



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

## Jackson Elementary

Principal: **Andrea Cockrell**

Mission Statement:

**What Starts Here Changes the World!**



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): **Thursday, October 06, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Thursday, January 12, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Thursday, May 25, 2017**

### 2016-2017 Campus Status

Check all that apply

Title III English Learner Campus

Non-Title I Campus

Title I School-wide Campus

### Title I Information

Title I Components			
<b>1 (CNA)</b>	Comprehensive Needs Assessment	<b>6 (PI)</b>	Strategies to Increase Parental Involvement
<b>2 (RS)</b>	Reform Strategies	<b>7 (Tran)</b>	Transition (Elementary schools only)
<b>3 (HQ)</b>	Instruction by State Certified Staff	<b>8 (A)</b>	Teacher Decision-Making Regarding Assessments
<b>4 (PD)</b>	High-Quality Professional Development	<b>9 (M)</b>	Effective and Timely Assistance to Students
<b>5 (R/R)</b>	Strategies to Attract State Certified Teachers	<b>10 (Coord)</b>	Coordination and Integration
Program Funding			
<b>Staffing</b>	\$180,000	Total Funding for <b>4</b> Title I Support Teachers	
<b>Parental Engagement</b>	\$2,000	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
<b>Student and Campus Capacity Building</b>	\$6,000	Additional Title I 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
Barbara Kuwitzky	Faculty Member	2015	Yes	Yes	Yes
Kate Kuwitzky	Faculty Member	2016	Yes	Yes	Yes
Ashere Potter	Faculty Member	2016			
Brittany Dalton	Faculty Member	2016	Yes	Yes	
Shelly Arthur	Faculty Member	2016	Yes	Yes	Yes
Stephanie Stoller	Faculty Member, Special Education	2016	Yes		
Andrea Cockrell	Principal	2013	Yes	Yes	Yes
Kamili Carthledge	Assistant Principal	2014	Yes	Yes	Yes
Delmy Ewing	District Professional	2015			
Andrea Hall	Campus Professional, Non-teaching	2016		Yes	
Mercedes Tran	Support Staff Member	2015	Yes	Yes	Yes
Darcy James	Parent-Selected by PTA	2016			
Jennifer Hillier	Parent-Selected by Principal	2016	Yes	Yes	Yes
Kaitlin Robles	Campus Professional, Non-teaching	2015	Yes	Yes	
Shamira Lawrence	Parent	2015		Yes	
Beth Hulcy	Parent	2014	Yes	Yes	Yes
Tammy Baldwin	Community Member	2016			
Shane Cox	Business Representative	2015			

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
<b>Health, Fitness and Attendance:</b> 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.	10 (Coordination and Integration)	All
<b>Violence Prevention and Bullying</b>	10 (Coordination and Integration)	All
<b>Parental Involvement:</b> 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.	1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)	All
<b>Highly Qualified Staff:</b> The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.	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)	All
<b>Transition of Pre-KN Students:</b> The transition from early childhood to elementary school is supported by the campus and district. (Title I Campuses only)	1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)	Title I only

## 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 (P<sup>3</sup>A 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. Students will be able use various problem solving strategies to use the correct operation and appropriate algorithm needed to solve real world math problems.
2. Increase student application of scientific knowledge through inquiry and formative assessments.
3. Increase the literacy skills of our English language learner who are also economically disadvantaged.
4. Supplement classroom interventions with targeted support for students who perform below grade level. PPPA SW #17

## Critical Action 1

**Critical Action:** Students will be able use various problem solving strategies to use the correct operation and appropriate algorithm needed to solve real world math problems.

<b>Project Lead:</b>	Ashere Potter							
<b>Staff, Title I Staff:</b>	K-5 math teachers and instructional specialists							
<b>Materials and Resources:</b>	PISD curriculum and district provided math instructional materials							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<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
Staff training on helping children build mental math and computation strategies from the Number Talks book. Implement Number Talks strategies into daily math instruction.	Oct 24 PDH Nov 2 PDH Monthly during Math PLC.	Sign in sheets	Training was completed; we have ordered more books to help grade levels begin implementation. 4 <sup>th</sup> and 5 <sup>th</sup> have started trying some of the strategies.
Teachers will use math manipulatives, visual representations, and concrete models to assist students with content. As teachers move through the content, they will help students make the transition from concrete models to more abstract pencil/paper application.	Daily during math instruction,	Teacher observations and evaluations	MAP data is showing growth by the majority of students. Teacher observations show an increased use of manipulatives.
Math specialists and teachers will implement small group intervention to target math skills based on data from AMC Anywhere, MAP and Tier III data collection. The small groups will focus on the specific needs of individual students. These groups will target both remedial and enrichment needs.	Daily during Tier 2 and Tier 3 instruction	Increased MAP scores	Intervention/Enrichment (IE) time has been implemented school-wide. Based on recent MAP data, grade levels have seen expected growth in the area of math. Tier 3 student success has been mixed.
Send teachers to Math TEKS Training to improve instruction on state math standards. Greg Tang math training: teachers came back with new strategies and computer game ideas.	October 2016	Increased MAP scores	Teachers attended the training and reported that the trainer gave them several new strategies to use to help students who are struggling with computation.

## Critical Action 2

**Critical Action:** Increase student application of scientific knowledge through inquiry and formative assessments.

<b>Project Lead:</b>	Kaitlin Robles							
<b>Staff, Title I Staff:</b>	3-5 science teachers							
<b>Materials and Resources:</b>	PISD curriculum planner, released STAAR tests							
<b>Targeted Area:</b>	<input type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input checked="" type="checkbox"/> 3 <sup>rd</sup> grade	<input checked="" type="checkbox"/> 4 <sup>th</sup> grade	<input checked="" type="checkbox"/> 5 <sup>th</sup> grade	<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
Teachers will attend a monthly Science PLC to improve best practices such as increasing student inquiry, re-engaging students throughout a 5E lesson, and incorporating meaningful writing in science.	Monthly during science PLC	Sign in sheets and increased MAP scores	The focus of Science PLC's have been on engagement strategies that provided teachers an opportunity to re-engage their students throughout a lesson and formative writing assessment techniques.
Benchmark assessments will be administered to allow students to show their comprehension of science concepts through reflective writing and diagrams.	Bi-weekly, Sept. – May 2016	Formative assessment scores	After administering benchmark assessments, student performance is analyzed and most commonly missed concepts were retaught by classroom teachers.
To improve understanding of science vocabulary through reading, writing and speaking interactive word walls will be displayed in grade levels along with sentence frames and sentence starters to model scientific language.	Daily during science instruction	Student observations, MAP scores and STAAR score increase.	Teachers have attended word wall trainings offered by the district to assist in the planning and implementation in the classroom. A sample word wall was implemented simultaneously with each science unit.
Teachers will explicitly model and teach the inquiry process through the claims, evidence and reasoning model.	Daily during science instruction.	Teacher observations and STAAR scores	Brief Constructed Responses (BCR) and benchmark assessments were used as an evaluation piece to provide an opportunity for students to reflect on their learning using the CER model. Teachers modeled their scientific thinking using the CER model as well.

### Critical Action 3

**Critical Action:** Increase the literacy skills of our English language learner who are also economically disadvantaged.

<b>Project Lead:</b>	Marci Johannes							
<b>Staff, Title I Staff:</b>	Ashere Potter, Shelly Arthur, Liz Steinbaugh, Mercedes Tran							
<b>Materials and Resources:</b>	Comprehension toolkit, Small Group Intervention books, PISD district specialists							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<input checked="" type="checkbox"/> Other: ESL and Bilingual students

#### 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
Use the Comprehension Toolkit lessons to assist students with their reading comprehension skills. These lessons are designed for teachers to model practices using a variety of text, in different contexts, and for many different purposes. Using this method lays a foundation of thinking so that students internalize ways to comprehend what they read and apply strategies in their own independent reading and learning.	Daily during guided and whole group reading instruction.	Increased reading levels shown by individual reading assessments.	Teachers continued to use the toolkit strategies for whole group and guided reading. The teachers reported that creating 'think notes' has been the strongest tool.
Send teachers to district training on guided reading and writing to improve the quality of small group instruction	6 times during the school year	MAP scores will show appropriate growth for students.	2 teachers from 2 <sup>nd</sup> -5 <sup>th</sup> grade attended the Jeff Anderson writing training. Also, 4 teachers attended the district guided reading training and brought back information to their teams and PLC.
Use data from MAP, IRIs and teacher observations to guide small group reading instruction. The small group instruction will provide a reading resource that teaches kids to think, to understand, and to use strategies as tools for learning.	Daily during guided reading	MAP scores and IRI results	Walkthrough data shows that there is an increase in small group instruction implementation for reading.



### Critical Action 4

**Critical Action:** Supplement classroom interventions with targeted support for students who perform below grade level. PPPA SW #17

<b>Project Lead:</b>	Andrea Cockrell							
<b>Staff, Title I Staff:</b>	Stephanie Stoller, Shelly Arthur, Kaitlin Robles							
<b>Materials and Resources:</b>	PISD curriculum planner and targeted intervention materials from district resources							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<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
Proactively develop intervention plans for students performing below grade level	Weekly during CMIT and ARD meetings.	CMIT accommodations and student IEP's	Individual plans and accommodations were put in place for students with academic needs who were performing well below grade level.
Provide proactive support for students performing below grade level	Daily during resource, inclusion and Tier 3 instruction	Grades on progress reports and report cards.	Both special education teachers and grade level instructional specialists pulled students to work on skill gaps for students needing resource or Tier 3 instruction.
Provide academic support aligned with the district curriculum	Daily during resource, inclusion, and Tier 2 and Tier 3 instruction	MAP scores and formative assessments.	MAP scores, Plano Literacy, and students' individual benchmarks were used to gauge progress for students in need of remediation. Growth was evident.
Evaluate the effectiveness of student interventions	Every 6 weeks using formative assessments	Formative and Summative assessments	General education teachers and special education teachers and instructional specialists met regularly to review data and revamp plans if needed.

## 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)
<b>COORDINATED SCHOOL HEALTH:</b>				
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. <b>(Required - Form Provided)</b>	Principal	Campus Wellness Plan	Completed
K-8	Include at least one Parent on Campus Wellness Team. <b>(Required)</b>	Campus Wellness Captain	Campus Wellness Plan	Completed
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. <b>(Required)</b>	Principal	Coordinated School Health Curriculum	Completed
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. <b>(Required)</b>	P.E. Teacher/ Staff	Coordinated School Health Curriculum	Completed
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	Completed
<b>FITNESS:</b>				
3-8	Pre and Post Assess all eligible students using fitness test components. <b>(Required - Form Provided)</b>	P.E. Teacher	Student Exemption Form	Fitnessgram completed
4 <sup>th</sup> & 7 <sup>th</sup>	<b>(NEW ACTION STEP)</b> Ensure all data for 3 <sup>rd</sup> -8 <sup>th</sup> 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	Completed

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	myPISD. <b>(Required)</b>			
<b>PHYSICAL ACTIVITY REQUIREMENTS:</b>				
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. <b>(Required - Form Provided)</b>	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Completed
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. <b>(Required)</b>	P.E. Teacher	Pedometers; heart rate monitors	Completed
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. <b>(Required - Form Provided)</b>	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	Completed
K-5	Ensure students are receiving daily unstructured play during recess. <b>(Required)</b>	Principal	Master Schedule, Staff Supervising Schedule	Completed
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. <b>(Required)</b>	Principal	Resources available upon request	Completed
<b>ATTENDANCE: Forms are available on inside.pisd</b>				
K-8	Monitor attendance of students and follow up on prominent and chronic absences. <b>(Required)</b>	Principal	Pinnacle, Attendance Sheet	Truancy court 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)
<b>Staff</b>	<b>PREVENTION:</b>			
	Identify high risk areas. <b>(Required)</b>	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Completed
	Monitor high risk areas. <b>(Required)</b>	Principal Designee	Staff assignments/schedule	Completed
	Follow Campus Rules/Expectations. <b>(Required)</b>	Principal	Code of Conduct, District Handbook Campus Handbook	Completed
<b>Staff</b>	<b>EDUCATION:</b>			
	Participate in annual staff training on bullying/sexual harassment. <b>(Required)</b>	Principal or designee	Handouts/PowerPoint	Completed
	Review referral process. <b>(Required)</b>	Principal or designee	Campus referral plan	Completed
<b>Staff</b>	<b>INTERVENTION:</b>			
	Establish recommended intervention strategies for classroom/campus. <b>(Required)</b>	Principal or designee (campus discipline staff)	Discipline Management Plan	Completed
	Implement campus referral plan. <b>(Required)</b>	Principal or designee	Campus Referral Plan	Completed
	Utilize Discipline Management strategies. <b>(Required)</b>	Principal or designee	Discipline Management Plan	Completed

**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)
<b>All Students</b>	<b>PREVENTION:</b>			
	Clearly state student expectations/campus rules/citizenship. <b>(Required)</b>	Principal or designee	Code of Conduct/ Student-Parent Handbook	Completed
	Monitor high risk areas. <b>(Required)</b>	All staff	Schedule (if necessary)	Completed
<b>All Students</b>	<b>EDUCATION:</b>			
	Explain referral process/contacts. <b>(Required)</b>	All teachers	Referral Plan	Completed
<b>All Students</b>	<b>INTERVENTION:</b> (Please complete cells below)			
	Apply classroom interventions: <b>(Required)</b>	All teachers	Teachers	Completed
	Employ discipline interventions: <b>(Required)</b>	Designated staff	Teachers and administration	Completed
	Use other intervention strategies as necessary/appropriate. <b>(Required)</b>	Administrative staff or counselors	Administration	Completed
	Conference with parents/students. <b>(Required)</b>	Teachers or other staff	Teachers and administration	Completed

## 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. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local Funds</b>	Office manager, school secretary, parent liaison, administration	During student registration and parent information nights	Completed
Identify parents without computer/internet access to offer hard copies of school information. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local Funds</b>	Parent liaison and office staff	During student registration and parent information nights.	Completed
Upgrade and maintain the campus website for easy access and increased communication with the community. <b>Funding source: state &amp; local</b>	Campus CTA and admin.	Monthly	Completed
Communicate information through eNews. <b>Funding source: state &amp; local</b>	Admin and campus CTA	Weekly on Wednesdays	Completed
Utilize social media to keep parents and community informed. <b>Funding source: state &amp; local</b>	Twitter: instructional specialists. Facebook: PTA	Weekly	Completed
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. <b>Funding source: state and local</b>	Admin.	Monthly and via email and phone	Completed
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) <b>Funding source: state &amp; local</b>	Admin and staff.	Monthly	Completed

## 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.

<b>Project Lead:</b>	Plano ISD HR Employee Recruitment & Retention Department
<b>Staff, Title I Staff:</b>	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
<b>Materials and Resources:</b>	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. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	August 2016 to May 2017	Completed
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	Monthly Bilingual Stipends, July 2016 to June 2017	Completed
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	August 2016 to May 2017	Completed
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. <b>Title I Component 4 and 5</b> <b>Funding source: State and Local</b>	July 2016 to June 2017	Completed
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. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	July 2016 to June 2017	Completed

**Transition*****Title I –School-wide Elementary Campuses Only*****Critical Action Step:**

The Transition from early childhood to elementary school is supported by the district and campus.

<b>Project Lead:</b>	Andrea Cockrell
<b>Staff, Title I Staff:</b>	Pre-K and Kindergarten staff
<b>Materials and Resources:</b>	Pre-K program at Jackson, PISD curriculum materials

**Strategies for Accomplishing Transition Critical Action:**

<b>Action Step</b>	<b>Implementation Timeline per Action Step</b>	<b>Formative &amp; Summative Notes (Evidence of Implementation and Impact)</b>
Pre-K staff work collaboratively with Kindergarten staff throughout the school year.	Dec. 2016-May 2017	Meetings were held to discuss students' strengths and weaknesses.
Parent orientations are held to explain the kindergarten program to parents.	Sept. 2016	Completed
Transition books are used with students and families to provide pictorial support during transition. <b>Components: 5, 6, 7 and 9</b> <b>Funding Sources: Title I, State and Local</b>	Aug. 2016	Completed
Have preschool teachers provide the future kindergarten teacher with children's portfolios or a written record of their learning during preschool.	May 2017	Completed
Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in pre-kindergarten activities and are encouraged to work with their children at home. All participants go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep.	2x per semester	Completed
<b>NEW</b> - Arrange for new preschool teachers to visit each Kindergarten classrooms.	October 2016	Completed