



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Shepard Elementary

Principal: **Tricia Lancaster**

Mission Statement: To cultivate a positive and meaningful learning community where students, parents, and staff collaborate to ensure students' academic, social, and emotional successes.



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, September 22, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Wednesday, January 25, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Tuesday, May 30, 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	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
Staci Mendelsohn	Faculty Member	2015-16	X		X
Christina Ferenschuetz	Faculty Member	2015-16	X	X	X
Julie Herrera	Faculty Member	2015-16	X	X	X
Valerie Felty	Faculty Member	2016-17	X	X	X
Jana Martin	Faculty Member	2016-17	X	X	X
Brigid Nigro	Faculty Member, Special Education	2016-17	X	X	X
Tricia Lancaster	Principal	2015-16	X	X	X
M'Cheyl Herrera	District Professional	2016-17	X	X	
Chris Lillie	Campus Professional, Non-teaching	2016-17	X	X	X
Erin Christenson	Campus Professional, Non-teaching	2016-17	X	X	X
Linda Holland	Support Staff Member	2015-16	X	X	X
Venkata Krishna	Parent-Selected by PTA	2016-17			
Benjamin Mokry	Parent-Selected by Principal	2016-17	X	X	X
Ann Wilburn	Parent	2016-17	X		
Thuy Huynh	Parent	2016-17			
Brian Chaput	Parent	2016-17			X
Jeri Bloch	Parent	2016-17	X		
Michael Herrera	Community Member	2016-17			
Jamie Bear	Community Member	2015-16		X	X
Josh Escobar	Business Representative	2016-17			
Hiram Garza	Business Representative	2016-17			

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. Model and promote substantive collaboration to foster a learning community. PPPA SW #9
2. Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. PPPA SW #17
3. Ensure that the district's written curriculum is the taught curriculum in every classroom. PPPA SW #2
4. Model and promote substantive collaboration to foster a learning community PPPA SW #9
- 5.

Critical Action 1

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

Project Lead:	Principal							
Staff, Title I Staff:	All teaching staff							
Materials and Resources:	Swivel Cameras, iPads							
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>Model and promote substantive collaboration to foster a learning community.</p> <p>1. Provide training to staff members so they are able to use the Swivel cameras and iPads in their classroom.</p>	October at a staff meeting	Webinar	<p>Formative Notes: CTA provided step by step instructions and shared with the staff via Google Slides.</p> <p>Summative Notes: Through this training, all staff members were able to use the Swivel and the iPads correctly.</p>
<p>2. Each teacher will record themselves teaching for a 30 minute segment and then self-reflect on their recording. Their video will focus on a particular domain on TTESS selected by the teacher.</p>	Once in the fall semester	Video recording and self-reflection	<p>Formative Notes: Each teacher recorded themselves for 30 minutes and filled out a self-reflection sheet that focused on domain 2 of TTESS.</p> <p>Summative Notes: The recordings allowed teachers to reflect on areas in which they were doing well, or areas in which they need to focus more attention on.</p>
<p>3. Each team will meet to collaborate on their personal reflection and share ideas about positive classroom instructional practices.</p>	Once per semester	Team reflection	<p>Formative Notes: Each team met during planning to reflect on their videos and shared ideas on positive classroom instructional practices.</p> <p>Summative Notes: Teachers bounced ideas and strategies off of each other to incorporate in each other's classrooms. Comments we heard were that teachers enjoyed learning from other teachers on what occurs in other classrooms.</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
4. Each teacher will record themselves for a second time for a 30 minute segment and then self-reflect on their recording. Next, they will meet with a peer and have a coaching session while reviewing and sharing feedback.	Once in the spring semester	Video recording and self-reflection	Summative Notes: Teachers gathered ideas and strategies off of each other to incorporate in each other's classrooms. Comments we heard were that teachers enjoyed learning from other teachers on what occurs in other classrooms.

Critical Action 2

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

Project Lead:	Principal							
Staff, Title I Staff:	Grade level teachers K-5; Special Education Teachers							
Materials and Resources:	Edugence data, All in Learning Clickers							
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>Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum.</p> <p>1. Use student assessment data and teacher input to understand every student's areas of strength and which areas might require additional instructional support. Teachers will plan for support and provide during IE time.</p>	Weekly planning meetings	Edugence	<p>Formative Notes: October 3rd teachers meet as a team and with administration to go over the previous year's data to reflect on their teacher practices and understand their students. Teachers and administration meet again on January 12th to review midyear progress and reflect on instruction and future student needs.</p> <p>Summative Notes: Students were targeted for the strengths and opportunities for gains based on their data. IE time was structured as a team to target the grade levels needs.</p>
<p>2. Provide support to ensure that students have the specific skills needed before they are introduced to new content.</p>	Daily	MAP data, TPRI, Plano Literacy, STAAR and informal data such as classroom observations and teacher made assessments	<p>Formative Notes: Teachers pre-assess before units or topics, anchor charts, concepts are pre-taught. Data is analyzed before units or topics to target student's strength and areas for growth.</p> <p>Summative Notes: Pre-assessments allowed teachers to target our students at what they already know/mastered, or need to spend more time on.</p>
<p>3. Continually reflect on students learning by using formative assessments that are imbedded into the teacher's lesson plans. This data will be used to alter instruction and reflect in lesson plans to pre-teach or re-teach.</p>	Daily in lessons	All in Learning and Clickers	<p>Formative Notes: Teachers use lead4ward learning strategies and formative assessments to alter instruction to their student's needs. This data is used to form after school tutoring groups on Monday and Tuesday. Clickers are used for a formative assessment to give immediate</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
			feedback Summative Notes: Teachers used formative assessments continually to guide their daily instruction. These assessments allowed teachers to re-teach if necessary, or move on if students have mastered the content.
4. Special Education teachers will lead their team to incorporate the districts UDL into their team’s lesson plans. Special education teachers will provide continues interventions in general and pull out classrooms, including targeted tutoring weekly.	Weekly planning meetings		Formative Notes: Special education teachers are contributing the districts UDL in weekly planning meetings held on Tuesday. Special education teachers monitor and adjust interventions and pull out students as IEP’s state to target learning gaps. Summative Notes: Positive collaboration occurred between general education teachers and special education teachers in team planning with both parties utilizing backwards design. Interventions were utilized to provide students with the supports they needed,

Critical Action 3

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

Project Lead:	Team leaders							
Staff, Title I Staff:	All teaching staff							
Materials and Resources:	Planning note books, Lead4ward							
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>Ensure that the district's written curriculum is the taught curriculum in every classroom.</p> <p>1. Every teacher will be provided a planning notebook that will be used weekly. The planning notebook will include lead4ward materials, which includes TEKS Snapshots by subject and academic vocabulary by subject.</p>	August at a staff meeting	Lead4ward planning notebook, UBD provided by district's curriculum department	<p>Formative Notes: Teachers utilize their planning notebook and UBD during planning.</p> <p>Summative Notes: These materials were used as resources for teachers to find instructional strategies, provided academic vocabulary.</p>
<p>2. Planning's will be led by backwards design, implementing our UBD(understanding by design)</p>	Weekly planning meetings	Lead4ward planning notebook, UBD provided by district's curriculum department	<p>Formative Notes: Teachers utilize their planning notebook and UBD during planning.</p> <p>Summative Notes: The UBD allowed teachers to plan deeper understanding of key curriculum concepts and ideas. Backwards designed planning determined the unit assessments before deciding upon daily instructional activities, which promoted global thinking of "what do we want our students to know."</p>

Critical Action 4

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

Project Lead:	Principal							
Staff, Title I Staff:	All teaching staff							
Materials and Resources:	Principal							
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 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>Model and promote substantive collaboration to foster a learning community</p> <p>1. Administration will set aside days of the week which are "no fly zones" or days in which are dedicated to planning</p>	August at a staff meeting	Master Schedule(No scheduled meetings on Tuesday/Wednesday/Friday)	<p>Formative Notes: No fly days have been set aside, some conflicts have arose in which no fly days had to be utilized.</p> <p>Summative Notes: This time allowed teams to have a designated planning time that they could plan ahead of time without having to worry about interruptions.</p>
<p>2. Administration and specialist will be included in the teams planning activities, including once a semester data meeting.</p>	Weekly planning meetings	Weekly Planning	<p>Formative Notes: Administration and specialist are included in team planning's. There have been two data meetings(10-13 and 1-12)</p> <p>Summative Notes: This created a collaborative team atmosphere. Teams were able to ask administrators what other teams were doing. Administrators were able to coach teams to plan for student centered engagement in classrooms.</p>
<p>3. Each lesson will include a learning target, instructional strategy, and formative assessment</p>	Daily	Google Docs lesson plans	<p>Formative Notes: Each lesson has a learning target, instructional strategy and formative assessment impeded in the lesson plan.</p> <p>Summative Notes: High impact instruction strategies were successfully used in the classroom. These strategies allowed students and staff to</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
			know where they were going with the lesson, provided strategies on how to get there, and checked during the lesson to make sure students are learning.

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: The Campus Wellness Team was established and met on a regular basis to determine the annual goals and evaluate progress and new areas of concern. Summative Notes: The Campus Wellness Team was established and met on a regular basis to determine the annual goals and evaluate progress and new areas of concern
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	Formative: The parent selection was completed by the Campus 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	Formative: There are ongoing planning/conversations with the PE team members. Goals regarding the gym, fitness room and outside play areas are being met consistently.
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	Formative: The Coordinated School Health Bulletin Board for Shepard Elementary is located inside the gym on the NW wall. The board is updated each 9 weeks with new information.
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	Formative: Events are communicated through the use of Tuesday packets, email and flyers.
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	Formative: All students in grades 3-5 were tested during the Fall/Spring

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
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 myPISD. (Required)	P.E. Teacher	Fitnessgram Student Report	Formative: Spring scores were entered upon completion and sent home with 4 th graders.
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	Formative: All students receive 150 minutes of PE per week. State requires on 135 minutes per week. MVPA is accomplished through jogging club, fitness routines, and game type activities. All students are expected to make personal improvements in order to achieve and/or maintain a healthy fitness zone.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	Formative: Pedometers are used several times a year, as well as, the pulse meters to measure 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	Formative: TEKS are covered in each unit which provides sequential and developmentally appropriate lessons.
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	Formative: In order to provide all students with unstructured play on a daily basis, 20-30 minutes of unstructured recess is included in the schedule for grades k-5
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	Formative: Instructional planning with grade levels includes discussions for planning appropriate breaks for students when needed. Adventure to Fitness and Go Noodle are 2 online programs that are highly utilized at Shepard Elementary.
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	Formative: Phone calls and conferences with classroom teachers will take place to assist with an absence issue. Additionally, an Attendance Committee was established through CMIT. Students with excessive absences are referred to the Truancy Office, per school policy.

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	Administrative analysis of location and frequency of reported behavior issues. Discipline referrals are reviewed every grading period for repeat offenders and Kid Talk discussions.
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	In order to properly monitor high risk areas, flexible staffing is in place at specific times and locations based on data.
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	Staff trained at beginning of the year meetings.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	Staff attended training on Tuesday, August 16 on Bullying and Suicide.
	Review referral process. (Required)	Principal or designee	Campus referral plan	Beginning of the year review of process in staff meeting and grade level meetings.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	Implementation of school wide PBIS strategies, school wide token economy plan, and use of a partner teacher for student breaks.
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	Ongoing communication and effort for teachers implementing the referral plan.
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	Professional Development sessions were provided on campus for the entire staff on Positive Behavior Supports.

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	Each grade level created mission statements and procedures. These are posted in classrooms and halls.
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	On a frequent basis, data is collected in an effort to evaluate the effectiveness of current interventions and address the need for adjustments/changes.
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	Staff trained on the procedures in PDH. Staff can refer to the Discipline Referral Flowchart for procedures.
All Students	INTERVENTION:			
			(Please complete cells below)	
	Apply classroom interventions: (Required)	All teachers	Discipline Management Plan	STAR reflection forms, use of a partner teacher for student breaks.
	Employ discipline interventions: (Required)	Designated staff	Campus Referral Plan	Staff spent first 5 days on social/emotional work in classrooms. There is ongoing effort and discussion for effectiveness of interventions.
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Discipline Management Plan	Refer to guidance counselor for lunch groups, frequent check-ins, parent phone calls as they are needed.
	Conference with parents/students. (Required)	Teachers or other staff	Discipline Management Plan	Phone calls to parents the day of a harassment/bullying report, student conferences.

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	Office Secretary	August 2016 and as the need arises	Formative Notes: During registration and Kindergarten round up, computers were used to sign up for 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	Counselor	August 2016 and as the need arises	There is an ongoing effort to work with the counselor, CTA and other staff, as appropriate, in order to identify parents without computer/internet access.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	Campus Technology Assistant	As the need arises	CTA updates website regularly.
Communicate information through eNews. Funding source: state & local	Principal	Weekly	eNews sent out weekly on Tuesdays.
Utilize social media to keep parents and community informed. Funding source: state & local	Principal and Assistant Principal	As the need arises	School Twitter, School Facebook pages, teacher facebook and instagram pages,
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	Principal	Monthly PTA meetings	There is consistent, ongoing communication between the Principal and PTA President throughout the school year.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: state & local	Principal	As the need arises	Parenting Classes scheduled 4 times per year. 2 classes in the fall, 2 in the spring. The following events/programs partnered with PTA at Shepard Elementary: Math camp; Story Night; Back-To-School Information Night; Art Night, Sock Hop

State Certified Teachers and Highly Qualified Paraprofessionals

Critical Action:

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

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

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

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. Title I Component 5 Funding source: State and Local	August 2016 to May 2017	Formative Notes: Summative Notes: Administrators and teachers attended the job fair on April 22 nd . A candidate was hired at the job fair, as well as other candidates interviewed at later dates.
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. Title I Component 5 Funding source: State and Local	Monthly Bilingual Stipends, July 2016 to June 2017	
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. Title I Component 5 Funding source: State and Local	August 2016 to May 2017	
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators. Title I Component 4 and 5 Funding source: State and Local	July 2016 to June 2017	
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards. Title I Component 5 Funding source: State and Local	July 2016 to June 2017	