops and career fairs.

11. Disciplinary Removal of Students

How will the LEA support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high discipline rates, disaggregated by student subgroup?

The district supports efforts to reduce overuse of discipline practices that remove students from the classroom by:

- implementing restorative discipline practices that allow students to learn from their behaviors and restore relationships with teachers and staff.
- assisting teachers with improving teacher-student relationships as classroom disciplinary practices that reduce discretionary referrals.
- providing training for PBIS to ensure teachers and student understand school wide behavior expectations. This includes training utilizing the STOIC framework, understanding how relationships, active monitoring, and understanding how the function of behavior can all play a role in reducing disciplinary incidents.
- incorporating developmental or mentoring programs for targeted students focusing on positive behaviors, academic coaching, and preparing them for life after high school.
- examining discipline data to capture trends to provide student supports and interventions proactively and early and to provide support to staff members who are struggling with classroom management and student behaviors.

12. Career & Technical Education (CTE)

If applicable, how will the LEA support programs that coordinate and integrate [Section 1112(b)(12)]?

Academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

Plano ISD CTE strives to provide learning experiences in innovative and rigorous Programs of Study that prepares all students to become leaders ready to impact the global workforce in high wage, high demand career paths. Currently Plano ISD offers 26 programs of studies and three academies.

Work-based learning opportunities that provide students with in-depth interaction with industry professionals and, if appropriate, academic credit.

Work-based learning opportunities are achieved through practicums and Career Prep courses across the district. These work-based learning opportunities provide students the opportunity to partner with local industry professionals in a professional setting. Time is scheduled into a student's day to complete these courses while working in a professional setting.

13. Other Information

Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13).

Assist schools in identifying and serving gifted and talented students; and

- This does not apply to Plano ISD at this time. No Title I, Part A funds are used for this purpose.

Assist schools in developing effective library programs, which will allow students to develop digital literacy skills and improve academic achievement.

- This does not apply to Plano ISD at this time. No Title I, Part A funds are used for this purpose.