



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

## Daffron Elementary

Principal: Cindy Guinn

**Mission Statement:** The Daffron Community will provide educational opportunities in an environment that encourages self-directed, lifelong learners.

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 21, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Friday, January 20, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Thursday, June 01, 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>	\$60,000	Total Funding for <b>1</b> Title I Support Teachers	
<b>Parental Engagement</b>	\$2,000	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
<b>Student and Campus Capacity Building</b>	\$3,7000	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
Terri Stout	Faculty Member	2010	yes	yes	no
Cindy Burns	Faculty Member	2012	yes	yes	no
Mikki Fisher	Faculty Member	2004	yes	no	yes
Paula Diaz	Faculty Member	2013	yes	yes	yes
Joanne Curley	Faculty Member, Title I Math Specialist	2013	yes	yes	no
Rachel Webster	Faculty Member	2015	yes	no	no
<b>Deana Chandler</b>	Faculty Member , Special Education	2016	no	no	yes
Cindy Guinn	Principal	2004	yes	yes	yes
Jun Melvin	District Professional	2012	no	no	no
Linda Higbee	Campus Professional, Non-teaching	2013	yes	no	yes
Mary Smith	Campus Professional, Non-teaching <i>AD Hoc</i>	2013	yes	no	no
Pat Rankin	Campus Professional, Non-teaching <i>AD Hoc</i>	2013	yes	yes	yes
Hilda Rodriguez	Support Staff Member	2016	no	no	no
Jenny Sideris	Parent-Selected by PTA	2016	yes	yes	no
Carol Jennings	Parent-Selected by Principal	2016	yes	yes	no
Marina Rapoport	Parent	2015	no	yes	no
Jill Rashdi	Parent	2015	no	no	no
Wayne Kilmer	Parent	2015	no	no	no
Katie Jones	Parent	2015	yes	yes	yes
Kathryn Mueller	Community Member	2015	no	no	no
Debra Miller	Community Member	2015	no	no	no
Mooyah Burger	Business Representative	2014	no	no	no
Chick-Fil-A	Business Representative	2014	no	no	no

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. Supplement classroom interventions with targeted support for students who demonstrate early mastery of the curriculum and for students who perform below grade level. (PPPA SW 17)
2. Reinforce the use of high yield instructional strategies specifically to target 4<sup>th</sup> and 5<sup>th</sup> grade math instructional practices. (PPPA SW 11)
3. Plan professional development that addressed student needs (CA 7) specifically to develop campus wide implementation of a “Growth Mindset” and awareness of the concept of “Grit”.
- 4.
- 5.

### Critical Action 1

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

<b>Project Lead:</b>	<b>Principals</b>							
<b>Staff, Title I Staff:</b>	<b>Grade level Team Leaders, classroom teachers, librarian, parent volunteers</b>							
<b>Materials and Resources:</b>	<b>PISD curriculum, Mind Mission curriculum and materials, library materials/books, MAP Assessment Data</b>							
<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>Ensure that any school-level learning opportunity* you provide for students who demonstrate early mastery of the stated curriculum** extends their thinking about the standard(s) being studied. A classic error when providing additional activities for early mastery students is to give them more of the same. Extended learning opportunities and activities should be carefully crafted to require deeper levels of thinking and investigation relative to the same standard for which they have demonstrated mastery.</p> <p>Students performing below grade level will be provided targeted interventions by grade level teachers and instructional support. Title I teacher will also monitor and support students below grade level.</p> <p><b>(Components 1, 2, 8, 9, 10)</b> <b>Funding source: Title I, SCE, State and Local</b></p>	Review every 9 week	Team Planning Notes and Group Rosters, Student Data (MAP testing data, State and Local assessments)	<p>Team Planning Meetings are held weekly. Enrichment activities are documented in plans. Differentiated activities are provided. PACE teacher, Rachel Webster, teaches enrichment classes for kindergarten using Thinkercize.</p> <p>Title I groups were reviewed and adjusted based on progress. Ms. Bowen, Title I support teacher, tutors 2<sup>nd</sup> and 3<sup>rd</sup> grade students weekly.</p>
<p>Begin by studying the academic objectives for any given unit of study. Determine what types of knowledge and skills students would be developing if their learning was to be taken to a deeper level. For example, if students were to have read an assigned piece and to summarize the conflicting opinions in the piece, the extended activity may ask students to select one of the opinions and to defend it. Or, students might be asked to select one of the opinions and prepare to debate with another student who chose a differing opinion. School-level supports provide activities and ideas for teachers to use for specific extensions to each academic objective.</p> <p><b>(Components 1, 2, 8, 9, 10)</b> <b>Funding source: Title I, SCE, State and Local</b></p>	Review every 9 week	Team Planning Notes and Group Rosters, Student Data (MAP testing data, State and Local assessments)	Teachers monitor groups to make sure targeted instruction is provided at the appropriate level and is based on student need. Groups are fluid and assessment are done regularly to document mastery or continued need for specific strategy.

## Critical Action 2

**Critical Action:** Reinforce the use of high yield instructional strategies specifically to target 4<sup>th</sup> and 5<sup>th</sup> grade math instructional practices. (PPPA SW 11)

<b>Project Lead:</b>	Principals							
<b>Staff, Title I Staff:</b>	4 <sup>th</sup> and 5 <sup>th</sup> grade classroom teachers, Title I teacher, math PLC members							
<b>Materials and Resources:</b>	PISD curriculum, Mentoring Math © support materials, Title I small group tutoring							
<b>Targeted Area:</b>	<input type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input checked="" type="checkbox"/> 4 <sup>th</sup> grade	<input checked="" type="checkbox"/> 5 <sup>th</sup> grade	<input type="checkbox"/> Other:

### Strategies for Accomplishing Critical Action 2:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Work collaboratively with certified teachers to identify a set of high-yield instructional strategies that all teachers will master and use in their classrooms through professional development opportunities through the CNA process. The chosen strategies must have supporting research that links their use to gains in student learning when properly employed (e.g., mastery teaching, development of higher-order thinking skills, flexible grouping).</p> <p><b>(Components 1, 2, 8, 9, 10)</b>  <b>Funding source: Title I, SCE, State and Local</b></p>	Monthly Instructional Support Team Meetings	MLP Login, Teacher evaluations, walk-through documents	<p><b>Formative Notes:</b> Grade level teams meet monthly with bilingual instructional support and regular support staff to monitor progress and make changes to groups/tutoring as needed.</p> <p><b>Summative Notes:</b> Instructional specialists and Title I collaborate with on campus tutors to monitor success.</p>
<p>Through the CNA process, we will determine how many strategies to include on your school-wide list. Strategies to target at-risk students will be included. We will list the set of competencies that certified teachers must have to be skilled in each instructional strategy. This practice provides an excellent opportunity for teachers to collaborate across subjects and grades.</p> <p><b>(Components 1, 2, 8, 9, 10)</b>  <b>Funding source: Title I, SCE, State and Local</b></p>	Monthly Instructional Support Team Meetings	Team meeting notes, Student Data (MAP testing data, State and Local assessments)	MAP scores for winter were reviewed.
<p>Determine how leaders will ensure that all faculty members are skilled in the use of the identified strategy. Perhaps teachers who demonstrate the strongest skills in each strategy can lead brief sessions across a number of weeks for colleagues. Carefully structure the opportunity for all teachers to master the instructional strategies that have been identified as important for all staff members to employ. This support might include master teachers, instructional coaches, or collaborative team study.</p> <p><b>(Components 1, 2, 8, 9, 10)</b>  <b>Funding source: Title I, SCE, State and Local</b></p>	Once per semester	MLP Login, Teacher evaluations, walk-through documents	<p>PWT's are used to monitor classroom instruction as well as random observations.</p> <p>Staff meeting to learn more about "7 Steps to a Language Rich Classroom" was presented by teams on January 25, 2017. Following a new walk through form will be used to document the use of the 7 strategies.</p>

### Critical Action 3

**Critical Action:** Plan professional development that addressed student needs (CA 7) specifically to develop campus wide implementation of a “Growth Mindset” and awareness of the concept of “Grit”.

<b>Project Lead:</b>	Principals							
<b>Staff, Title I Staff:</b>	Campus Grade Team Leaders, Leadership Team, all classroom teachers							
<b>Materials and Resources:</b>	None at this time							
<b>Targeted Area:</b>	<input type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<input type="checkbox"/> Other:

#### Strategies for Accomplishing Critical Action 3:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Embed professional development activities into the teacher's day to the greatest extent possible. As stated by Rick DuFour ( <a href="http://www.learningforward.org/news/jsd/dufour252.cfm">http://www.learningforward.org/news/jsd/dufour252.cfm</a> ), the "best staff development is in the workplace, not in a workshop."  <b>(Components 1, 2, 4)</b> <b>Funding source: Title I, SCE, State and Local</b>	Monthly Instructional Support Team Meetings	MLP Login , Teacher evaluations, walk- through documents	<b>Formative Notes:</b> Scheduled observations, goal setting with every teacher, instructional specialist monthly training, <b>Summative Notes:</b>
Have your leadership team continue to brainstorm what activities might be used to develop this practice in your school (e.g., creating common assessments, developing model lessons, analyzing standards, etc.). Develop your specific plan to begin establishing this practice in your school.  <b>(Components 1, 2, 4)</b> <b>Funding source: Title I, SCE, State and Local</b>	Monthly Instructional Support Team Meetings	MLP Login , Teacher evaluations, walk- through documents	All teachers participated in professional development in order to reach their personal goals for TTESS,



## 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	Assigned committee members: Traci Schell, Christy Hamilton, Cole Meger, Pat Rankin, John Lowrance, Melissa Reynolds, Joanne Curley
K-8	Include at least one Parent on Campus Wellness Team. <b>(Required)</b>	Campus Wellness Captain	Campus Wellness Plan	Assigned parent
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	Follow the TEKS and incorporate in lesson plans
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	Updated monthly
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	Monthly fitness newsletter
	<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	3,4,5 students participate
4 <sup>th</sup> & 7 <sup>th</sup>	<b>(NEW ACTION STEP)</b> Ensure all data for 3 <sup>rd</sup> -8 <sup>th</sup> grade students is entered on timely basis, fitness report cards are printed (4th and 7th grade) and sent to parents or linked through	P.E. Teacher	Fitnessgram Student Report	Reports will be sent home with 4 <sup>th</sup> and 5 <sup>th</sup>

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	myPISD. <b>(Required)</b>			
<b>PHYSICAL ACTIVITY REQUIREMENTS:</b>				
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. <b>(Required - Form Provided)</b>	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	150 minutes a week as per student report
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. <b>(Required)</b>	P.E. Teacher	Pedometers; heart rate monitors	During physical education as per student report
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	District curriculum and lesson plans
K-5	Ensure students are receiving daily unstructured play during recess. <b>(Required)</b>	Principal	Master Schedule, Staff Supervising Schedule	30 minutes of recess daily
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. <b>(Required)</b>	Principal	Resources available upon request	Go Noodle and other brain breaks
<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	Teachers will be notified to call parents and they send letters as needed.

## 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	<ul style="list-style-type: none"> <li>• Students learn strategies in counseling to equip themselves for unwanted situations</li> <li>• Survey report</li> <li>• Counselor lesson plans/notes</li> </ul>
	Monitor high risk areas. <b>(Required)</b>	Principal Designee	Staff assignments/schedule	Staff members monitor and address all reported and observed situations.
	Follow Campus Rules/Expectations. <b>(Required)</b>	Principal	Code of Conduct, District Handbook Campus Handbook	Posted and addressed in all classrooms at the beginning of the school year.
<b>Staff</b>	<b>EDUCATION:</b>			
	Participate in annual staff training on bullying/sexual harassment. <b>(Required)</b>	Principal or designee	Handouts/PowerPoint	This is included in the required list of videos to watch at the beginning of the school year during August and September.
	Review referral process. <b>(Required)</b>	Principal or designee	Campus referral plan	Counselor will document and review yearly at the beginning of school, updates the staff on the 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	Each grade level has procedures designed to best meet the needs of their students.
	Implement campus referral plan. <b>(Required)</b>	Principal or designee	Campus Referral Plan	<ul style="list-style-type: none"> <li>• Documented parent phone calls and conferences</li> <li>• Kid Talk notes</li> <li>• CMIT notes</li> </ul>
	Utilize Discipline Management strategies. <b>(Required)</b>	Principal or designee	Discipline Management Plan	<ul style="list-style-type: none"> <li>• Love &amp; Logic material check out documents</li> <li>• Positive Behavior Support report</li> </ul>

**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	Posted in every class and online for parents as well as the student/parent handbook
	Monitor high risk areas. <b>(Required)</b>	All staff	Schedule (if necessary)	Teachers are posted throughout the building to monitor students as well as outside during carpool, bus arrival and recess
<b>All Students</b>	<b>EDUCATION:</b>			
	Explain referral process/contacts. <b>(Required)</b>	All teachers	Referral Plan	Parent Student handbook and district policy guide
<b>All Students</b>	<b>INTERVENTION:</b>			
	(Please complete cells below)			
	Apply classroom interventions: <b>(Required)</b>	All teachers	Classroom teachers "R-Time" materials	Weekly lesson plans and reflective notes
	Employ discipline interventions: <b>(Required)</b>	Designated staff	Classroom teachers	Expectations and procedures are in place and are modified and adapted as needed.
	Use other intervention strategies as necessary/appropriate. <b>(Required)</b>	Administrative staff or counselors	Classroom teachers, office staff	<ul style="list-style-type: none"> <li>Instructional Support schedules and lesson plans</li> <li>Intervention Specialists (special education) schedules and lesson plans</li> </ul>
	Conference with parents/students. <b>(Required)</b>	Teachers or other staff	Teachers, administrators / conference room for parent meetings when necessary	3rd, 4 <sup>th</sup> , 5 <sup>th</sup> grade students schedule parent/teacher conferences in Oct. and other times as needed. Kdg., 1 <sup>st</sup> 2 <sup>nd</sup> have conferences 3 x's a year.

## Parent Involvement

### Critical Action:

The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

### Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and electronic information. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local Funds</b>	Mary Smith Tia Green	August 2016, as the need arises with new enrollees. Evidence: Paper documentation of outgoing information, Raptor reports of campus visits.	<b>Formative Notes:</b> Parent/teacher back to school meetings: parents given opportunity to set up email, register for parent portal, sign up for eNews, etc  <b>Summative Notes:</b>
Identify parents without computer/internet access to offer hard copies of school information. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local Funds</b>	PTA Volunteers Teachers	August 2016, as the need arises with new enrollees. Evidence: Computers at Home program roster, mobile computer schedule and sign-in roster, Raptor report.	Computers were available in the library and PTA room as well as people to assist.
Upgrade and maintain the campus website for easy access and increased communication with the community. <b>Funding source: state &amp; local</b>	Holly Slotkin Chen Chen Lee	August 2016, as the need arises	
Communicate information through eNews. <b>Funding source: state &amp; local</b>	Mary Smith	Weekly eNews. Evidence: Daffron website and Daffron PTA website	Enews is sent every Tuesday and/or as needed.
Utilize social media to keep parents and community informed. <b>Funding source: state &amp; local</b>	Mary Smith Grade level team leaders	As the need arises.	Phone messages, Enews, Bloomz
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. <b>Funding source: state and local</b>	Jenny Sideris	Once a month prior to PTA Board meeting.	Board meetings are held the first Monday of the month
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) <b>Funding source: state &amp; local</b>	Pat Rankin Jenny Sideris	Informational meetings offered in the fall and spring semesters	Daffron PTA provides informational meetings on parenting. (cyberbullying, anger management, love and logic)

## 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	TEAMS includes applicants and information
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>Principals</b>
<b>Staff, Title I Staff:</b>	<b>Pre-K and Kindergarten staff</b>
<b>Materials and Resources:</b>	<b>Home ready materials such as Ramp It 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.	Beginning June 2016 through June 2017	<ul style="list-style-type: none"> <li>Staff members and special education team leader observations at various pre-K sites for students coming to the campus in the upcoming school year.</li> </ul>
Parent orientations are held to explain the kindergarten program to parents.	August 2016	<ul style="list-style-type: none"> <li>RAMP kit training at registration</li> <li>Information fair</li> </ul>
Transition books are used with students and families to provide pictorial support during transition. <b>Components: 5, 6, 7 and 9</b> <b>Funding Sources: Title I, State and Local</b>	August 2016	<ul style="list-style-type: none"> <li>For those who cannot attend at spring registration, RAMP kits will be given and training provided at first parent/teacher conference</li> </ul>
Have preschool teachers provide the future kindergarten teacher with children's portfolios or a written record of their learning during preschool.	Spring 2017	My learning plan report; campus and district sign in documentation
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	Increase in number of parent participation as documented through RAPTOR, sign-in rosters, Title I end of year parent involvement report
<b>NEW</b> - Arrange for new preschool teachers to visit each Kindergarten classrooms.	Spring 2017	My learning plan report; campus and district sign in documentation