



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Hedgcoxe Elementary

Principal: Kristi Graham

Mission Statement: Hedgcoxe Elementary School is committed to developing responsible citizens by creating an engaging, caring learning community based on trust and the celebration of one another.



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): **Monday, September 12, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Monday, January 23, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Monday, May 22, 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
Tamicah Tuggle	Faculty Member	2013-2014	Yes	No	Yes
Jennifer LeWinter	Faculty Member	2013-2014	Yes	Yes	Yes
Amy Smith	Faculty Member	2013-2014	No	Yes	Yes
Mercedes Henderson	Faculty Member	2016-2017	Yes	Yes	No
Shannon Wallace	Faculty Member	2016-2017	Yes	Yes	Yes
Nina Tabanian	Faculty Member	2012-2013	Yes	Yes	Yes
Karen Rippel	Faculty Member	2016-2017	Yes	Yes	Yes
Gail Brooker	Faculty Member, Special Education	2016-2017	Yes	Yes	No
Kristi Graham	Principal	2003-2004	Yes	Yes	Yes
Sandra Fida	District Professional	2012-2013	No	No	No
Janice Jones	Campus Professional, Non-teaching	2008-2009	Yes	Yes	Yes
Maria Gallastegui	Support Staff Member	2016-2017	Yes	Yes	Yes
Courtney Clayton	Parent-Selected by PTA	2016-2017	Yes	Yes	Yes
Alicia Wanek	Parent-Selected by Principal	2016-2017	Yes	Yes	Yes
Victoria Grey	Parent	2016-2017	No	Yes	Yes
Tina Firgens	Parent	2016-2017	No	Yes	Yes
Alicia Wanek	Parent	2016-2017	Yes	Yes	Yes
Rashida Rasheed	Parent	2016-2017	No	No	No
Tracy Lake	Community Member	2016-2017	No	No	No
Vickie Grayson	Faculty Member	2016-2017	Yes	Yes	Yes
<i>Committee member search still in progress</i>	Community Member		Yes	Yes	Yes
Lori Ruml	Business Representative	2016-2017			
<i>Committee member search still in progress</i>	Business Representative		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
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. Participate in peer classroom visits in order to improve the instructional practices of the team. (PPPA CL# 5)

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.

4.

5.

Critical Action 1

Action: Participate in peer classroom visits in order to improve the instructional practices of the team. (PPPA CL# 5)

Project Lead:	Principal, Administrative Intern							
Staff, Title I Staff:	All Classroom teachers							
Materials and Resources:	Observation/feedback forms							
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	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Visit other classrooms as part of collaborative process</p> <p>Provide opportunities for teachers to visit other team member's classrooms.</p> <p>Teachers will visit another staff member during their planning time.</p> <p>Provide structured time for teachers to debrief following a visit. The teachers will analyze the instruction they observed (what worked and what didn't work).</p> <p>The teachers will visit peers 5 times per school year. The teams will set specific goals for observations.</p>	<p>During team planning time five times per year</p>	<p>Peers observations notes TL Meeting notes Team meeting notes</p>	<p>Every teacher has a QR code that once scanned will deliver information to the principal and to the person visited.</p> <p>Teachers learn from their peers and from discussing their observations with their teams</p> <p>Aug 2016- Staff meeting. Critical action was presented to staff.</p> <p>Formative Notes: Teachers added their goal to the QR code for the observing teacher to give them feedback.</p> <p>Summative Notes: Teachers used observations to better their practices.</p>
<p>Participate in focused learning team walks</p> <p>Develop a structure for learning team walks in the school with a particular focus for the walk investigating the use of a particular practice or strategy.</p> <p>Team members use observation documents to record their observations. At the end of the walk, team members review their observations and make salient observations. Then the team meets</p>	<p>During team planning time five times per year</p>	<p>Use of google forms and QR codes TL meeting notes Team meeting notes</p>	<p>Aug 2016- Staff meeting. Teachers were presented with the QR codes</p> <p>Formative Notes: A form was developed to facilitate discussion for the team observation.</p> <p>Lesson plans are shared through google to make the observation valuable.</p>

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
with school leaders and teachers whose classrooms were visited to discuss their observations.			Summative Notes: New practices were incorporated into shared lesson plans
<p>Fully discuss instructional strategies following observations</p> <p>Provide structured time for teachers to meet with their teams following any peer observation to discuss the instructional strategies that were used and observed.</p> <p>Teachers will focus on an objective analysis of what was and was not working in a lesson</p>	Weekly team meetings Monthly team leader notes	Team meeting notes Team leader notes Lessons plans	<p>The teachers will meet with their team and make an objective analysis of the strategy or practice seen and determine if the learning could be implemented in their team or classroom.</p> <p>Formative Notes: Teams discussed observations to better their practices</p> <p>Summative Notes: Teachers incorporated new learning into their daily instruction.</p>

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:	Classroom teachers							
Staff, Title I Staff:	All staff							
Materials and Resources:	Edugence, content related research, district PDH, outside training/PDH, formative assessment including MAP, TPRI, running records, and unit tests, district curriculum							
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>Develop Intervention plan for students performing below grade level or demonstrating early mastery of the curriculum</p> <p>Use student assessment data and teacher input to identify the students at each grade level that are going to require extra support from the first day of the school year.</p> <p>Develop, distribute, and implement the plan to provide this remediation beyond the classroom teacher for below grade level students.</p>	<p>Beginning of school year 2016, team meetings once a week, CMIT/504 twice a semester, parent conferences twice a year or as needed</p>	<p>Formative assessments. PES scores and STAAR gap analysis, STAAR item analysis and student progress. TPRI and Plano literacy, TELPAS</p>	<p>All staff will be involved in the 2015-2016 data analysis to determine the students that need intervention from the first day of school. In August 2016 the teachers had the opportunity to do a data analysis to determine the students that will require extra interventions or enrichment and developed PAW time (Personal Academic Work) and Genius Time.</p> <p>Formative Notes: Data was analyzed after the winter administration of MAP to provide targeted instruction to all students.</p> <p>Summative Notes: A plan to target intervention was developed for students below grade level. The ESL teacher and instructional specialist participated in team meetings. Kid talk in every grade level, CMIT, 504, and special education helped identify students who required extra support.</p>
<p>Provide proactive support for students performing below grade level</p> <p>Provide support for students who are performing below grade level to gain the specific prerequisite skills needed before they are introduced to new grade level content.</p>	<p>Team meetings once a week, daily lesson plans, CMIT/504 twice a semester,</p>	<p>Team planning notes, Team leader notes, lesson plans ESL notes, pre-</p>	<p>Paw time will be implemented in every grade level and teacher will provide individualized target tutoring before or after school as needed. Pre-assessments will be used to determine students who need extra help or already mastered the unit of study. Peer tutors will help support</p>

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Analyze each unit of study to determine what necessary prerequisite skills students must possess to be able to engage with the new learning content successfully.</p> <p>Explore the use of peer tutors to help support below level students.</p>	Special Ed IEP	assessments	<p>students.</p> <p>Formative Notes: Academic mentors are being provided to help support students.</p> <p>Summative Notes: Support was given to students who required interventions - Tier 2, Tier 3, Take Flight, Touch Phonics, ESL support.</p>
<p>Provide enhanced learning opportunities for students demonstrating early mastery of the curriculum</p> <p>Provide intellectually demanding learning opportunities for students who demonstrate early mastery of specific curricular content.</p> <p>Use pre-assessments to guide instruction.</p>	Team meetings once a week, daily lesson plans	Team planning notes, Team leader notes, lesson plans, pre-assessments	<p>Genius Time will provide enrichment for all students. The teachers will provide extension activities in lieu of regular assignments for students who mastered that objective.</p> <p>Formative Notes: The librarian provided the students with the opportunity to participate in the Hour of Code. She collaborates with teachers uploading or reviewing concepts. A makerspace will be added to the library to promote students' creativity. The Fine Arts Day will provide musical and academic educational experiences. TCAP: students with the potential of becoming PACE are invited in grades 1-5 to work with the PACE teacher for an hour once a week. ESL collaboration to provide support and enrichment. The multicultural night provides students with experiences from other countries.</p> <p>Summative Notes: All experiences increased the academic and artistic performance of the students. Students cultural awareness increased as they participated in different activities during the year. The makerspace in the library will be reevaluated next year and materials will be bought when resources are available.</p>
<p>Provide academic support aligned with the district curriculum</p> <p>School level interventions will be tightly aligned with the academic objectives the student needs to master of the district curriculum.</p>	Daily lessons plans, team meetings	Team planning notes, lesson plans	<p>PAW time will be 30 minutes daily. Research lessons will be provided by the librarian. Hound Club will be set in place for students needing organization and study skills.</p> <p>Formative Notes: Teachers are forming fluid groups depending on students' needs after analyzing winter</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
Intervention is coordinated across school.			<p>MAP scores. The ESL teacher provides support through interactive word walls, guided reading, and vocabulary instruction in all subjects.</p> <p>Summative Notes: Small group intervention took place targeting students' individual needs.</p>
<p>Evaluate the effectiveness of student interventions</p> <p>Determine how you will evaluate the effectiveness of any school-level learning interventions that you provided.</p> <p>Abandon interventions that do not result in increased student performance.</p>	Formative assessments done through the year and summative assessments at the end of the year	MAP, Unit tests, teacher observations, STAAR, TELPAS, TPRI	<p>The teachers will evaluate the result of the interventions to determine changes that will improve the effectiveness of the interventions. Tutoring will be individualized for students that need targeted instruction.</p> <p>Formative Notes: Teachers are providing focus tutoring to students that require extra practice or front loading of academic objectives.</p> <p>Summative Notes: Tutoring was individualized and focused on the students' needs.</p>

Health, Fitness and Attendance

Critical Action:

The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH, FITNESS and ATTENDANCE of their students. (SB 892; Education Code 11.253(d); BQ LEGAL)

Strategies for Accomplishing Health, Fitness and Attendance Critical Action:

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	COORDINATED SCHOOL HEALTH:			
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. (Required - Form Provided)	Principal	Campus Wellness Plan	Complete Wellness team set up and meets 2 times in the Fall and Spring. Set goals for the year; incorporate a health goal, Physical/active goal and a community service goal. Formative Notes: Evaluated progress toward goals and reviewed documentation Summative Notes: Evaluate goal attainment
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	Adrian Watson
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	Health components are discussed on a weekly basis.
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	Posters are displayed by cafeteria hallway.
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	Fitnic will be held by PTA at the beginning of the year.
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	We will analyze the Fitness gram Data and where students need to improve such as aerobic conditioning, muscle endurance, or flexibility and adjusted warm-up activities to work on specific areas. Data will be evaluated each time fitnessgram is given.

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	Fitnessgram reports will be printed for all 4 th grade students and will be sent home with the students.
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	P.E. class will be divided into “warm-up” and “activities-games”.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	It will be done through various games/activities and on “Fitness Friday”.
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	P.E class follows the district curriculum that includes “warm-up” and “activities-games”.
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	Unstructured play occurs daily.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	Teachers will give brain breaks during the day at determined times and extra breaks when needed.
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	Excessive absences will be filed through Truancy Court

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	Areas of risk area are playground (parameters), cafeteria, and bathrooms. Formative Notes: Summative Notes:
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	Additional teachers and aides will monitor the high risk areas. Students use a bathroom buddy system.
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	Classroom and area expectations will be discussed and reinforced appropriately from the first day of school.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	Bullying and sexual harassment training through Safe Schools for all staff in August.
	Review referral process. (Required)	Principal or designee	Campus referral plan	The campus referral process is reviewed at the beginning of the year.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	Discussed through TL meeting and staff meetings as needed
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	Discussed through TL meeting and staff meetings as needed
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	Counselor and principal are alerted of possible situations

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	R-time is utilized weekly in all classes and it includes bullying lessons. Counselor provides three bullying lessons to each class during the year
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	Counselor and principal are alerted of possible situations
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	Staff Handbook reviewed August 2016; Ongoing as needed
All Students	INTERVENTION:			
	Apply classroom interventions: (Required)	Administrative staff; team leaders	All teachers	Discussions occur at team meetings, CMIT, parent conferences and Kid Talk
	Employ discipline interventions: (Required)	Administrative staff	All staff	Special Education staff is utilized to discuss Positive Behavior strategies
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	All staff	Student conferences are used when appropriate
	Conference with parents/students. (Required)	Administrative staff	All staff	ISS staff utilized for observation and feedback

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	All teachers and staff	August 2016 and throughout the year	All parents registered via Parent Portal. Parents were welcomed to use the library if they did not have access to the internet outside the school. Formative Notes: Parents used Parent Portal to view grades and attendance. School eNews was sent monthly, grade level eNews were sent weekly, other information was sent through email, phone message, displayed on the marquee, and through flyers. Summative Notes: Information was shared systematically to the parents.
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	All teachers and staff	August 2016 and throughout the year	Weekly Yoo packets were given out, phone tree used
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	Ed Goodfellow	August 2016 and throughout the year	PTA president and the board meet with the principal Kristi Graham at least once a month
Communicate information through eNews. Funding source: state & local	Christine Sanchez	Weekly Aug 2016- June 2017	E-news used for weekly updates as needed and SMORE newsletters are used by all grade level to communicate with parents. Emails have a 24 hour response turnaround time.
Utilize social media to keep parents and community informed. Funding source: state & local	Principal, Ed Goodfellow	As needed from August 2016 – June 2017	Twitter, school and PTA Facebook account are used to communicate information and special events. Reminder is also used.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	PTA president Principal	August 2016- June 2017	PTA President along with PTA board meet with principal bi-monthly; Meetings between the principal and PTA president and other members of the PTA board occurred consistently on an as needed basis. PTA meetings are conducted

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: state & local	Brooke Burnette	August 2016- June 2017	Parent education meetings conducted throughout the year and meeting with the parents as needed.

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:
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	District allowed teachers to choose their professional development through Google classrooms, according to their personal goals. Teachers chose to attend professional development during the summer.
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	