



Comprehensive Plan
2022-2025

The Comprehensive Plan governs a three year cycle officially beginning in July 2022. The District submitted and communicated the plan goals in March 2022. Following each comprehensive plan goals corresponding annual goals are listed.

Goals
2023-2024

Develop and enhance a K-12 learning environment that increases support of students' well-being and provides increased self-awareness, development of interpersonal skills, emotional and tiered mental health supports for pro-social growth and development.

2023-2024

- Establish roles and responsibilities of added student support personnel and partners
- Author and implement updated protocols for engaging and monitoring tiered supports
- Collect and analyze student specific data related to the Tiered System of Support
- Increase professional development related to Tier I interventions

JUNE 2024 UPDATE

- Implemented the second school psychologist position
- Facilitated year-start introductory meetings regarding tiered supports at each building
- Revised protocols governing the System of Tiered Support (Attached)
- Reviewed roles and responsibilities of behavioral health partners
- Provided professional development regarding Tier I supports to faculty (Attached)
- Identified and increased physical space for support delivery
- Developed a system to monitor tiered supports/interventions
- Instituted district-level quarterly reporting system (Attached)
- Established RtI process at the secondary level
- Leveraged PCCD Grant Funding to support services
- Engaged in exploration of alternative funding of behavioral health services

Establish and enhance a district system that ensures consistent implementation of differentiated, dynamic, student-centered learning experiences with programming designed to provide effective specially designed instruction, remediation, enrichment, extension, acceleration and transition in order to meet the individual needs of all students.

2023-2024

- Implement new K-5 mathematics program
- Memorialize building-specific processes to provide academic interventions prior to evaluation
- Create a system of monitoring of K-12 special education programming and student growth
- Analyze and enhance post secondary opportunities including AP, dual enrollment, and co-op

JUNE 2024 UPDATE

- Provided professional development/parent events to support Zearn Math implementation
- Enacted central office procedures related to referral process related to intervention system
- Created K-12 special education student cohort model for analysis/staffing/student progress
- Reviewed articulation agreements with colleges and universities related to dual enrollment
- Analyzed AP course enrollment and student performance/look back (Attached)
- Increased student resources to support proficiency in performance (PASA)
- Implemented Foundation funded touch screen devices for Zearn Math at the K-2 level
- Initiated a district-wide CSIU supported system for referrals for Rtl
- Enacted an enhanced system of monitoring out of district student placements
- Modification of the HS graduation requirements to increase opportunities for students
- Supported review process and action plan to increase LRE percentage for students
- Increased professional development for essential elements alternative curriculum standards

Establish and enact a system of curriculum and assessment archiving, sharing, evaluating and revising with a focus on K-12 alignment and collaboration, academic standards, graduation requirements and opportunities for all students.

2023-2024

- Implement a full cycle of curriculum review, evaluations and revision
- Explore and engage in professional development related to the K-12 Science STEELS Standards
- Research, revise and establish a system of evaluation of educational technology utilization
- Enhance collaboration, prioritization, delivery and evaluation of professional development

JUNE 2024 UPDATE

- Executed October/April curriculum review, evaluation, and revision process
- Facilitated curriculum input process for chairs, associate chairs, coordinators related to needs
- Established core team for OpenSciEd pilot and field test related to STEELS exploration
- Provided professional development for science department related to STEELS/OpenSciEd
- Facilitated professional development for K-5 ELA teachers in the area of Structured Literacy
- Created a shared planning tool related to Act 80 professional development planning

- Initiated shared planning tool for special education curriculum alignment
- Evaluated curriculum input data to identify summer/24-25 professional development
- Assessed year-long Act 80/in-service activities and accomplishments
- Solicited committee for K-5 STEELS curriculum exploration for 24-25
- Authored district communication to technology vendors regarding utilization (Attached)
- Aligned utilization reports to invoicing for technology applications for analysis

Develop district practices that foster increased community relationships and partnerships. In particular, develop systems to increase effective communication modes and collaboration within and among the school community, that embraces diversity, evaluates and provides equity in opportunities for students, and fosters kindness among all district stakeholders. Within these practices, further develop student support systems, opportunities, and service learning.

2023-2024

- Establish a system of communicating district events, clubs, organizations and fundraising
- Evaluate and enhance utilization of existing district facilities to support student activities
- Increase communication of community support and service learning events and opportunities
- Provide on-campus opportunities for parent and non-parent members of the community

JUNE 2024 UPDATE

- Revised format of district calendar on website for ease of review
- Created district fundraising documents to assist with communication of approved fundraisers
- Drafted revised Policy 915 Worksheet to support booster clubs (Attached)
- Supported booster club reporting requirement via the business office
- Increased use of facilities to support student activities including Strength and Conditioning
- Partnered with Junior Achievement to facilitate the YES program in grade 6
- Enacted United Way Nurse's Pantry Program in support of student needs
- Established new partnerships with The Arc and Autism Parents United
- Facilitated a plan for an inclusive playground with Dallas Rotary
- Initiated the use of Google Analytics to monitor website usage
- Memorialized roster of organizations and agency partnerships for service learning (Attached)
- Continued implementation of the facilities use policy to maximize community use of the campus