



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Renner Middle School

Principal: Sonja Pegram

Mission Statement: The mission of Renner Middle School, a shared responsibility of home, school, and community, is to provide an education which nurtures, inspires, and challenges students in their uniqueness, preparing them to be contributing members of society.



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): **Monday, September 26, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Monday, January 23, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Monday, May 15, 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
Neelima Singh – nelima.singh@pisd.edu	Faculty Member	2012	x	x	x
Cindy Segler – cindy.segler@pisd.edu	Faculty Member	2012	x		x
Deanna Wittington – Deanna.wittington@pisd.edu	Faculty Member	2015	x	x	x
Tyler Yarbrough – Tyler.Yarbrough@pisd.edu	Faculty Member	2016	x		x
Carleen Sanger- Carleen Sanger@pisd.edu	Faculty Member	2015	x		x
Laura Walter – Laura.walters@pisd.edu	Faculty Member	2016	x	x	x
Sonja Pegram – Sonja.pegram@pisd.edu	Principal	2012	x	x	x
Bryan McCord – Bryan.McCord@pisd.edu	District Professional	2015	x	x	x
Laura Fix – Laura.Fix@pisd.edu	Campus Professional, Non-teaching	2016	x		
Pam Redmond – Pamela.redmond@pisd.edu	Support Staff Member	2015	x		
Rhonda Snyder – Rhonda.snyder@hotmail.com	Parent-Selected by PTA	2013	x		x
Wana Roos – wana_roos@yahoo.com	Parent-Selected by Principal	2013	x	x	
Alison Grzyb - alison.grzyb@gmail.com	Parent	2016	x	x	x
sara burnett - sarabur@verizon.net	Parent	2016			x
Brandi Miciotto – brandimiciotto@yahoo.com	Parent	2015	x	x	x
Renee Robbins – robbire1@yahoo.com	Parent	2015	x	x	
Kimberly DeWeese – kjdeweese@aol.com	Community Member	2015	x		
Dawn Janowski- JSKIJJ25570@gmail.com	Community Member	2016			x
Brady Field – Brady.Field@prometheanworld.com	Business Representative	2015	x		
Committee member search still in progress	Business Representative				
Joshua Stamper – Joshua.stamper@pisd.edu	Assistant Principal, Ad Hoc	2014	x	x	x
Holly Bishop – holly.bishop@pisd.edu	Dean of Students, Ad Hoc	2015	x		
Kevin Kelln – kevin.kelln@pisd.edu	Faculty Member, Ad Hoc	2014			x
Alana Gilliam- Alana.Gilliam@pisd.edu	Faculty Member, Ad Hoc	2016	x		x
Niki Pugh- Niki.Pugh@pisd.edu	Faculty Member, Ad Hoc	2015			x
Elaine Anaya- Elayne.Anaya@pisd.edu	Faculty Member, Ad Hoc	2016			x
Aretha Lee- aretha.lee@pisd.edu	District Professional, Ad Hoc	2016	x	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. Participate in peer classroom visits in order to improve the instructional practices of the team. (CA 5)
2. Provide proven interventions to assist each student in mastering grade-level learning objectives. (CA 13)
3. Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives. (CA 15)
4. Use allocated time as a tool to maximize learning opportunities. (CA 8)

Critical Action 1

Critical Action: Participate in peer classroom visits in order to improve the instructional practices of the team. (PPPA CL 5)

Project Lead:	Department Leads, Sonja Pegram (Principal), Joshua Stamper (Assistant Principal), and Holly Bishop (Dean of Students)							
Staff, Title I Staff:	Math: 6 th – 8 th grade team members History: 6 th – 8 th grade team members ELA: 6 th – 8 th grade team members Science: 6 th – 8 th grade team members							
Materials and Resources:	TEKS, PISD Curriculum, SAS, Edugence data							
Targeted Area:	<input type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input 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 checked="" type="checkbox"/> Other: Electives, PE, Fine arts, & LOTE

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>Visit other classrooms as part of collaborative process</p> <ol style="list-style-type: none"> Provide opportunities for teachers to visit other team members' classrooms. Make observation of peer instruction a regular part of the collaborative planning process for each grade-level or subject-area team. That is, observing a peer should not only be a professional growth opportunity for teachers who are experiencing difficulties in the classroom. Instead, have all teachers schedule visits to other team members' classrooms as part of the way you do business in your school. Ask each teacher to schedule a single period of observation time with another team member. If necessary, provide a substitute to allow time for the observations. Have team members coordinate their planning so that one day of substitute time could provide the opportunity for four or five teachers to observe. If you cannot provide a substitute, have various school leaders cover a class or two to provide this opportunity. (In fact, it may build stronger learning relationships with teachers if school leaders—rather than substitutes—cover classes as the teachers observe one another.) Provide structured time for teachers to debrief following a visit 	<ul style="list-style-type: none"> Per 9 week grading period Dept. heads will conduct one observation per 3 weeks 	<ul style="list-style-type: none"> Sub Code List Teacher notes Meeting notes Observation schedule 	<p><u>Formative Notes:</u> Math: Paige Johnson, Chris Koons, and Kathryn Dossey informally observed each other's rooms throughout the year. They observed Paige Johnson's classes doing the breakout box engagement activity to learn and implement it in their classes next year. They saw Chris Koons doing Kagan surveys to receive feedback and Kathryn Dossey doing Rally Coach.</p> <p>Alana Gilliam, Heather Eck, and Paige Metersky had the opportunity to observe each other's classes. Mrs. Gilliam gave Mrs. Metersky tips and ideas of how to make adjustments to improve her teaching practices. Mrs. Metersky and Mrs. Eck were able to observe how the 6th grade teachers manage their classes in order to provide a smoother transition for their students into 7th grade.</p> <p>Megan Ragle, Alana Gilliam, and Alison Elliott observe each other's classes to gain insight for their flexible seating arrangements and Kagan strategies. They also combine classes to learn from each other's teaching styles.</p> <p>Mrs. Whittington made a rotating schedule to visit each</p>

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<p>Model the type of debriefing that should occur. In particular, help teachers to talk openly about what did and didn't work during the observed lesson. Teachers tend to feel much more comfortable complimenting their peers than analyzing instruction. Help them work toward the latter.</p> <p>4. Ultimately, work to develop an observation schedule that provides three to six opportunities per school year for this type of collaboration. Set specific goals for observations, and provide the structure to make them effective by determining what would best serve each team's needs.</p>	<ul style="list-style-type: none"> • Teams meet weekly during off period and enrichment period. Debriefing will occur once per 9 weeks • Schedule and goals established within the first grading period. 		<p>teacher's classroom during her extra conference period to provide feedback and compliments to the teachers. She was able to observe each teacher at least 4 times throughout the year. Department leader worked with teachers during conference teaming to discuss pre, mid, and post data and learning.</p> <p>History: Department leader worked with teachers during conference teaming to discuss pre, mid, and post data and learning.</p> <p>ELA: Met with individual teachers regarding goals, areas of strength and growth, and offered observation times. Cross-grade level planning also occurred. Department leader worked with teachers during conference teaming to discuss pre, mid, and post data and learning.</p> <p>Science: Several teachers were able to visit other team members to observe, support, and learn new ideas. Department leader worked with teachers during conference teaming to discuss pre, mid, and post data and learning.</p> <p><u>Summative Notes:</u></p> <p>Math: The math team works very closely together to build a stronger support community and to share ideas. We also follow each other on Remind to receive each other's communications to stay in closer contact. We discussed our individual TTESS goals at our department meetings and shared insight of how we could</p> <p>History: History department is working to build cohesiveness in its members through structured meetings and sharing of ideas, concerns, and questions.</p> <p>ELA: Teacher observations occurred by Walters when 4th period conference was available to assist teachers and students across grade levels. Time did not allow for all</p>

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			<p>teachers to participate in observations, so I would love to include this as a goal for next year.</p> <p>Science: Informal classroom visits were done. Teachers shared successful classroom strategies during department meetings.</p>
<p>Participate in focused learning team walks</p> <ol style="list-style-type: none"> Develop a structure for learning team walks in your school. Typically, a learning team walk is conducted by a group of three to five educators—often including teachers as well as school and district leaders. The team identifies a particular focus for the walk and investigates the use of a particular practice or strategy through short observations in classrooms throughout the school. Have team members develop and use rubrics or observation documents to record their observations. The team may stay in a classroom from five to 15 minutes or so. At the end of the walk (often a half-day schedule), team members use a brief period of time to review their observations and to make salient observations. Then the team meets with school leaders and teachers whose classrooms were visited to discuss their observations. 	<ul style="list-style-type: none"> Team developed first semester Electronic copy sent upon completion of observation 	<ul style="list-style-type: none"> Teacher observation notes via Google Form Sub Code List Meeting notes 	<p>Formative Notes:</p> <p>Math: As a department we did not get a chance to do team walks. However, the administration did participate in observations and share their feedback with our math teachers.</p> <p>History: Department leader performed Walkthroughs and used observations to guide discussion around instruction, curriculum and grades.</p> <p>ELA: Walk-throughs done by administration and department head when 4th period conference was available</p> <p>Science: Department leader performed Walkthroughs and used observations to guide discussion around instruction, curriculum and grades.</p> <p>Summative Notes:</p> <p>Math: Next year, it would be good opportunity to have a grade level team of teachers participate in a learning walk to the grade below and grade above them for observation and insight.</p> <p>History: It’s the collective desire for department to incorporate more vertical teaming instructional advantages for students in the coming school year.</p> <p>ELA: Collective desire for department to incorporate more vertical teaming instructional advantages for students in the coming school year.</p> <p>Science: Collective desire for department to incorporate</p>

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			more vertical teaming instructional advantages for students in the coming school year.
<p>Fully discuss instructional strategies following observations</p> <ol style="list-style-type: none"> Provide structured time for teachers to meet following any peer observation to discuss the instructional strategies that were used and observed. Model the type of sharing that you would like to see (e.g., an analytical discussion of what did and did not work in the lesson). Initially, many teachers may be somewhat uncomfortable with this new form of collaboration. However, their comfort levels will typically increase as they become more skilled at focusing on an objective analysis of what was and was not working in a lesson. Initiate discussions about what may not have worked by asking questions. 	<ul style="list-style-type: none"> Per 9 week grading period Initial meeting prior to the first peer observation, during 2nd 9 week grading period. During the 9 week debriefing meeting. 	<ul style="list-style-type: none"> Meeting agenda Meeting notes 	<p>Formative Notes:</p> <p>Math: Mrs. Whittington followed up with each teacher after her observations. She would share positive observations as well as suggestions for growth. She asked each teacher for their targeted goal area and gave feedback to them according to their goals.</p> <p>History: informal classroom visits were done. Teachers shared successful classroom strategies during department meetings.</p> <p>ELA: Observation set up between department head and teachers with available times and goals.</p> <p>Science: informal classroom visits were done. Teachers shared successful classroom strategies during department meetings.</p> <p>Summative Notes:</p> <p>Math: With 6th period conference period for all math teachers, we meet to discuss instructional strategies and observations during this time weekly.</p> <p>ELA: Department head used 5th period planning time to discuss observation based on objectives and proactive steps were taken for further units.</p> <p>Science: During the planning period, teachers shared different strategies to help ELL learners with vocabulary development.</p>
<p>Reflect on lessons as a team</p> <ol style="list-style-type: none"> Determine the extent to which teachers use team meeting time to review specific lessons they have taught. Consider factors such as the following: 	<ul style="list-style-type: none"> During weekly department team meetings 	<ul style="list-style-type: none"> Meeting agenda Meeting notes Video file (if 	<p>Formative Notes:</p> <p>Math: We have 6 different math teams that meet weekly to discuss and review their lessons. Our two 7th grade teams have met weekly with our district curriculum specialist to help stay on track.</p>

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<ul style="list-style-type: none"> •Do teachers have a set format for reviewing lessons in team meetings? •Do all teachers actively participate in the lesson review process? •Does the lesson review include any type of student learning measure of effectiveness (i.e., assessment results)? •Are teachers willing to share portions of the lesson that they feel did not work? •Does the lesson review lead to specific and tangible adjustments that are recorded for future use? <p>2. As confidence in this review process grows, have one teacher observe another's lesson so that he/she can offer additional insight during the review process. You might also consider videotaping the lesson so that the presenting teacher can observe the lesson even more objectively before reporting back to the group.</p>	<ul style="list-style-type: none"> • Per 9 week grading period 	<p>teachers are comfortable with process)</p> <ul style="list-style-type: none"> • Observation notes 	<p>History: Teachers met weekly by grade level to discuss lesson plans and share ideas and establish the lesson calendar for their grade level. When lessons were effective, it was noted. When new ideas worked those were noted as well and communicated to the district curriculum coordinator.</p> <p>ELA: Team meeting set at a consistent time at beginning of the year with each team meeting on a different day of the week so others can join in cross-grade level planning if desired. Team meetings discussed curriculum as well as teaching strategies for unit.</p> <p>Science: Teachers use district formatted planning guide for lesson planning, analyzing and creating assessments and designing lessons.</p> <p>Summative Notes: Math: During the planning meetings, all teams discuss the lessons, what went well and what needs to be adjusted, and the needs of the students.</p> <p>History: Due to teachers having the same conference period, the peer observations were not possible, so leader shared observed information with team.</p> <p>ELA: Post-learning discussion occurred during team meetings so notes could be made for suggestions the following year. Students also participated in surveys regarding learning outcomes throughout and after the unit.</p> <p>Science: Grade level teams meet at least weekly.</p>

Critical Action 2

Critical Action: Provide proven interventions to assist each student in mastering grade-level learning objectives. (PPPA CL 13)

Project Lead:	Department Leads, Sonja Pegram (Principal), Joshua Stamper (Assistant Principal), and Holly Bishop (Dean of Students)							
Staff, Title I Staff:	Math: 6 th – 8 th grade team members ELA: 6 th – 8 th grade team members Science: 6 th – 8 th grade team members							
Materials and Resources:	TEKS, PISD Curriculum, SAS, Edugence							
Targeted Area:	<input type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input checked="" 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>Train and use peer tutors to support student learning</p> <ol style="list-style-type: none"> Explore the use of peer tutors in your classrooms. Conduct a quick survey to determine which teachers are using peer tutors. Ask teachers who use peer tutors how they train and use them. Have school leaders arrange to visit classrooms where tutors are being used and to record their observations relative to their use. Meet as a leadership team to discuss your observations. Also share your findings with teachers of the classrooms that have been visited. Ask teachers who are highly skilled in the knowledge and use of peer tutors to share their practices with other teachers. Structure the time for this knowledge sharing to occur. Following this sharing, ask teacher teams to meet to identify the characteristics of effective peer tutoring. In addition, ask teachers to determine how they will each increase their use of peer tutors to support student learning. 	<ul style="list-style-type: none"> Per 9 week grading period Dept. heads will conduct one observation per 9 weeks During weekly department team meetings 	<ul style="list-style-type: none"> Meeting agenda Meeting notes Student survey Observation notes 	<p>Formative Notes:</p> <p>Math: 6th grade math teachers reached out to the 8th grade NJHS students for a peer tutor and mentorship program. Mrs. Dossey had some high students in her honors classes’ pair with some of her lower honors students to work together and collaborate during class. Mustang Math in the library three days a week is set up for peer tutoring. All grade level students attend and participate in peer tutoring as they work on their math assignments. Mrs. Johnson’s goal this year was differentiation. She reached this goal by setting up teams of peer tutors. All 9 math teachers have their classrooms set up for group work and collaboration so students are constantly working together. 35% of our student population actively attended Mustang Math.</p> <p>ELA: Peer tutors, specifically for “Turn Up Tuesday” in 7th grade was placed based on location to allow peer tutoring both inside and outside schools. Peer tutors also placed in tutoring sessions.</p> <p>Science: Teachers use student peer tutoring in classroom and it has been very useful.</p> <p>Summative Notes:</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>Math: With the various levels of math available to our students, the students have many different opportunities to pair up and assist each other. Tutorials, Mustang Math, and our collaborative classrooms invite for the peer tutoring opportunities.</p> <p>Science: The peer tutors were used in classroom activities and during before/after school tutorials.</p>

Critical Action 3

Critical Action: Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives. (PPPA CL 15)

Project Lead:	Department Leads, Sonja Pegram (Principal), Joshua Stamper (Assistant Principal), and Holly Bishop (Dean of Students)							
Staff, Title I Staff:	ELA: 6 th – 8 th grade team members Science: 6 th – 8 th grade team members							
Materials and Resources:	TEKS, PISD Curriculum, SAS, Edugence							
Targeted Area:	<input type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input 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>Extend learning for students who demonstrate early mastery</p> <ol style="list-style-type: none"> Help teachers distinguish between gifted students and those who have demonstrated early mastery of grade-level learning objectives. How do teachers determine which students have already mastered particular objectives? Is a system of pre-tests in place? Investigate the approaches teachers take in addressing students who demonstrate early mastery. Do they plan activities that extend students' thinking for any objective on which they demonstrate early mastery? This approach suggests a "deeper, not wider" approach. Students who demonstrate early mastery are sometimes provided unstructured time to study one of their interest areas. While not inherently bad, this open-ended learning opportunity does not ensure that students will be engaged in the type of activity that will seriously extend their thinking. Work with teacher teams to add a consideration of early-mastery students in their instructional planning. Have team members brainstorm the extended learning opportunities that will be provided for these students. New learning opportunities and activities should be carefully crafted to require deeper levels of thinking and investigation relative to the same standard for which they have demonstrated mastery. This 	<ul style="list-style-type: none"> During weekly department team meetings During weekly department team meetings During weekly department team meetings 	<ul style="list-style-type: none"> Enrichment lesson plans Meeting agenda Meeting notes Student assessment data MAP data Stat/local assessments 	<p>Formative Notes: ELA: Teachers analyzed past test results at beginning of year and re-visited this analysis with classroom observations throughout the year. Extensions were discussed for students showing early mastery.</p> <p>Science: Teachers identify early mastery by classroom observation, Edugence data, and through formative and summative assessments.</p> <p>Summative Notes: ELA: Students showing early mastery participated in meaningful extensions. For example, students who completed journey tracking for <u>Hobbit</u> participated in journey tracking of a book club book and did a compare/contrast. This allowed for continued growth. Students showing mastery consistently early also received a schedule change into an Honors course if appropriate.</p> <p>Science: Grade level teachers communicate on a regular basis to meet the needs to these students who show early mastery.</p>

<p>means that options for students who need more challenging material must be 1) tightly aligned to the learning objectives of the written curriculum and 2) specifically assigned to students based on the learning objectives where they have demonstrated early mastery.</p> <p>4. If your district has not already provided teachers with these types of early-mastery materials relative to each academic objective, then certainly ask district leaders if this is a possibility.</p>	<ul style="list-style-type: none"> • As the need arises 		
<p>Identify specific work products/outcomes for extended learning</p> <p>1. Collect samples of extended learning activities that teachers are currently using to gauge the amount of structure provided in those assignments. Summarize your observations relative to the specificity of the assignments' purpose and desired outcomes. Share your observations with your leadership team and with your faculty.</p> <p>2. Encourage teachers to work with their teams to define the work products and outcomes that will be expected for any extended learning opportunities in their classrooms. Oftentimes, when students are "ahead," they are allowed to work on projects that have no clear level of outcome specified. What type of student work would clearly demonstrate the desired level of student thinking for independent projects? Teachers should be clear and specific about what type of evidence they will accept to show that participating students did, indeed, extend their thinking.</p> <p>3. If extended opportunities are not already provided in the district's written curriculum resources, work with district leaders to request this type of support.</p>	<ul style="list-style-type: none"> • During weekly department team meetings and monthly leadership meeting • During monthly department meetings • As the need arises 	<ul style="list-style-type: none"> • Lesson plans • Student work samples • Meeting agenda • Meeting notes • District curriculum 	<p>Formative Notes:</p> <p>ELA: Extensions provided in the curriculum were viewed prior to beginning a specific unit and teachers created further extension activities proactively in team meetings.</p> <p>Science: Extensions were provided to students, which allowed options to work independently or in small groups on various projects and assignments.</p> <p>History: Diving deeper into the curriculum, objective, or goal is always very important for learners. The department created "town hall" meeting groups to experience diverse thinking and ideas when the full class may not have ready to move forward.</p> <p>Summative Notes:</p> <p>ELA: Extensions helped show mastery as well as allow opportunities for continued growth.</p> <p>Science: Grade level teams collaborate and plan various extension activities for each unit.</p> <p>History: It was very exciting to see the students develop and expand their thinking.</p>
<p>Work collectively to challenge students who demonstrate early mastery</p> <p>1. Examine the ways that teachers in your school currently</p>	<ul style="list-style-type: none"> • During weekly department team 	<ul style="list-style-type: none"> • Meeting agenda • Meeting notes 	<p>Formative Notes:</p> <p>ELA: ELA and Social Studies department head met to discuss implementing cross-curricular work for extension activities by unit. Discussions also occurred regarding student mastery in each content area.</p>

<p>collaborate to assist students in their classrooms who demonstrate early mastery of grade-level objectives. Ask all teachers to specify exactly how they team with peers to address the needs of these students. Discuss the responses in a school leadership meeting.</p> <p>2. Meet with teacher teams to review the way teachers indicate they are currently collaborating. Identify any outstanding examples of collaboration to share with the entire faculty.</p> <p>3. Ask each team to design an activity to increase this practice in your school. Have teachers team with other teachers of the same grade and subject to regroup students who show early mastery of any given academic objective. This practice describes a potentially powerful learning opportunity for students who demonstrate early mastery of any particular academic objective(s). Following a pre-test, regroup (across classrooms) those students who already show mastery of the knowledge and skills to be covered. Perhaps six different students across three classrooms will be identified. Group these students and provide a well-structured project to take their knowledge and skills to a deeper level on the learning objective. Perhaps the group can work together in the library or a designated learning lab where another adult can provide even greater stimulation.</p>	<p>meetings and monthly leadership meeting</p> <ul style="list-style-type: none"> • During monthly department meetings • Plan during department team meetings and execute during each grading period. 	<ul style="list-style-type: none"> • District curriculum • Lesson plans • Pre-test assessment • Student project work samples 	<p>Science: Grade level team meets regularly to discuss the needs of students. Teachers follow district curriculum calendar while remaining flexible to needs of campus students.</p> <p>Summative Notes: ELA: Cross-curricular texts helped to challenge and grow students showing early mastery, specifically in PACE.</p> <p>Science: Students who demonstrate early mastery of grade level objectives are allowed to research different topics of their interests, create quizziz, Kahoot, Gizmoz, read latest science articles and explore different hands-on mini labs. During the department meeting, teachers share their ideas with the entire team. Gizmos are great online simulation resource provided by district to all middle school students. It helps students to understand difficult concepts in a fun way.</p>
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Critical Action 4

Critical Action: Use allocated time as a tool to maximize learning opportunities. (PPPA CL 8)

Project Lead:	Department Lead, Sonja Pegram (Principal), Joshua Stamper (Assistant Principal), and Holly Bishop (Dean of Students)							
Staff, Title I Staff:	Math: 6 th – 8 th grade team members							
Materials and Resources:	TEKS, PISD Curriculum, SAS, Edugence							
Targeted Area:	<input type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 4:

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>Use instructional time efficiently by addressing prerequisite knowledge</p> <ol style="list-style-type: none"> Determine the extent to which targeted interventions address prerequisite knowledge and skills gaps so that all instruction can stay at grade level. If all students are to reach high standards, then they must be taught at grade level (with enhancements for those students who are prepared for greater challenges). To accomplish this, school leaders and teachers must have the following information: <ul style="list-style-type: none"> A detailed understanding of the prerequisite knowledge and skills each student needs to master the current grade-level learning objectives Specific information about which students lack these skills Help teacher teams plan just-in-time interventions to give students a boost in gaining these skills PRIOR to new instruction at grade level. In particular, ask teams to schedule prerequisite skill review and training across classrooms for students who need the boost prior to new instruction. For example, teachers might rotate highly structured tutorial sessions after school to address specific learning deficiencies. Students from all classrooms needing the instruction could attend. Obviously, the more gaps in knowledge and skills, the more intervention will be required. Structure district- and school-level learning support for students who are entering any classroom below grade level 	<ul style="list-style-type: none"> Once per semester During monthly department meetings Plan during monthly 	<ul style="list-style-type: none"> District curriculum Lesson plans Meeting agenda Meeting notes 	<p>Formative Notes: Math: Teachers used enrichment time to address upcoming math concepts and identify the students' previous level of knowledge. Eighty one percent of our student population said their math enrichment time was used wisely. The district curriculum specialist met with the 7th and 8th grade teams to discuss gaps and how to address the gaps with our students. Mrs. Whittington gathered data from Edugence to identify the areas of growth for each grade level. This information was provided at the beginning of the year.</p> <p>Before the 8th grade STAAR test, 40 students were identified and invited to attend special tutorial sessions to meet their needs. Data was used to plan the lessons according to their areas of weakness.</p> <p>Summative Notes: Math: The math team used the teacher topic pages provided by our district curriculum teams to lesson plan in advance to study and identify the possible struggle areas.</p>

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<p>This type of support for students with significant learning gaps is an essential short-term solution. The primary long-term solution is a curriculum that is sufficiently aligned to ensure that students within your district/school advance with the necessary skills to do grade-level work.</p>	<p>department meetings</p>		
<p>Use cross-curricular instruction to maximize instructional time</p> <ol style="list-style-type: none"> Determine the extent to which teachers in your school use cross-curricular instruction. Different than coordinating units of study (e.g., history and English instructors teaching literature and history of the same period), this practice begins with a study of academic objectives. Ideally, district leaders provide a map of connections of academic objectives across grades and/or subjects that teachers can use to quickly see potential integration opportunities. Understanding how the learning objectives in any given grade and subject can be connected to the learning objectives in other grades and subjects serves students well. Ask teacher teams to discuss how they might further integrate the teaching of academic objectives across content areas. Given the plethora of academic objectives to be taught, how can these overlaps strengthen instruction for students (e.g., if two academic objectives are similar across two disciplines, the teacher teams may determine that each discipline should be responsible for one of the two, thus providing the opportunity for deeper instruction on each of the objectives rather than cursory treatment of the objectives in both disciplines)? Further, ask teachers to ask two important questions for each lesson they prepare: 1) how does this particular lesson relate to students' prior knowledge or experiences, and 2) how can this content be connected to other current learning experiences of my students? 	<ul style="list-style-type: none"> Once per semester Once per semester During weekly team department meetings 	<ul style="list-style-type: none"> Meeting agenda Meeting notes District curriculum Learning objectives Lesson plans Planning notes Student project work samples 	<p>Formative Notes: Math: The math team provided the English and reading teachers with a list of important vocab words for each unit of study to address in their classes as well.</p> <p>Mrs. Johnson began to incorporate cross curricula material into her breakout box activities. History and science facts were included.</p> <p>Before the 8th grade STAAR test, the 8th grade math teachers spent two days practicing the science application problems involving calculations to boost the students' confidence entering the test.</p> <p>86% of the student population said weekly math tutorials were available and beneficial.</p> <p>Summative Notes: Math: The math team took detailed time to plan their instruction and make sure math was incorporated in various aspects of the students' education.</p>

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<p>Differentiate instruction to maximize learning time</p> <ol style="list-style-type: none"> Utilize Kagan engagement strategies to incorporate differentiated groups. Identifying and addressing student gaps and prerequisite skills before the new content are addressed. For enrichment instruction, vertically align content and input future grade level foundational concepts for students to master. 	<ul style="list-style-type: none"> Per daily instruction During each content unit As the need arises 	<ul style="list-style-type: none"> Lesson plans Gap Analysis Planning notes 	<p>Formative Notes: Math: Each math team planned their Kagan strategies in advance to further incorporate collaboration and differentiation. Rally Coach, Think Pair Share, and Quiz-Quiz-Trade were the most common Kagan strategies used in our department. The structures allow for the teacher to observe the student gaps and strengths as all students are participating and active.</p> <p>Algebra incorporated geometry concepts in May to lay a foundation for their future learning.</p> <p>50% of the student population said the online resources such as Think Through Math and Mathia benefited their individual learning.</p> <p>Summative Notes: Math: With our iPads and Apple TVs, our math teachers have the opportunity to actively monitor the classroom and move away from the standard direct teach set up. With students engaged and active in their learning, the students take more ownership for their understanding.</p>
<p>Minimize non-instructional interruptions</p> <ol style="list-style-type: none"> Determine the extent to which non-instructional activities cause loss of learning time for students in your school. Ask teacher teams to determine how they might engage students while they complete mandatory non-instructional tasks. For example, use daily warm-up activities to refresh students' prior knowledge and skills. Whether refreshing prerequisite skills (from prior grades) necessary to a new unit of study or the learning objectives taught earlier in the current grade, targeted warm-up activities provide the opportunity for repetition which is so crucial to retention. The process of identifying the exact prerequisite skills needed to successfully 	<ul style="list-style-type: none"> During weekly department team meetings During weekly department team meetings 	<ul style="list-style-type: none"> Meeting agenda Meeting notes District curriculum Lesson plans with transitions Classroom warm-up presentation 	<p>Formative Notes: Math: All of our math teachers gave the opportunity for students to reflect on their learning and their overall math classroom experience. Through these surveys, we were able to gather data and receive student feedback to better meet their needs. 90% of the students felt they were given the opportunity to reflect on their learning and assessments and 90% of them also felt prepared for the major assessments in math.</p> <p>Summative Notes: Math: Our team understood the importance of using every minute of classroom time to benefit our students. Mrs. Koons, Mrs. Ragle, Mrs. Metersky, and Mrs. Whittington used warm ups prepared on the screen to</p>

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<p>master current learning enhances both teacher and student skills.</p> <p>3. Whether warm-up activities or another idea generated by the team, ask all team members to implement the strategy in their classrooms for the next week or two. Following the use of the activities, have teachers re-group to debrief and evaluate the effectiveness of the activities.</p>	<ul style="list-style-type: none"> Plan during department team meetings and execute during each grading period. 		<p>welcome students in to their learning environments. Strategies to keep the students engaged, on task, and minimize distractions were discussed weekly at our team meetings and monthly at our department meetings.</p>

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: Campus Color was used as our Campus Wellness Activity this year. Summative Notes: We encouraged student, faculty and community involvement. We even offered incentives to try and increase campus wide involvement.
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	Brandi Stevens was on parent on campus who oversaw and coordinated our campus Color Run and Wellness team.
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. (Required)	Principal	Coordinated School Health Curriculum	The Health lessons were taught in accordance with PISD Health and PE curriculum in a classroom setting.
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	Any Health information was posted on school marquee, in the school Health room, or posted on the office bulletin board.
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	The school website (as well as feeder school's websites), marquee, email blast, Remind101, and posters throughout the school were used to promote and notify students and parents about the Campus Wellness Event.
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	Weekly fitness assessments were completed and measured by time, effort, and perseverance.
4 th & 7 th	(NEW ACTION STEP) Ensure all data for 3 rd -8 th	P.E. Teacher	Fitnessgram Student	All students enrolled in PE completed the fitness and results

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	grade students is entered on timely basis, fitness report cards are printed (4th and 7th grade) and sent to parents or linked through myPISD. (Required)		Report	were recorded by their teacher of record.
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	Student Schedules, Lesson Plans, Master Calendar
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	Pedometers and heart rate monitors used during class, student logs
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	Partnering with district PE leader for focus and direction with curriculum; Lesson Plans, training during subject level meetings
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	N/A
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	N/A
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	Attendance and Truancy reports, Documentation correspondences with parents

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)	Sonja Pegram, Joshua Stamper and Holly Bishop	Staff feedback/ survey	Formative Notes: Bathrooms, hallways, Bus zone, and in front of the building have been identified and an action plan constructed. Summative Notes: We meet with our security specialist for an audit of emergency procedures and knowledge. This is very beneficial as a check and balances for safety and security.
	Monitor high risk areas. (Required)	Sonja Pegram, Joshua Stamper and Holly Bishop	Staff assignments/ schedule	Our PBIS program (Positive Behavior Systems) has created more teacher assignments in duty for increased monitoring. Discipline in common areas has decreased immensely.
	Follow Campus Rules/Expectations. (Required)	Sonja Pegram	Code of Conduct, District Handbook Campus Handbook	Our PBIS program (Positive Behavior Systems) creates more visible areas of posting throughout the building for expectations, student agenda, announcements, Verbal reminders
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Sonja Pegram, Joshua Stamper and Holly Bishop	Handouts/PowerPoint	Beginning of school Professional development
	Review referral process. (Required)	Sonja Pegram, Joshua Stamper and Holly Bishop	Campus referral plan	August Professional development and the plan is Included in teacher handbook (Google Drive)
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Sonja Pegram, Joshua Stamper and Holly Bishop	Discipline Management Plan	During team meetings, intervention plans are constructed for High Risks students, conference with teachers on strategies
	Implement campus referral plan. (Required)	Holly Bishop	Campus Referral Plan	August PD and regular conferences/staff meeting throughout school year

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Utilize Discipline Management strategies. (Required)	Holly Bishop	Discipline Management Plan	August Professional development, student management plan

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)	Sonja Pegram, Joshua Stamper and Holly Bishop	Code of Conduct/ Student-Parent Handbook	PBIS, beginning of the year address by administrators, hallway posters, teacher and counselor citizenship training, Spirit of Renner awards, six weeks Grade Level Awards, and 8 th Grade Celebration
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	Duty schedule: Staff assigned to High Risk areas, address students often and monitor students
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	August Professional development and throughout school year
All Students	INTERVENTION:			
	Apply classroom interventions: (Required)	All teachers	Teachers/classroom management plans , PBIS, Behavior Intervention Chart, and referral documentation	August Professional development, Ongoing assistance/coaching for teachers
	Employ discipline interventions: (Required)	Sonja Pegram, Joshua Stamper and Holly Bishop	Student Code of Conduct, office referral , FNA	PBIS training , student management documentation, PDH

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Student Code of Conduct, CMIT/CIT, ISS, detentions	Programs such as, Safety Net, Mann up, Women’s Empowerment, Parent Awareness-Drugs in Plano and Social Media, counseling led Bullying lessons in the Fall and Harassment lessons in the spring, Plus period conduct videos, ISS lesson I.D., Watch Dogs, Tutorial Buses, PBMS, PALS, Guest Speakers, AVID and informational parent meeting, were additional Interventions.
	Conference with parents/students. (Required)	All teachers or other staff	Teachers and administrators contact logs, conference sign in sheets	Notes, teacher and/or administrator/counselor documentation

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	PTA: Sara Burnett Brad Allcorn Laura Fix Gina Weaver	Upon registration, during schedule pick-up, and reviewed each 9 weeks	Formative Notes: In the summer, PTA and the counselors provide instructions to our parents on the process to access all electronic information. Our CTA created a Cheat sheet of instructions for parents. Summative Notes: Renner PTA provides excellent partnership each year.
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	Brad Allcorn Laura Fix Gina Weaver	As needed; consistently updated with new information	Hard copies are always available on hand in school office or counseling office; phone messages alert parents regarding information available at school
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	Gwen Bauman Joshua Stamper	As needed; consistently updated with new information	Website, Twitter, and Facebook is maintained and updated weekly by Gwen Baumann and the administrators.
Communicate information through eNews. Funding source: state & local	Carmon Trigo Sonja Pegram Joshua Stamper	As needed; consistently updated with new information	E-news updated by receptionist and administrators to provide community information as directed by district or as needed by campus
Utilize social media to keep parents and community informed. Funding source: state & local	Gwen Bauman Sonja Pegram Joshua Stamper	As needed; consistently updated with new information	Website, Twitter, and Facebook is maintained and updated weekly by Gwen Baumann and the administrators.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	Sara Burnett Sonja Pegram	Monthly	Principal Coffees, Principal Brown Bag Lunches, PTA meetings, & several nightly informative meetings throughout school year.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: state & local	Sara Burnett Sonja Pegram Rita Cunningham Joshua Stamper	Once a month on average	Renner has a done an outstanding job of hosting parent programs ranging from internet usage, social media, bullying, head injury, drugs/alcohol

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: Attended 2 to 3 job fairs hosted by PISD during the 2016-2017 school year for potential interview and hire. Principal Sonja Pegram also attended a recruiting trip with William McLaughlin to Prairie View A&M. Renner Middle School hosted the June 2016 job fair. Summative Notes: Renner met some exemplary candidates during each job fair/recruitment. We are always very excited to attend the events.
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	As part of the interview process, the candidate’s spoken languages are discussed.
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	We partner with several local universities for Student teachers and UTD for student tutors.
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 campus provides professional development (PD) throughout the year. Our campus provided PD called the “creative Corner” once a month. District Curriculum pullouts of staff for various subjects Coordinators visit campus to provide curriculum support.
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	HR representative Karon Khlar, contacts the campus Administrator regarding any certification concerns. Ms. Khlar is always instrumental in assisting our campus with certification questions or dilemmas.