



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Bethany Elementary

Principal: Bryan Bird

Mission Statement: **The Bethany community values the lifelong learning of each child by supporting individual social, emotional, ethical, and academic development.**



Approved by DBIC on November 14, 2016

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): **Tuesday, October 04, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Tuesday, January 24, 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
Chamonix Morejon	Faculty Member	2015	X	X	X
Kendall Stewart	Faculty Member	2015	X	X	X
Paula Kleeburg	Faculty Member	2015	X	X	X
Debi Hanson	Faculty Member	2015	X	X	X
Dara Villalpando	Faculty Member	2016	X	X	X
Nicole Christensen	Faculty Member, Special Education	2016	X	X	X
Bryan Bird	Principal	2010	X	X	X
M'Cheyl Herrera	District Professional	2016	X	X	
Kim Murff	Campus Professional, Non-teaching	2015	X	X	X
Amarah Ayaz	Support Staff Member	2016	X	X	X
Anna Hulse	Parent-Selected by PTA	2016		X	
Bernard Nance	Parent-Selected by Principal	2016			
Natalie Armstrong	Parent	2015	X	X	X
Nirav Chokshi	Parent	2016	X	X	X
Felecia Kendall	Parent	2016			
Audrey Akwenye	Parent	2016	X	X	
Andrew Branson	Community Member	2015			
Terri Tygart	Community Member	2015	X		X
Brittany Perez	Business Representative	2015			
Tim Hogan	Business Representative	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
Health, Fitness and Attendance: The campus will utilize their coordinated health program and analyze their student fitness data to set goals and objectives to encourage the health, fitness and attendance of their students.	10 (Coordination and Integration)	All
Violence Prevention and Bullying	10 (Coordination and Integration)	All
Parental Involvement: The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.	1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)	All
Highly Qualified Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.	1 (Comprehensive Needs Assessment) 3 (Instruction by State Certified Staff) 4 (High-Quality Professional Development) 5 (Strategies to Attract State Certified Teachers) 10 (Coordination and Integration)	All
Transition of Pre-KN Students: The transition from early childhood to elementary school is supported by the campus and district. (Title I Campuses only)	1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)	Title I only

Improvement Plan Critical Actions

The areas for school-wide and/or targeted core-subject Critical Actions were identified using the following sources:

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P³A School Wide and Classroom Level);
- STAAR/EOC Gap Analysis;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

School Wide and/or Targeted Grade Level Critical Actions
1. Provide opportunities for teachers to develop leadership capacity. PPPA SW #4
2. Define high-yield instructional strategies and reinforce their use in all classrooms. PPPA SW #11

Critical Action 1**Action:** Provide opportunities for teachers to develop leadership capacity. PPPA SW #4

Project Lead:	Campus Principal							
Staff, Title I Staff:	Grade Level Team Members, Specialists, Specials, Special Education, Administrators							
Materials and Resources:	Google Drive, Various Books and Print Material, Plano Walk Throughs, Various Materials for Assemblies, Google Classroom							
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
1. Work collaboratively with teachers to identify a list of leadership roles/responsibilities that teachers would be interested in undertaking.	Google Form at beginning and middle of year	Google Form results	Teams answered questions on a Google Form to identify opportunities for teachers to lead (September 2016 and January 2017).
2. Identify and utilize teachers to carry out and develop leadership responsibilities in order to ensure high-quality instruction.	Weekly Walkthroughs; Monthly PD and "IWK" meetings; Teacher Training as available, Teacher collaboration with other district groups as available	Observation notes from ongoing walkthroughs; Teachers Leading PD and "IWK" meetings; Teachers attend training for leadership roles	Teachers identified as leaders for training on various topics. IWK Meetings-September, October, February, March, April, and May Guided Reading Trainings- 10/19, 11/9, 12/14, 1/11, 2/8 led by teachers.
3. Form a leadership team to redesign and lead monthly Monday Morning Assemblies.	September 2016; monthly	Assembly Agendas with names of teachers responsible, email correspondence	Assemblies redesigned at September Team Leader Meeting; Instructional Specialist emailed staff to find teachers who wanted to help lead assemblies. First Assembly led by this team October 3, 2016. Team also led November, December, January, February, March, April, and May Morning Assemblies.

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. Redesign monthly PLC Meeting procedures into “I Wanna Know” (IWK) Meetings to allow more leadership roles for teachers.	Monthly	Staff Meeting Notes, Google Sheet used for teacher sign-ups, Google Classroom	September 2016 Staff Meeting-Teachers contributed ideas for PLC/IWK topics; September 2016-Teachers selected a PLC/IWK topic via Google Forms and were added to the correlating Google Classroom; November 2016-Teachers added resources on their Google Classroom and participated in PLC/IWK groups. PLC/IWK groups canceled in December and January in order to complete a book study on leadership. PLC/IWK meetings for Spring semester in February, March, April, and May.
5. Collaborate with other district groups	February 2017	Google Form with discussion topics, email correspondence, meeting notes, sign-in sheets	January 5-Principal sent Google links to staff to allow contribution of ideas for topic discussion that day. February 20-Met with 5 other “like campuses” on Professional Development Day, February 20. Specialized staff members meet regularly with their district departments for collaboration.

Critical Action 2

Critical Action: Define high-yield instructional strategies and reinforce their use in all classrooms. PPPA SW #11

Project Lead:	Campus Principal							
Staff, Title I Staff:	Grade Level Team Members, Specialists, Specials, Special Education, Administrators							
Materials and Resources:	Plano Walkthrough Form, Lesson Plans, Local and State Assessments, PISD Curriculum Database							
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
1. Work collaboratively with teachers to identify a set of high-yield instructional strategies that all teachers will master and use in their classrooms.	Monthly PLC/IWK Meetings	Meeting Notes, Meeting sign-in sheets, State and Local Assessments	September 2016-An Effective Teaching Strategies PLC/IWK group was created; October 2016-The Effective Teaching Strategies PLC/IWK shared and discussed research on high-yield instructional strategies. Administrators conduct regular walkthroughs and leave feedback on instructional strategies used. January 2-Restorative Circles Pilot Group met to collaborate on implementation and gain training on restorative circles. April 4-Team of teachers and administrators toured the Momentous Institute in Dallas to gain insight on effective Social and Emotional teaching strategies. April 12-Staff Meeting to explain and practice Morning Meetings. May 1-All staff members began implementation of daily Morning Meetings. SEL books for the library purchased. Instructional strategies and research articles are disseminated to the staff via weekly Monday Minutes newsletter and as the need arises.
2. Review strategies to ensure staff understanding and ability to implement.	Weekly grade level team meetings, Monday	Team planning notes, lesson plans, Walk through data	In weekly team planning meetings, teachers discuss various teaching strategies and how to implement them. Weekly Monday Minutes newsletter from administrators showcase at least one teaching

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
	Minutes		strategy.
3. Teams meet to discuss implementation of high yield strategies and incorporate them into their lesson plans.	Weekly grade level team meetings	Team Meeting Notes, Lesson Plans	On November 30 and December 16 teams were provided 4 hours of block planning to discuss instructional strategies and incorporate them into their lesson plans. Teams meet weekly to discuss how to implement various teaching strategies into their weekly lessons.
4. Teams reflect on use of strategies with their teammates biweekly.	Biweekly grade level team meetings	Reflection Notes, tweaked Lesson Plans	Ongoing
5. Administrators use walkthroughs and lesson plans to verify use of instructional strategies.	Weekly walkthroughs, weekly team meetings	PWT data, Lesson Plans	Administrators complete walkthroughs daily to identify and reinforce successful instructional strategies; administrators frequently provide feedback on those walkthroughs to teachers.
6. Teams collaborate with District Instructional Specialists about high-yield instructional strategies.	Every four weeks	Lesson plans, Meeting Notes	District Instructional Specialists came to Bethany to meet with teachers as needed on 9/19, 10/13, 11/7, 12/5, 2/6, 2/23, and 3/16.
7. Teachers complete a minimum of 3 Power Walk Throughs (PWT) a month and reflect on those PWTs using the PWT Recording Sheet.	thrice monthly	PWT Recording Sheet	Discontinued due to teacher stress and time limitations, which allowed for more teacher planning time.

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	Ongoing-Team has been established with Coach Ellis as the Campus Wellness Captain; team has conducted three meetings. Have successfully implemented the Bethany Running Club and have begun work on the Staff Pedometer Challenge.
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	Completed
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	Completed-Grade level teachers ensured that Coordinated School Health curriculum was taught within the Science block.
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	Completed September 2016 (outside gym door), updated as needed
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	Completed-As needed via eNews and school marquee (ex: Running Club, Walk to School Day)
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	Fitnessgram completed twice/year for Grades 3-5

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	Upon conclusion of FitnessGram assessments, data was entered. Report cards were sent home with 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	Ongoing- PE classes are constructed to maximize the amount of time students are engaged in moderate to vigorous physical activity.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	Ongoing-Pedometers and heart rate monitors are used when supported by the curriculum.
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	Ongoing-Students are active for a minimum of 70% of class time.
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	Ongoing- Every grade level has 30 minutes of unstructured play via recess in their schedule.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	Ongoing-Teachers use Brain Breaks as the need arises
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	Ongoing-The Principal and Attendance Clerk monitor student absences regularly.

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	September 2016-Areas Identified with teams including hallways, bathrooms, recess, gym, lunchroom and transitions; ongoing check-ins with teams as needed.
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	Increase supervision of identified areas and make appropriate adjustments. High risk areas were monitored throughout the year. Adjustments were made during recess to monitor more closely areas where team sports were played in 3th -5th grade areas.
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	August 2016-Staff required to review and sign that they will follow campus rules and expectations.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	Professional Learning August 2016 – Completed
	Review referral process. (Required)	Principal or designee	Campus referral plan	Professional Learning August 2016 - Completed
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	August 2016 – Completed; behaviors reviewed and adjusted throughout the school year based on current needs.
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	August 2016 - Completed

	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	Ongoing-Staff utilizes various discipline management strategies and systems of reward for positive behaviors. Staff began training in Restorative Discipline in monthly PLCs/IWKs; Principal and Administrative Intern attend monthly Student Management Meetings online.
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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	August 2016 – Completed, Ongoing
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	Ongoing-Identify high-risk areas at the beginning of the year and reassess throughout the school year.
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	August 2016 - Completed
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions: (Required)	All teachers	Campus and District discipline management plans	Anti-bullying Guidance Lessons provided for each grade K-5; small group counseling for friendships, social skills, and other areas needed to prevent bullying provided. Staff applied classroom interventions as instructed when situations arose. Restorative Discipline was utilized to solve peer conflicts and restore relationships. All classroom teachers began daily morning circles for the month of May. Positive feedback was given by staff and students.
	Employ discipline interventions: (Required)	Designated staff	Campus and District discipline management plans	Positive Discipline Interventions were utilized as intervention and preventative methods. In January daily restorative circles were piloted in each grade level to build emotional connections and support.

	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	CMIT/504, Campus and District discipline management plans	Ongoing, appropriate behavior interventions and accommodations will be applied and written into CMIT/504 paperwork. Restorative chats to resolve peer conflicts as needed.
	Conference with parents/students. (Required)	Teachers or other staff	Adequate time for conferencing	Ongoing- teachers will conference with parents/students as needed throughout the 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. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds	Principal, Administrative Intern, Office Staff, Librarian, Campus Technology Assistant, various PTA Representatives	As the need arises	All parents were encouraged via School Messenger, packet pick-up, and phone calls from staff members to register on Parent Portal to access student information and access the tools available via Parent Portal. Computers were made available at packet pick-up and first of year meetings.
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	Office Staff, Homeroom Teachers	September 2016 and as the need arises	Ongoing- Parents have been identified and a computer is being provided. Hard copies of school information are being sent home as needed.
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	Ongoing-Campus websites are upgraded to provide increased communication with the Bethany community.
Communicate information through eNews. Funding source: state & local	Principal, Administrative Intern, Librarian, Campus Technology Assistant	Weekly and as the need arises	Ongoing-Information communicated monthly through eNews.
Utilize social media to keep parents and community informed. Funding source: state & local	Principal	As the need arises	Ongoing-Bethany has a Facebook and Twitter account.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	Various PTA representatives, Principal	Monthly and as the need arises	Completed-Meetings occurred monthly.

<p>Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).</p> <p>Funding source: state & local</p>	<p>Various PTA representatives, Principal, Administrative Intern, Office Manager</p>	<p>October 4, 2016 December 8, 2016 March 14, 2017 May 22, 2017</p>	<p>September 2016-Counselor partnered with PTA to schedule four parenting programs. PTA worked with principal to provide additional programs on various pertinent topics of interest.</p> <p>October 4-"Coffee with Counselor" to discuss having a successful Parent Teacher Conference</p> <p>February 22: "What Are Children Doing in the Digital Age?"</p> <p>March 14: "Understanding STAAR" with the counselor</p> <p>May 17: Preparing For Kindergarten 2017-2018 for upcoming kindergarten parents and Middle School: It's so Different for 5th grade parents</p>
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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	
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	