



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Hendrick Middle School

Principal: Lisa Long

Mission Statement: Our mission is to provide a caring and supportive learning environment preparing students to be responsible citizens able to meet the opportunities and challenges of the future with confidence and integrity.



Approved by DBIC on November 14, 2016

Verification Page

Planning Timelines

- Analysis of Critical Actions, and STAAR 2015-2016 Gap Analyses: **August 2016**
- Needs analysis, goal setting and strategic planning: **July - September 2016**
- Campus teacher data analysis day: **August - September , 2016**
- SBIC Plan due for DBIC review: **October 12, 2016**

Meeting Dates

- Meeting 1: SBIC approves the improvement plan (by October 7, 2016): **Tuesday, September 27, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Tuesday, January 24, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Tuesday, May 23, 2017**

2016-2017 Campus Status

Check all that apply

- Title III English Language Learner Campus
 Non-Title I Campus
 Title I School-wide Campus

Title I Information

Title I Components			
1 (CNA)	Comprehensive Needs Assessment	6 (PI)	Strategies to Increase Parental Involvement
2 (RS)	Reform Strategies	7 (Tran)	Transition (Elementary schools only)
3 (HQ)	Instruction by State Certified Staff	8 (A)	Teacher Decision-Making Regarding Assessments
4 (PD)	High-Quality Professional Development	9 (M)	Effective and Timely Assistance to Students
5 (R/R)	Strategies to Attract State Certified Teachers	10 (Coord)	Coordination and Integration
Program Funding			
Staffing	Enter funding \$	i.e. Teacher	
Parental Engagement	Enter funding \$	i.e. Parent programs, RAMP up for Kindergarten Program	
Student and Campus Capacity Building	Enter funding \$	i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities	

SBIC Committee

Committee Member's Name	Role	Year 1st Participated on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Dan Solis	Faculty Member	2013			
Karen Horne	Faculty Member	2013	X		
Adrienne Cates	Faculty Member	2015	X		
Mark Wilczynski	Faculty Member	2014	X		
Adrienne Hunter	Faculty Member	2010	X		
Bryan Dixon	Faculty Member, Special Education	2015	X		
Lisa Long	Principal	2011	X		
Bethany Rogers	District Professional	2016	X		
Micaela Lester	Campus Professional, Non-teaching	2015	X		
Olivia Carter	Support Staff Member	2016	X		
Jennifer Jacobs	Parent-Selected by PTA	2015	X		
Aaron Juniper, Ph.D	Parent-Selected by Principal	2015			
Rick Holman	Parent	2016			
Danielle Anderson	Parent	2016	X		
Trisha Hawkins	Parent	2016	X		
Carlos Curry	Parent	2016			
Shannon Brooks	Community Member	2016	X		
Ormie Melton	Community Member	2016			
Lisa Morton	Business Representative	2016	X		
Tom Villani	Business Representative	2016	X		

Information regarding the SBIC Committee (BQB Local) may be accessed here: <http://pol.tasb.org/Policy/Code/312?filter=BQB>

District-Wide Goals

1. Increase the percentage of students meeting STAAR Satisfactory performance rates.
2. Ensure that all students meet STAAR and MAP Growth Standards in all subject areas.
3. Increase Satisfactory and Advanced performance rates for Economically Disadvantaged student group – Closing Performance Gaps.
4. Increase the percentage of students meeting STAAR Advanced performance rates.
5. Increase high school graduation rates and ensure students are on track to graduate.
6. Ensure that all students graduate College and Career Ready or are on track to College and Career Readiness.
7. Ensure that all student groups (7 race/ethnicity and Sp.Ed, ELL, ED) meet the Accountability Safeguard measures (60% meet the Level II Satisfactory Standard on STAAR/EOC).

District-Wide Goals	Title I Components	Applicable Student Groups
<p>Health, Fitness and Attendance: The campus will utilize their coordinated health program and analyze their student fitness data to set goals and objectives to encourage the health, fitness and attendance of their students.</p>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<p>Violence Prevention and Bullying</p>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<p>Parental Involvement: The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.</p>	<p>1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)</p>	<p>All</p>
<p>Highly Qualified Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.</p>	<p>1 (Comprehensive Needs Assessment) 3 (Instruction by State Certified Staff) 4 (High-Quality Professional Development) 5 (Strategies to Attract State Certified Teachers) 10 (Coordination and Integration)</p>	<p>All</p>
<p>Transition of Pre-KN Students: The transition from early childhood to elementary school is supported by the campus and district. (Title I Campuses only)</p>	<p>1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)</p>	<p>Title I only</p>

Improvement Plan Critical Actions

The areas for school-wide and/or targeted core-subject Critical Actions were identified using the following sources:

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P³A School Wide and Classroom Level);
- STAAR/EOC Gap Analysis;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

School Wide and/or Targeted Grade Level Critical Actions

1. Ensure that the district’s written curriculum is the taught curriculum in every classroom. PPPA SW #2

2. Model and promote substantive collaboration to foster a learning community. PPPA SW #9

3. Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. PPPA SW #17

4.

5.

Critical Action 1

Critical Action: Ensure that the district’s written curriculum is the taught curriculum in every classroom. PPPA SW #2

Project Lead:	Principal, Assistant Principals, & Leadership Team							
Staff, Title I Staff:	Classroom Teachers							
Materials and Resources:	District Instructional Specialist, Classroom Observation Data, & Assessment Data							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 1:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Establish curricular expectations</p> <p>1) Establish the explicit expectation with every teacher that teaching the districts written curriculum is non-negotiable</p>	<p>Weekly planning meetings Meet and consult with district curriculum specialist Monthly department meetings</p>	<p>Team meeting notes Department meeting notes Lesson Plans</p>	<p>Teachers met to discuss strategies to identify more effective processes for team/department planning.</p> <p>Formative Notes: Teams met weekly to utilize the curriculum to develop instructional plans based on student needs.</p> <p>Summative Notes: Teams/Departments saw a positive impact on the instructional planning process.</p>
<p>Confirm the connection between lessons and the curriculum</p> <p>2) Confirm the connection between classroom lessons and the written curriculum through walkthroughs, lesson reviews, and collaborative team meetings.</p>	<p>Weekly classroom walkthroughs Weekly planning meetings</p>	<p>Team meeting notes Department meeting notes Walkthrough data</p>	<p>Campus Administrators developed and modified the walkthrough form to collect data about classroom practices.</p> <p>Formative Notes: Walkthrough have been collected fir each teacher and summarized by department.</p> <p>Summative Notes: Administrators will continue to collect walkthrough data to share with departments.</p>

Critical Action 2

Critical Action: Model and promote substantive collaboration to foster a learning community. PPPA SW #9

Project Lead:	Principal, Assistant Principals, & Leadership Team							
Staff, Title I Staff:	Classroom Teachers							
Materials and Resources:	Professional Books and Article, Technology, Lesson Plans, and Meeting Notes							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 2:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Build teachers capacity for collaboration</p> <p>1) Ensure that the time has been allocated for teachers to meet collaboratively</p>	<p>Team meetings Weekly Departments meetings Monthly leadership Team meeting</p>	<p>Attendance at meeting and meeting notes</p>	<p>Campus has built in time before and after school to have effective planning time for teams and departments.</p> <p>Formative Notes: Teachers meet consistently to plan for instructions.</p> <p>Summative Notes: Grade level/Teams/Departments tremendously benefited from these scheduled meeting times. The campus will continue with this strategic meeting schedule during the upcoming school year.</p>
<p>Build teachers capacity for collaboration</p> <p>2) Identify the specific behaviors that you expect to see in collaborative team meetings and share these expectations with all team members</p>	<p>Team meetings Weekly Departments meetings Monthly leadership Team meeting</p>	<p>Attendance at meeting and meeting notes</p>	<p>Teams/Departments leaders utilized strategies gained from the Team Leader Academy to have a structure meeting agenda.</p> <p>Formative Notes: The agenda for each team/department included meeting expectations and overall expected outcomes.</p> <p>Summative Notes: Teachers saw the benefit of having a structure agenda including expectations for the meetings.</p>

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Build teachers capacity for collaboration</p> <p>3) Monitor team meetings to ensure that you have provided the necessary support to create effective and exciting collaborative teams</p>	<p>Team meetings Weekly Departments meetings Monthly leadership Team meeting</p>	<p>Attendance at meeting and meeting notes</p>	<p>Administrators and campus support staff regularly attended meetings to support collaborations among teams/department.</p> <p>Formative Notes: Team leaders and Department Chairs maintained the meeting agenda, meeting notes and discussion and attendance to document progress.</p> <p>Summative Notes: Team/department meetings were very focus on best practices and meeting students' needs.</p>

Critical Action 3

Critical Action: Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. PPPA SW #17

Project Lead:	Principal, Assistant Principals, & Leadership Team							
Staff, Title I Staff:	Classroom Teachers							
Materials and Resources:	Meeting Notes, Assessment Data, Targeted Intervention Activities' (tutoring, advisory, and in-class intervention)							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 3:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step								
<p>Proactively develop intervention plans for students performing below grade level</p> <p>1) Create and share a written intervention plan that clearly identifies the school-level support used to assist students who enter a class at a below-grade achievement level.</p> <p>With a specific focus on the following:</p> <table border="0"> <tr> <td>SPED – Reading</td> <td>African American – Writing</td> </tr> <tr> <td>SPED – Math</td> <td>African American – Science</td> </tr> <tr> <td>SPED – Science</td> <td>African American –Social Studies</td> </tr> <tr> <td>SPED – Social Studies</td> <td>Hispanic – Social Studies</td> </tr> </table>	SPED – Reading	African American – Writing	SPED – Math	African American – Science	SPED – Science	African American –Social Studies	SPED – Social Studies	Hispanic – Social Studies	<p>Leadership team meetings</p> <p>Department meetings</p> <p>Grade level team meetings</p> <p>Writing Academy</p> <p>Reading and Math Advisory Groups</p>	<p>Meeting notes</p> <p>Intervention Plan</p> <p>Student Data</p>	<p>The campus established targeted intervention groups to help meet the needs of students within these groups.</p> <p>Formative Notes: The targeted intervention groups established to help meet student needs are writing academy, targeted tutorials, advisory math groups, etc.</p> <p>Summative Notes: Students benefitted from these groups by gaining skills in the targeted area in addition to gain more confidence as learners.</p>
SPED – Reading	African American – Writing										
SPED – Math	African American – Science										
SPED – Science	African American –Social Studies										
SPED – Social Studies	Hispanic – Social Studies										
<p>Provide proactive support for students performing below grade level</p> <p>2) Use student assessment data and teacher input to identify the students at each grade level who are going to require additional instructional supports.</p> <p>With a specific focus on the following:</p> <table border="0"> <tr> <td>SPED – Reading</td> <td>African American – Writing</td> </tr> <tr> <td>SPED – Math</td> <td>African American – Science</td> </tr> <tr> <td>SPED – Science</td> <td>African American –Social Studies</td> </tr> <tr> <td>SPED – Social Studies</td> <td>Hispanic – Social Studies</td> </tr> </table>	SPED – Reading	African American – Writing	SPED – Math	African American – Science	SPED – Science	African American –Social Studies	SPED – Social Studies	Hispanic – Social Studies	<p>Department meetings</p> <p>Team Meetings</p> <p>Leadership team meetings</p>	<p>Meeting notes</p> <p>Student Data</p>	<p>Campus leadership utilized all available data sources to determine participates in targeted intervention programs.</p> <p>Formative Notes: The leadership team analyzed data in order to design and implement intervention program to meet students' needs.</p> <p>Summative Notes: Students benefitted from participation by gaining a stronger understanding of the targeted skills and concepts.</p>
SPED – Reading	African American – Writing										
SPED – Math	African American – Science										
SPED – Science	African American –Social Studies										
SPED – Social Studies	Hispanic – Social Studies										

Health, Fitness and Attendance

Critical Action:

The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH, FITNESS and ATTENDANCE of their students. (SB 892; Education Code 11.253(d); BQ LEGAL)

Strategies for Accomplishing Health, Fitness and Attendance Critical Action:

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	COORDINATED SCHOOL HEALTH:			
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. (Required - Form Provided)	Principal	Campus Wellness Plan	Formative Notes: See Wellness Plan Summative Notes:
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	See Wellness Plan
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. (Required)	Principal	Coordinated School Health Curriculum	See PE/Health Lesson Plans
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. (Required)	P.E. Teacher/ Staff	Coordinated School Health Curriculum	Notices posted throughout the building
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	See Campus Communication Plan
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	See team meeting notes
4 th & 7 th	(NEW ACTION STEP) Ensure all data for 3 rd -8 th grade students is entered on timely basis, fitness report cards are printed (4th and 7th grade) and sent to parents or linked through	P.E. Teacher	Fitnessgram Student Report	Data entered into the system

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	myPISD. (Required)			
PHYSICAL ACTIVITY REQUIREMENTS:				
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. (Required - Form Provided)	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	See master schedule and PE lesson plans
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	See PE lesson plans
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. (Required - Form Provided)	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	See PE lesson plans
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	
ATTENDANCE: Forms are available on inside.pisd				
K-8	Monitor attendance of students and follow up on prominent and chronic absences. (Required)	Principal	Pinnacle, Attendance Sheet	See attendance records

Violence Prevention and Bullying

Critical Action:

VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (HB 283)

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	PREVENTION:			
	Identify high risk areas. (Required)	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Formative Notes: HMS student management plan (Schoolwide PBIS) Summative Notes:
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	HMS student management plan (Schoolwide PBIS)
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	HMS student management plan (Schoolwide PBIS)
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	My Learning Plan Sign – In Sheet
	Review referral process. (Required)	Principal or designee	Campus referral plan	My Learning Plan Sign – In Sheet
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	HMS student management plan (Schoolwide PBIS)
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	HMS student management plan (Schoolwide PBIS)
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	HMS student management plan (Schoolwide PBIS)

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	PREVENTION:			
	Clearly state student expectations/campus rules/citizenship. (Required)	Principal or designee	Code of Conduct/ Student-Parent Handbook	HMS student management plan (Schoolwide PBIS)
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	HMS student management plan (Schoolwide PBIS)
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	HMS student management plan (Schoolwide PBIS)
All Students	INTERVENTION:			
	Apply classroom interventions: (Required)	All teachers	Campus and Classroom management plan	HMS student management plan (Schoolwide PBIS)
	Employ discipline interventions: (Required)	Designated staff	Campus discipline intervention documentation	HMS student management plan (Schoolwide PBIS)
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	RTI Level 2 RTI Level 3	AVID strategies utilized ID: I Define Program Schoolwide PBIS
	Conference with parents/students. (Required)	Teachers or other staff	Conference Notes	See conference notes

Parent Involvement

Critical Action:

The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds	Lisa Long , Adrienne Hunter, Mark Wilzcynski, Leadership Team	August 2016, as the need arises Communication Plan: eNews, smore, phone calling system	Formative Notes: HMS communication plan Summative Notes:
Identify parents without computer/internet access to offer hard copies of school information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds	Lisa Long , Adrienne Hunter, Mark Wilzcynski, Leadership Team, Teachers	August 2016, as the need arises	HMS communication plan
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	Lisa Long , Adrienne Hunter, Mark Wilzcynski	August 2016, as the need arises	HMS communication plan HMS Website
Communicate information through eNews. Funding source: state & local	Lisa Long , Adrienne Hunter, Mark Wilzcynski	Weekly from August 2016 – June 2017 Communication Plan: eNews,	HMS communication plan
Utilize social media to keep parents and community informed. Funding source: state & local	Lisa Long , Adrienne Hunter, Mark Wilzcynski, Leadership Team, Teachers	August 2016 – June 2017 Communication Plan	Facebook Instagram Remind 101
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	Lisa Long , Adrienne Hunter, Mark Wilzcynski,	Monthly meetings starting August 2016	PTA meeting agendas and minutes
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: state & local	Lisa Long , Adrienne Hunter, Mark Wilzcynski	Various dates and programs throughout the year	HMS site calendar and PTA calendar

State Certified Teachers and Highly Qualified Paraprofessionals

Critical Action:

The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

Project Lead:	Plano ISD HR Employee Recruitment & Retention Department
Staff, Title I Staff:	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
Materials and Resources:	Operating Fund, HR Budget, Campus/Curriculum Budget

Strategies for Accomplishing State Certified Teachers and Highly Qualified Paraprofessionals Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. Title I Component 5 Funding source: State and Local	August 2016 to May 2017	Formative Notes: Summative Notes:
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. Title I Component 5 Funding source: State and Local	Monthly Bilingual Stipends, July 2016 to June 2017	
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. Title I Component 5 Funding source: State and Local	August 2016 to May 2017	
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators. Title I Component 4 and 5 Funding source: State and Local	July 2016 to June 2017	
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards. Title I Component 5 Funding source: State and Local	July 2016 to June 2017	