



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

## Weatherford Elementary

Principal: Ben Benavides

Mission Statement: The Weatherford community inspires all students to achieve their personal best.



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): **Wednesday, September 28, 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): **Wednesday, May 24, 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>	\$120,000	Total Funding for 2 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>	\$5,000	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
Monica Luna, Julie Webster	Faculty Member	2005-2006	X,X	X, X	X,X
Shannon Wassberg	Faculty Member	2014-2015	X		X
Ericka Manning	Faculty Member	2011-2012	X	X	X
Dawn Robershaw	Faculty Member	2016-2017	X	Alt: Sonia Day	X
Kristin Wright	Faculty Member	2014-2015	X	X	X
Erika Cossette	Faculty Member, Special Education	2016-2017	X		X
Ben Benavides	Principal	2012-2013	X		X
Tita Alarcon	District Professional	2010-2011			
Tagwunda Smith	District Professional, Feeder Rep.	2014-2015			
Kristen Fislar	Campus Professional, Non-teaching	2016-2017	X	X	X
Guadalupe Alvarenga	Support Staff Member	2013-2014			
Molly Chandler	Parent-Selected by PTA	2014-2015	X	X	X
Soumeya Lehachi	Parent-Selected by Principal	2013-2014			
Ada Luz Sanchez	Parent	2012-2013			
Adriana Salazar	Parent	2013-2014			
Andrea Erwin	Parent	2014-2015			X
Leslie Meadows	Parent	2015-2016	X		X
Lane Thomas	Community Member	2014-2015	X	X	X
Sara Hutchinson	Community Member	2001-2002	X		X
Jean Sills	Business Representative	2010-2011	X	X	
Steve Ciske	Business Representative	2014-2015	X		

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

## District-Wide Goals

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

District-Wide Goals	Title I Components	Applicable Student Groups
<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.	<b>10 (Coordination and Integration)</b>	<b>All</b>
<b>Violence Prevention and Bullying</b>	<b>10 (Coordination and Integration)</b>	<b>All</b>
<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.	<b>1 (Comprehensive Needs Assessment)</b> <b>6 (Strategies to Increase Parental Involvement)</b> <b>10 (Coordination and Integration)</b>	<b>All</b>
<b>Highly Qualified Staff:</b> The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.	<b>1 (Comprehensive Needs Assessment)</b> <b>3 (Instruction by State Certified Staff)</b> <b>4 (High-Quality Professional Development)</b> <b>5 (Strategies to Attract State Certified Teachers)</b> <b>10 (Coordination and Integration)</b>	<b>All</b>
<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)	<b>1 (Comprehensive Needs Assessment)</b> <b>7 (Transition)</b> <b>10 (Coordination and Integration)</b>	<b>Title I only</b>

## 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. Analyze and discuss student performance data, including teaching students to monitor their own progress. PPPA CL #12

2. Define and reinforce high-yield instructional strategies as tools to support rigorous learning. PPPA SW #11

3. Supplement classroom interventions with targeted support for students who perform below grade level. PPPA SW #17

4.

5.

### Critical Action 1

**Critical Action:** Analyze and discuss student performance data, including teaching students to monitor their own progress. PPPA CL #12

<b>Project Lead:</b>	Principal							
<b>Staff, Title I Staff:</b>	Grade level teachers, Instructional Specialist, Bilingual Instructional Specialist, Title I instructional Support Staff, PACE, ESL, and Dyslexia Instructional Staff							
<b>Materials and Resources:</b>	PISD curriculum , MAP, Edugence							
<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
<p><b>Teach students to self-monitor learning and self-monitor multiple performance indicators.</b></p> <p>1. Grade level and vertical teams will determine and share exact strategies teachers will use to communicate the academic objectives to students and what tracking tools will be utilized for students to track their performance.</p> <p><b>(Components 1, 2, 8, 9)</b> <b>Funding Source: Title I, SCE, State and Local</b></p>	<p>Weekly grade level team meetings Monthly vertical team meetings Daily Instruction</p>	<p>Meeting notes Planning notes Student data tracking tool</p>	<p><b>Formative Notes:</b> Grade level teams meet weekly and are communicating performance results to students who are using tracking tools to note their progress.</p> <p><b>Summative Notes:</b> Grade level teams met weekly all year and shared performance results. Students used varied tracking tools to measure their progress.</p>
<p><b>Teach students to set specific learning goals and monitor progress toward goals.</b></p> <p>1. Grade level teams will determine how to help all students, especially at-risk students, establish and promote academic goals as well as procedures to monitor progress on academic achievements.</p> <p><b>(Components 1, 2, 8, 9)</b> <b>Funding Source: Title I, SCE, State and Local</b></p>	<p>Weekly grade level team meetings Daily Instruction</p>	<p>Meeting notes Planning notes Student data tracking tool</p>	<p><b>Formative Notes:</b> Teachers are promoting academic goals and working specifically with at-risk students to increase academic achievement.</p> <p><b>Summative Notes:</b> Teachers promoted academic goals and worked specifically with at-risk students to increase academic achievement. Benchmark performance was monitored and instruction adjusted to meet student needs.</p>

## Critical Action 2

**Critical Action:** Define and reinforce high-yield instructional strategies as tools to support rigorous learning. PPPA SW #11

<b>Project Lead:</b>	Principal							
<b>Staff, Title I Staff:</b>	Grade level teachers, Instructional Specialist, Bilingual Instructional Specialist, Title I instructional Support Staff, PACE, ESL, and Dyslexia Instructional Staff							
<b>Materials and Resources:</b>	PISD curriculum , MAP, Edugence							
<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 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><b>Identify and promote common understanding of best instructional practices.</b></p> <p>1. Teachers will conduct peer classroom visits with a focus on identifying high-yield instructional strategies</p> <p><b>(Components 1, 2, 3, 4)</b> <b>Funding Source: Title I, SCE, State and Local</b></p>	Peer observations once per semester	Peer observation notes	<p><b>Formative Notes:</b> Teachers are conducting peer observations with peers within the building.</p> <p><b>Summative Notes:</b> Teachers observed each other within the building and completed observational reflections.</p>
<p><b>Implement high-yield instructional practices based on student performance data</b></p> <p>1. Teachers will share and reinforce these instructional strategies during grade level team meetings and faculty meetings.</p> <p>2. Teachers will implement high yield instructional practices and reflectively share observations and student performance data.</p> <p><b>(Components 1, 2, 3)</b> <b>Funding Source: Title I, SCE, State and Local</b></p>	Weekly team meetings and monthly staff meetings Daily instruction	Meeting notes Planning notes Student data	<p><b>Formative Notes:</b> Teachers are sharing and using best practices, in particular those defined in the <u>7 Steps to a Language Rich Classroom</u></p> <p><b>Summative Notes:</b> Teachers used Google Classroom to share and compare best practices, in particular those defined in the <u>7 Steps to a Language Rich Classroom.</u></p>

### Critical Action 3

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

<b>Project Lead:</b>	Principal							
<b>Staff, Title I Staff:</b>	Grade level teachers, Instructional Specialist, Bilingual Instructional Specialist, Title I instructional Support Staff, ESL, and Dyslexia Instructional Staff, Special Education Staff							
<b>Materials and Resources:</b>	PISD curriculum and 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 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><b>Proactively develop intervention plans for students performing below grade level and Special Education students.</b></p> <p>1. Use student assessment data and teacher input to identify the students at each grade level who are going to require additional instructional supports from the first day of the school year. Ensure that these students receive these services. <b>(Components 1, 2, 3, 4, 9, 10)</b> <b>Funding Source: Title, SCE, State and Local</b></p>	Beginning of the year grade level analysis of student data; monthly Kid Talk/CMIT/ARD meetings, Weekly grade level meetings	Meeting notes Planning notes Student data	<p><b>Formative Notes:</b> Teachers are reviewing assessment data on a weekly basis and adjusting instruction and implementing interventions for at-risk students.</p> <p><b>Summative Notes:</b> Teachers reviewed assessment data on a weekly basis and adjusting instruction and implementing interventions for at-risk students. Teachers and specialists met at monthly Kid Talk meetings, and periodic CMIT and ARD meetings.</p>
<p><b>Provide proactive support for students performing below grade level and Special Education students.</b></p> <p>1. Structure specific instruction opportunities for the prerequisite skills in classroom tutorial or small group sessions that precede the new unit of study. In K-3 we will have students from across classrooms who need this instruction take part in the instruction. Students in 3-5 will receive this instruction in small group lessons from subject teachers. Special Education students will receive this instruction in small groups or one on one with a Special Education staff member.</p>	Daily as needed	Planning notes Student data	<p><b>Formative Notes:</b> Teachers are providing intervention in flexible small groups during class time, intervention and enrichment blocks, and after school tutoring.</p> <p><b>Summative Notes:</b> Teachers provided intervention in flexible small groups during class time, intervention and enrichment blocks, and after school tutoring. Adult temp tutors were utilized to reinforce targeted instructional materials for students performing below grade level.</p>

<b>Action Step</b> <b>(Title I Component # and Funding Amounts per Action Step)</b>	<b>Implementation Timeline</b> <b>per Action Step</b>	<b>Implementation Evidence</b> <b>per Action Step</b>	<b>Formative &amp; Summative Notes</b> <b>per Action Step</b>
<p><b>(Components 1, 2, 3, 9, 10)</b>  <b>Funding Source: Title I , SCE, State and Local</b></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)
<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	<p><b>Formative Notes:</b> Campus Wellness Captain and Team are in place and actively promoting health and wellness .</p> <p><b>Summative Notes:</b> Campus Wellness Captain and Team facilitated a student walking group in the mornings, and provided wellness tips in the weekly staff memo.</p>
K-8	Include at least one Parent on Campus Wellness Team. <b>(Required)</b>	Campus Wellness Captain	Campus Wellness Plan	
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. <b>(Required)</b>	Principal	Coordinated School Health Curriculum	
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	
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	
<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	
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	P.E. Teacher	Fitnessgram Student Report	

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	report cards are printed (4th and 7th grade) and sent to parents or linked through 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	
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. <b>(Required)</b>	P.E. Teacher	Pedometers; heart rate monitors	
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	
K-5	Ensure students are receiving daily unstructured play during recess. <b>(Required)</b>	Principal	Master Schedule, Staff Supervising Schedule	
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. <b>(Required)</b>	Principal	Resources available upon request	
<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	

## 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	<p><b>Formative Notes:</b> Violence Prevention and Anti-Bullying expectations are effectively communicated and vigilantly upheld.</p> <p><b>Summative Notes:</b> Violence Prevention and Anti-Bullying expectations are effectively communicated and vigilantly upheld. Concerns during the year were immediately addressed with students, staff, and parents.</p>
	Monitor high risk areas. <b>(Required)</b>	Principal Designee	Staff assignments/schedule	
	Follow Campus Rules/Expectations. <b>(Required)</b>	Principal	Code of Conduct, District Handbook Campus Handbook	
<b>Staff</b>	<b>EDUCATION:</b>			
	Participate in annual staff training on bullying/sexual harassment. <b>(Required)</b>	Principal or designee	Handouts/PowerPoint	
	Review referral process. <b>(Required)</b>	Principal or designee	Campus referral plan	
<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	
	Implement campus referral plan. <b>(Required)</b>	Principal or designee	Campus Referral Plan	

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Utilize Discipline Management strategies. <b>(Required)</b>	Principal or designee	Discipline Management Plan	

**Strategies for Accomplishing Violence Prevention and Bullying Critical Action:**

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
<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	
	Monitor high risk areas. <b>(Required)</b>	All staff	Schedule (if necessary)	
<b>All Students</b>	<b>EDUCATION:</b>			
	Explain referral process/contacts. <b>(Required)</b>	All teachers	Referral Plan	
<b>All Students</b>	<b>INTERVENTION:</b>			
				(Please complete cells below)
	Apply classroom interventions: <b>(Required)</b>	All teachers	Grade level PBS plans	
	Employ discipline interventions: <b>(Required)</b>	Designated staff	Discipline referral forms, Kid Talk and CMIT forms	
	Use other intervention strategies as necessary/appropriate. <b>(Required)</b>	Administrative staff or counselors	Discipline referral forms, Kid Talk and CMIT forms	
	Conference with parents/students. <b>(Required)</b>	Teachers or other staff	Discipline referral forms, Kid Talk and CMIT forms	

## 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, and Local Funds</b>	Office staff/Parent Portal	Beginning July 2016 and continuing as needed	<b>Formative Notes:</b> All parents have access to and are registered in Parent Portal.  <b>Summative Notes:</b> All parents have access to and are registered in Parent Portal.
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, and Local Funds</b>	Principal, teachers, office staff	Beginning July 2016 and continuing as needed	
Upgrade and maintain the campus website for easy access and increased communication with the community. <b>Funding source: state &amp; local</b>	Principal or designee	Beginning July 2016 and continuing as needed	
Communicate information through eNews. <b>Funding source: state &amp; local</b>	Principal or designee	Weekly	
Utilize social media to keep parents and community informed. <b>Funding source: state &amp; local</b>	Principal or designee	Beginning July 2016 and continuing as needed	
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. <b>Funding source: state and local</b>	Principal or designee	Monthly	
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) <b>Funding source: state &amp; local</b>	Principal or designee	As the need arises	

## 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	<b>Formative Notes:</b> Administrators and Staff will attend April 22 PISD Job Fair.  <b>Summative Notes:</b> Administrators and Staff attended April 22 PISD Job Fair.
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	
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	
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	
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	

**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>	<b>Principal</b>
<b>Staff, Title I Staff:</b>	<b>Pre-K and Kindergarten staff</b>
<b>Materials and Resources:</b>	<b>Parent handouts, Ramp Up Kits</b>

**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.	As the need arises	<p><b>Formative Notes:</b> Kinder staff works throughout the year with Early Childhood Centers to ensure smooth transition.</p> <p><b>Summative Notes:</b> Kinder staff worked throughout the year with Early Childhood Centers to ensure smooth transition. Extra meetings were held this year in anticipation of adding Pre-K to the Weatherford campus for the 2017-18 school year.</p>
Parent orientations are held to explain the kindergarten program to parents.	April 2017	
Transition books are used with students and families to provide pictorial support during transition. <b>Title I Components: 6, 7, 9, 10</b> <b>Funding Sources: Title I \$500, State and Local</b>	As needed with individual students	
Have preschool teachers provide the future kindergarten teacher with children’s portfolios or a written record of their learning during preschool.	Second semester	
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. <b>Title I Components: 6, 7, 9,10</b> <b>Funding Sources: Title I \$2,000, State and Local</b>	As the need arises	
<b>NEW</b> - Arrange for new preschool teachers to visit each Kindergarten classrooms.	As the need arises	