



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Mendenhall Elementary

Principal: Karen Noble

Mission Statement: **Success for each student.**

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 26, 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			
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	\$330,000	Total Funding for 5 Title I Support Teachers	
Parental Engagement	\$2,000	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	\$10,000	Additional Title I Funding (i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities)	

Committee Member's Name	Role	Year 1st Participated on SBIC	Meeting 1 Attendance 10/6/16	Meeting 2 Attendance	Meeting 3 Attendance
Wendy Miller	Faculty Member	2014-2015	X 10/6/16	X 1/26/17	X 5/25/17
Suzi Campbell	Faculty Member	2016-2017	X 10/6/16	X 1/26/17	X 5/25/17
Christine Barrantes	Faculty Member	2013-2014		X 1/26/17	X 5/25/17
Susan Simpson	Faculty Member	2016-2017	X 10/6/16	X 1/26/17	X 5/25/17
Marcy Feist	Faculty Member	2014-2015	X 10/6/16	X 1/26/17	X 5/25/17
Angela Asel	Faculty Member	2015-2016	X 10/6/16	X 1/26/17	
Alicia Brown	Faculty Member, Special Education	2016-2017	X 10/6/16		X 5/25/17
Karen Noble	Principal	2000-2001	X 10/6/16	X 1/26/17	X 5/25/17
Kristin Anderson	District Professional	2011-2012	X 10/6/16		
Jana Prince	Campus Professional, Non-teaching	2016-2017	X 10/6/16	X 1/26/17	X 5/25/17
Dalia Mercado	Support Staff Member	2016-2017	X 10/6/16	X 1/26/17	X 5/25/17
Brant Newsom	Parent-Selected by PTA	2016-2017			
Misty Keasler	Parent-Selected by Principal	2016-2017		X 1/26/17	
Shree Stanley	Parent	2013-2014			X 5/25/17
Fawn Henderson	Parent	2015-2016	X 10/6/16	X 1/26/17	
Andrea McLaughlin	Parent	2016-2017	X 10/6/16	X 1/26/17	
Chris Terry	Parent	2016-2017			
Aurora Jaimez	Community Member	2016-2017			
Cathy Taylor	Community Member	2011-2012		X 1/26/17	
Tracy Parlin	Community Member	2016-2017		X 1/26/17	X 5/25/17
Janice Dreyer	Community Member	2011-2012	X 10/6/16	X 1/26/17	X 5/25/17
Kelly Barrantes	Business Representative	2015-2016	X 10/6/16	X 1/26/17	X 5/25/17
Jerome Prince	Business Representative	2016-2017	X 10/6/16		X 5/25/17

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
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.	10 (Coordination and Integration)	All
Violence Prevention and Bullying	10 (Coordination and Integration)	All
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.	1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)	All
Highly Qualified Staff: 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
Transition of Pre-KN Students: 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 (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. Provide targeted instruction in the areas of reading, math, writing, and science for our SpEd, African American, and Hispanic student populations.
2. Increase targeted instruction in 4th grade writing for all students.
3. Provide peer observation opportunities for all classroom and instructional support teachers.
- 4.
- 5.

Critical Action 1

Action: Provide targeted instruction in the areas of reading, math, writing, and science for SpEd, African American, and Hispanic student population.

Project Lead:	Principal							
Staff, Title I Staff:	Administrators, Instructional Support Staff, Classroom teachers							
Materials and Resources:	TEKS, PISD Curriculum, Lesson Plans, Extended planning time, Edugence, MAP							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th 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
<p>Use the Master schedule as a tool to maximize learning opportunities. (PPPA SW #12)</p> <ol style="list-style-type: none"> 1. Create and implement a schedule between specialists and classroom teachers that allow for small group instruction. 2. Ensure that the assignments and arrangements within the schedules achieve the academic goal of student growth and success. 3. Ensure that time has been allocated for teachers to meet and plan collaboratively. 	Review every nine weeks	Master schedule, specialist schedule, classroom schedule, Extended planning	<p>Formative Notes: Specialists looked at MAP data, TELPAS, Istation data, and (depending on the grade level) past STAAR results. This data was analyzed and groups were formed. Once groups were formed and students were assigned based on their Tier and needs, schedules were developed.</p> <p>Teachers were provided 90 minutes of time each Wednesday to discuss and plan instruction for students.</p>
<p>Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. (PPPA SW #17)</p> <ol style="list-style-type: none"> 1. Create and share an intervention plan that clearly identifies the school-level support used to assist students who enter a class at a below-grade achievement level. This action ensures that you are beginning to develop what is commonly referred to as a pyramid of interventions—layered support at the district, school, and classroom levels to ensure all students reach high standards of achievement. 2. Develop, distribute, and implement the plan to provide remediation beyond the classroom teacher for students entering 	<p>Review every nine weeks</p> <p>Review every 9 weeks</p>	Lesson plans, assessment data, small group intervention schedule	<p>Longhorn Lookouts are used to discuss strategies for students who are struggling with specific objectives. Students needing further intervention are brought to the Campus Monitoring and Intervention Team (CMIT) for review and discussion. Support teachers are utilized to provide additional instruction.</p> <p>Differentiation is used to meet the needs of students in each classroom. Remediation is provided through Tier instruction. Targeted interventions and reteaching are delivered by the classroom teacher as well as instructional support staff. Information is communicated with parents through conferences, phone calls, emails, portfolios, report cards and CMIT 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>a classroom below grade level. It is critical for all staff, parents, and students to be aware that a well-constructed and effective school-level intervention plan is in place and will be enacted for these students.</p> <p>3. Ensure that each unit in all core content areas has been carefully analyzed to determine what necessary prerequisite skills students must possess to be able to engage with the new learning content successfully. Use pre-assessments designed around these prerequisite skills so that teachers can know whether students in their classrooms have the necessary skills for the new content.</p>	Weekly PLC meetings		<p>Small group interventions, front loading vocabulary to build background and skills, specialist support, formal and informal observations to assess, vertical communication was used between grade levels. Interactive word walls provide vocabulary reinforcement.</p> <p>Summative Notes: Instructional adjustments were made as necessary. Grade level teams saw a positive impact in student achievement.</p>

Critical Action 2

Critical Action: Increase targeted instruction in 4th grade writing for all students.

Project Lead:	Principal							
Staff, Title I Staff:	Administrators, Instructional support staff, classroom teachers							
Materials and Resources:	PISD Curriculum, TEKS, Edugence, MAP							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th 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
<p>Study and use the district’s written curriculum. (PPPA SW #1)</p> <ol style="list-style-type: none"> Teachers will understand the writing standards for 4th grade and plan according to the scope and sequence from the curriculum planner. Language Arts Vertical Team will unpack the writing standards and create commitment statements. 	Weekly planning, Monthly vertical team meetings	Lesson plans, scope and sequence for writing, list of commitment statements	<p>Formative Notes: Monthly vertical team meetings to discuss grade level expectations. Vertical team members created writing commitment statements for their grade levels.</p> <p>Representatives from each grade level (except kinder) attended the Jeff Anderson writing conference and brought strategies back to their teams.</p>
<p>Build support structures to enable increasing numbers of students to engage successfully in rigorous coursework. (PPPA SW#10)</p> <ol style="list-style-type: none"> Develop lessons that incorporate a writing component across all content areas. Provide targeted instruction in the area of writing. Examine any school-level interventions to make certain that they are tightly aligned with the academic objectives of the district’s written curriculum that are being addressed in the classrooms. You must know exactly what it is that students need to know and be able to do and which students lack this knowledge or these skills.) Develop lessons that incorporate writing daily (Exit tickets, written response, journals, etc.) Provide additional training to 1st-4th teachers to develop more writing strategies (Jeff Anderson workshop) Conduct writing celebrations 	Weekly (lesson plans), semester writing celebrations, December and March-Jeff Anderson writing training	Lesson plans, student writing samples, notes from workshop, PISD Curriculum	<p>4th grade conducted a mock STAAR writing test to mark where students are currently performing. Using the data from this, it allowed teachers to target their writing instruction based on the specific needs of their students. Instructional specialists helped with the writing interventions.</p> <p>Summative Notes: Students daily writing has increased. Need to continue strengthening students writing into all content areas.</p>

Critical Action 3

Critical Action: Provide peer observation opportunities for all classroom and instructional support teachers.

Project Lead:	Principal							
Staff, Title I Staff:	Administrators, Classroom teachers, Instructional specialists							
Materials and Resources:	7 Steps to Language Rich Interactive Classroom book, electronic device with QR code app, Google form for each teacher							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th 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
<p>Model and promote substantive collaboration to foster a learning community. (PPPA SW #9)</p> <ol style="list-style-type: none"> Employ formal methods to build teachers’ capacity to collaborate using standards and data. (QR codes for each teacher) Promote collaboration by establishing time and a structured process for peer classroom visits and observation feedback. The collaboration and support from peer observations are firmly attached to helping teachers become deeply familiar with: <ul style="list-style-type: none"> the districts written curriculum different management and organizational styles high-yield instructional strategies <u>7 Steps to a Language Rich Interactive Classroom</u> chosen instructional programs and resources the use of assessment results to shape instruction 	1 peer observation per week	Feedback spreadsheet, QR code posted outside each classroom	<p>Formative Notes: QR codes based on the <u>7 Steps to a Language Rich Interactive Classroom</u> were created for each teacher. Teachers were required to do at least one observation per week and provide feedback to their peers.</p> <p>Summative Notes: Collaboration and feedback were not consistently completed. When it was completed, teachers appreciated the feedback and made adjustments to strengthen instruction. Conversations and actions are to be incorporated using the SWIVL into observation and feedback.</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: Coaches Johnny and Emily Parks serve as Wellness Captains and coordinate meetings with the wellness team.
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	Kelsey Edwards
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	Monitored through lesson plan reviews.
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	Bulletin boards are located in the gym and by the cafeteria.
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	Information is distributed to parents weekly through phone messages, eNews, Wednesday folders, and the marquee.
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	Utilized Fitnessgram to assess and set program goals
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	Students in grades 3-5 receive Fitnessgram report cards at the end of the spring semester.

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	Students receive 135 minutes of weekly physical education instruction.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	Pedometers are used to track student step count/target heart rate.
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	PE and Health TEKS are followed as well as district curriculum.
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	All grade levels receive 30 minutes a day of unstructured play at recess.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	Coaches have trained teachers on Brain Breaks. Reminders and strategies are shared at staff meetings throughout the school year.
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 data is monitored by the secretary and truancy is filed as necessary. Fitnessgram results are monitored by school coaches and shared 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)	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Formative Notes: Campus building and grounds has been assessed and as needed throughout the year.
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	Staff are assigned to duty positions in strategic locations throughout the building during transition times.
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	Staff Handbook distributed to campus employees in August 2016. Campus rules, expectations, and norms are included.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	Required district training through SafeSchools addresses sexual harassment. Bullying prevention and intervention training was completed in August 2016.
	Review referral process. (Required)	Principal or designee	Campus referral plan	Included in Staff Handbook, distributed in August 2016
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	Strategies are reviewed and shared with staff through the Student Management vertical team. Each teacher was provided with a calm down box to use with students. Additional tools were added throughout the year as needed.
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	Flow chart for Behavior Referrals provided in Staff Handbook and reviewed at PDH in August.
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	Campus utilizes a Behavior Practice Program to assist students with appropriate behaviors.

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	Schoolwide Positive Behavior Support system defines and rewards expected student behavior and good citizenship
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	Staff assigned duty schedule to monitor high-risk areas.
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	Included in Staff Handbook and reviewed at PDH in August 2016. Reviewed with students through guidance lessons for K-5.
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions: (Required)	All teachers	Teachers, Schoolwide Positive Behavior Support Plan	Guidance lessons for K-5. SEL Lessons
	Employ discipline interventions: (Required)	Designated staff	Schoolwide Positive Behavior Support Plan, Practice Program	Staff follows campus discipline plan.
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Practice Program, Trading Post, Citizens of the Month Program	Guidance lessons, small group activities, one-on-one support.
	Conference with parents/students. (Required)	Teachers or other staff	Teachers, Parent Communication Logs	Conferences are done annually with parents 3 times a year in K-2. Conferences for 3-5 are held once after beginning of year assessment and thereafter as needed.

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	Principal, Asst. Principal, Secretary	August 2016, as the need arises with new enrollees	August 2016: Registration information mailed to all families. August 17-18, 2016: Parent Information Fair held to assist parents in registering online via the Parent Portal.
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	Principal, Asst. Principal, Secretary	August 2016, as the need arises with new enrollees	Hard copies of school information are distributed to families through weekly communication folders on Wednesdays.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	Campus Technology Asst., Librarian	August 2016, as the need arises	Website reviewed by CTA and updates made as necessary. Updates are made continually throughout the year, as needed.
Communicate information through eNews. Funding source: state & local	Asst. Principal	August 2016-June 2017, as the need arises	eNews sent out routinely each week on Fridays.
Utilize social media to keep parents and community informed. Funding source: state & local	Principal, Asst. Principal	August 2016-2017, as the need arises	Pictures and information are routinely tweeted out and that links to our PTA Facebook page. We also use Remind as a form of communication.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	Principal, Asst. Principal, PTA Board, Parent Liaison	Monthly August 2016- June 2017	8/30, 9/27, 10/25, 11/29, 12/6, 1/31, 2/28, 3/28, 4/25, 5/23
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: state & local	Principal, Asst. Principal, Parent Liaison, Counselors, Social Worker	Various dates through the school year.	11/10/16: In-N-Out Burger and Bedtime Story Night 11/3/16: STEM Expo for Families 2/14/17: Math Morning with Parents 9/27, 11/29, 1/24, 3/16, 5/16-Family Fit Night Partnered with community members to offer a 13

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
			week program, "Raising Highly Capable Kids" on Wednesday evenings in both English and Spanish.

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	Completed at the district level
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	Completed at the district level
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	Completed at the district level
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	District curriculum training is provided to all staff.
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	Completed at the district level

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.

Project Lead:	Principal
Staff, Title I Staff:	Pre-K and Kindergarten staff
Materials and Resources:	Brochures/Handouts created by Kindergarten teachers

Strategies for Accomplishing Transition Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Pre-K staff work collaboratively with Kindergarten staff throughout the school year.	As needed	Action completed on the Pre-K campus
Parent orientations are held to explain the kindergarten program to parents.	August 2016	August 25, 2016 – Kindergarten Parent Orientation Held
Transition books are used with students and families to provide pictorial support during transition. Components: 5, 6, 7 and 9 Funding Sources: Title I, State and Local	August 2016-June 2017	Action completed on the Pre-K campus.
Have preschool teachers provide the future kindergarten teacher with children’s portfolios or a written record of their learning during preschool.	August 2016	Action 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.	August 2016	March 24, 2017-Action completed at Kindergarten Round-Up
NEW - Arrange for new preschool teachers to visit each Kindergarten classrooms.	As needed	