



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Rose Haggar Elementary

Principal: Katie Brittain

Mission Statement: We will inspire our children to become productive, lifelong learners by being a progressive school emphasizing academic excellence in a safe, nurturing, and diverse environment

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, October 05, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Wednesday, February 01, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Wednesday, May 31, 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	\$60,000	Total Funding for 1 Title I Support Teachers	
Parental Engagement	\$2,000	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	\$3,500	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
Michelle Craig	Faculty Member	2015	Y	Y	Y
Karen Kirchner	Faculty Member	2015	Y	Y	Y
Kristi Sims	Faculty Member	2013	N	N	N
Jasma Alvarez	Faculty Member	2016	Y	Y	Y
Bethany Jacobson	Faculty Member	2016	Y	Y	Y
Natalie Schellman	Faculty Member, Special Education	2016	Y	Y	Y
Katie Brittain	Principal	2016	Y	Y	Y
Theresa Biggs	District Professional	2016	N	N	N
Roschell Russ	Campus Professional, Non-teaching	2015	Y	Y	Y
Holly Sabin	Support Staff Member	2015	Y	Y	Y
Tammy Anderson	Parent-Selected by PTA	2016	Y	N	N
Jennifer Phoenix-Massey	Parent-Selected by Principal	2016	Y	Y	Y
Cori Reasoner	Parent	2015	Y	Y	N
Vanessa Root	Parent	2016	N	N	N
Melanie Goodloe	Parent	2016	Y	Y	N
Fabiola Howard	Parent	2016	N	N	N
Anastacia Sadeh	Parent	2016	N	N	N
Morgan Hallman	Parent	2016	N	N	N
Margo Hicks	Community Member	2016	N	N	N
Candy Mullins	Community Member	2016	Y	Y	Y
Carrie Kelleher	Business Representative	2016	N	N	N
Firehouse Subs Contact	Business Representative	2016	N	N	N

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. Monitor instructional practice using student performance data and classroom observations. PPPA SW #15
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: Monitor instructional practice using student performance data and classroom observations. PPPA SW #15 (Implemented with PPPA CL 10 & CL 11 Action Steps)

Project Lead:	Administration							
Staff, Title I Staff:	Classroom Teacher, Instructional Support, Title I Teacher, Title I Adult Temp, Support Staff							
Materials and Resources:	Curriculum Planner, TEKS							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 1:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Discuss student performance results early and often with the principal, parents, and students. PPPA CL #11</p> <p>-State certified Instructional team ensures that groups are based on MAP scores, and analysis of individual student data to target instruction. (Title I Components 9)</p> <p>-Monthly grade level meetings held with administration and state certified instructional team to collaborate on the effectiveness of interventions. (Title I Components 4, 8, 9)</p> <p>-Student performance results discussed with parents during meetings such as parent-teacher conferences, Campus Monitoring and Intervention Team (CMIT), and PTA Board Meetings (as needed). (Title I Components 4, 6, 8, 9)</p> <p>-Student performance results discussed with students during pre-testing conferences held between teacher and student. For example, goal setting discussions held during pre-STAAR and pre-MAP conferences. (Title I Components 8, 9)</p> <p>-Student progress reports, report cards, and other assessment tools (MAP) used as a communication tool between teacher, parent, and student. (Title I Components 8, 9)</p>	<p>Monthly Team Meetings</p>	<p>Kid Talk notes</p> <p>Instructional Specialist meeting notes/agenda</p> <p>PTA Meetings (as needed)</p> <p>Parent-Teacher Conferences</p> <p>Student-Teacher Conferences</p> <p>Campus Monitoring and Intervention Team meetings (CMIT)</p>	<p>-Instructional team reviewed MAP data throughout school year in order to adjust instruction. Data was used when forming groupings, with TEKS as the focal point for instruction.</p> <p>-Meetings provided opportunities for administration, instructional team, and teachers to discuss possible interventions and evaluate their effectiveness upon implementation. Meeting minutes were documented through Kid Talk.</p> <p>-Parent conferences held throughout the year for each classroom. Campus Monitoring and Intervention Meetings held as needed in order to discuss academic and behavioral concerns. PTA board meetings held monthly to keep members up-to-date regarding campus business.</p> <p>-Students and teachers set purpose and established goals for each test throughout the school year (MAP, STAAR, etc.).</p> <p>-Regular communication with parents regarding testing occurred throughout the year in a variety of forms (conferences, email, other meetings). MAP, TPRI, report</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
			cards and other assessments were used as focal points for academic discussions. Students were involved in this communication piece, as necessary.
<p>Continually monitor individual student learning in varied ways. PPPA CL #10</p> <p>-State certified Instructional support team analyze STAAR data and examined frequency distribution of grade level TEKS. Evaluation of assessments is utilized to determine gaps in curriculum and learning. (Title I Components 8)</p> <p>-Frequent collaboration with teachers, administrators, and instructional support teachers to discuss student response to intervention with research based strategies. New interventions are put in place for a 2-4 week period in order to gauge effectiveness. (Title I Components 2, 8, 9)</p>	Monthly Response to Intervention Meetings	STAAR frequency distribution – item analysis	<p>-Instructional team met monthly to analyze various data points. STAAR frequency distribution tables were used to identify biggest needs for intervention, which were based on the TEKS. Appropriate lessons were planed and implemented across grade levels.</p> <p>-Monthly meetings with Instructional team and classroom teachers were held in order to plan and implement interventions. Documentation through RTI was used to evaluate effectiveness, with interventions adapted (if necessary) after a 2-4 week period.</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 (Implemented with PPPA CL 13, CL 14 & CL 15 Action Steps)

Project Lead:	Administration							
Staff, Title I Staff:	Classroom Teacher, Instructional Support , Title I Teacher, Title I Adult Temp, Support Staff							
Materials and Resources:	Curriculum Planner, TEKS, Resources for intervention/enrichment							
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>Provide proven interventions to assist each student in mastering grade level learning objectives. PPPACL #13</p> <p>-State certified Instructional team (Title 1, Reading Specialist, ESL) met with teachers, and analyzed data to identify students in need of additional research-based interventions through Tier 3 support in reading and math. Instructional team meets monthly to adjust groups in order to provide effective and timely assistance to students. (Title I Components 1, 2, 3, 9)</p> <p>-30 minutes of targeted Intervention time (I/E) utilized daily in order to teach prerequisite skills needed for classroom instruction. State certified Instructional Specialists have focused on remediation (TEKS from previous grade level), which specifically meets the needs of historically underperforming subgroups. Classroom teachers focus on scaffolded instruction of grade-level TEKS during this same instructional period. (Title I Components 2, 3, 7, 9)</p> <p>-TEKS-based intervention materials utilized for daily Tier 2 and Tier 3 small group instruction. Research based materials, including TEA resources and manipulatives were used during this time. (Title I Components 2, 9)</p> <p>-Monthly grade level meetings held with administration and instructional team to analyze student data and discuss effectiveness of interventions. Kid Talk is a school-wide process used to provide documentation of the</p>	<p>Daily TIER II and TIER III instruction through</p> <p>Daily Title I and Support Staff</p> <p>Weekly Team Planning</p> <p>Monthly Instructional Support Team Meetings</p> <p>Monthly Response to Intervention Meetings</p>	<p>Monthly Meeting Agendas/Notes</p> <p>I/E Lesson Plans</p> <p>RTI Documentation</p>	<p>-Throughout school year, Instructional team met with grade level teachers to discuss appropriate interventions. MAP, STAAR, and other data sources were used as discussion pieces. Meetings were both formal and informal, depending on the need. Instructional team held monthly meetings in order to evaluate and adjust interventions, based on student need. Groupings were flexible, allowing Instructional team to best meet the needs of the campus.</p> <p>-Classroom teachers utilized intervention and enrichment time daily (5 times/week) in order to meet the needs of their student population. This instruction was provided in the classroom, and was suited to each student’s current instructional level. Instructional team would provide additional support both in and out of the classroom for students in need of intervention.</p> <p>-TEKS-based interventions were provided both in and out of the classroom, by both instructional team and classroom teachers. MAP, STAAR, and other data sources were used to identify TEKS. Resources used (provided by both the state and district) include, but are not limited to, Mentoring Minds, TEA test resources, Think Through Math and IStation lessons/reports, and Lead4Ward instructional materials.</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>process used to identify students for extra assistance. These meetings incorporate modifications and accommodations for curriculum activities. New interventions were added as needed to increase effectiveness of research-based strategies. Instructional team, as well as administrators, provides ideas of different interventions to help grade level teachers reach each student's highest potential.</p> <p>(Title I Components 2, 9)</p>			<p>-Monthly grade level meetings were documented through Kid Talk and/or other meeting minutes. Interventions, accommodations, etc. were noted, with follow up occurring at subsequent meetings. Attendees of these meetings include, but are not limited to, administration, instructional team, counselors, special education, and classroom teachers. Interventions were adapted after a 2-4 week implementation period, which was documented through RTI. Intervention recommendations were noted in meeting minutes.</p>
<p>Use interventions beyond the classroom for students who perform below grade level. PPPA CL #14</p> <p>-State certified Instructional team (Title 1, Reading Specialist, ESL) met with teachers, and analyzed data to identify students in need of additional research-based interventions through Tier 3 support in reading and math.</p> <p>(Title I Components 1, 2, 3, 9)</p> <p>-Community outreach programs brought in to assist students in mastery of content. United Way volunteers provide tutoring in reading in math in grades 3-5. University of Texas at Dallas science majors host weekly science lessons for targeted group of female students.</p> <p>(Title I Components 6, 9)</p>	<p>Monthly</p> <p>Weekly Tutoring</p>	<p>Tutoring lesson Plans</p> <p>Tutor Sign-In Log</p>	<p>-Instructional team met with classroom teachers regularly, providing TEKS-based resources for students in need of support in reading and/or math. Interventions were provided by both classroom and instructional team, in and out of the classroom.</p> <p>-Tutoring and mentor program included UTD science program for girls in need of intervention, and UTD math program for Tier 2/3 math students. Additionally, Watch DOGS mentor programs were used to provide additional academic support when on campus.</p>
<p>Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives. PPPA CL #15</p> <p>- The master schedule provides opportunities for extended learning time, with the incorporation of Intervention/Enrichment time. Teachers utilized the intervention and enrichment time allocated on the Master Schedule to meet with students based on learning gaps in order to develop prerequisite skills</p> <p>(Title I Components 2, 3, 9)</p>	<p>Weekly</p>	<p>Master Schedule</p>	<p>-Classroom teachers utilized intervention and enrichment time daily (5 times/week) in order to meet the needs of their student population. Students demonstrating early mastery of content participated in various enrichment activities, including but not limited to, STEAM activities, research-based projects, and Math Olympiad.</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	Rose Haggar Elementary campus wellness plan
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	Darla Sanderson – 4th grade 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. (Required)	Principal	Coordinated School Health Curriculum	Fitness classes cover topics including staying safe, nutrition, 'my body', and wellness. Each is covered for a nine week period.
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	Health bulletin boards are located in the gym, cafeteria, and fitness room.
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	-Annual Wellness Fair on March 23, 2017 -Color Run on October 21, 2016 -Events promoted through social media (Facebook/twitter), school marquee, and school newsletters
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	Completed according to guidelines
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	P.E. Teacher	Fitnessgram Student Report	-Fitnessgram results are given to all students in grades 3-5 each fall and spring. Parents have access to results.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	grade) and sent to parents or linked through myPISD. (Required)			
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	-Teacher lesson plans are written and implemented.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	-Students use pedometers in order to track steps for Marathon Kids program.
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	-Detailed lesson plans are utilized in grades K-5.
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	All students receive 30 minutes of recess daily
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	Teachers use a variety of tools, including websites such as GoNoodle, to allow students to participate in brain/activity breaks throughout the day
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	Truancy guidelines followed

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	Ongoing identification and monitoring; morning and afternoon duties are assigned
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	Ongoing monitoring; teachers transition through the building with students
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	New Mariner Expectations were written, posted prominently, and reviewed daily on the announcements
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	Professional Learning-August 2016
	Review referral process. (Required)	Principal or designee	Campus referral plan	Referral process reviewed to align with Restorative Practices in response to high removal numbers during 15-16 school year
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	Implementation of campus-wide SEL and RP to address student behaviors
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	Implementation of campus-wide SEL and RP to address student behaviors
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	Implementation of campus-wide SEL and RP to address student behaviors

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	New Mariner Expectations were written, posted prominently, and reviewed daily on the announcements
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	Ongoing identification and monitoring; morning and afternoon duties are assigned
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	Implementation of campus-wide SEL and RP to address student behaviors
All Students	INTERVENTION:			
	Apply classroom interventions: (Required)	All teachers	Every other week Small groups weekly	-Provide anti-bullying guidance lessons for each grade level k-5 -Provide small group counseling for Friendship and other social skills needed to prevent bullying
	Employ discipline interventions: (Required)	Designated staff	Daily	Implementation of campus-wide SEL and RP to address student behaviors
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	November 14-18, 2016 Monthly	-School-wide participation of Anti-bullying Week November 14-18 -Monthly Family Anti-bullying Information-provide games and information for families to discuss bullying
	Conference with parents/students. (Required)	Teachers or other staff	Minimum of once per school year, as needed basis	Throughout the school year as needed.

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	Secretary, Principal	August 2016, as part of the registration process, as the need arises	-Parents were given access to student schedules after registering in Parent Portal. Staff provided all parents with computer access and assistance, as needed. This strategy increased parent access to student information, including grades, attendance, and electronic news. This was a shared partnership in mutual responsibility for student learning. (Component 6)
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	Teachers, Principal	August 2016, as part of the registration process. Monthly newsletters.	-We recognize the range of family's needs by providing weekly hard copies of information, phone blasts, agendas, and computer access on campus (Component 6)
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	CTA	August 2016, and as needed throughout the school year	-Continuous notification for parents in a language and format they can understand is provided. (Component 6)
Communicate information through eNews. Funding source: state & local	Principal	Weekly emails through S'more	-Continuous notification for parents in a language and format they can understand is provided. (Component 6)
Utilize social media to keep parents and community informed. Funding source: state & local	Principal, Assistant Principal, grade levels	Weekly communication through Facebook and Twitter	Campus wide, grade level, and PTA communication through Twitter and Facebook in order to provide continuous notification for all stake holders, providing regular and meaningful two-way communication. (Component 6)
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	Principal	Oct. 2016 – PTA provided travel hygiene kits for kids in need going to 5 th grade camp	-Regular PTA general meetings, as well as board meetings are held in order to seek input from parents to evaluate the parental involvement program. (Component 6)

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).</p> <p>Funding source: state & local</p>	Principal, Counselor	September 15, 2016 – Parent Education SELs	<p>-We assist parents in understanding the state's academic content and achievement standards. Parents are provided a variety of workshops during and after school to strengthen connections and engage all students in supporting learning that occurs in the home and at school. Programs include parent trainings on student data interpretation (CogAT/MAP), social/emotional health, and preparing students for academic transitions. Additionally, Title I and ESL teachers implemented Third Thursday Breakfasts to allow time to teach parents about ways to help support their children academically at home.</p> <p>(Component 6)</p>

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	
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	

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.

Project Lead:	Administration
Staff, Title I Staff:	Pre-K and Kindergarten staff
Materials and Resources:	RAMP Kits

Strategies for Accomplishing Transition Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Pre-K staff work collaboratively with Kindergarten staff throughout the school year.	May 2017	Conduct transition ARDs with the Pre-K staff for incoming students. Transition meetings allow Pre-K teachers to provide future teachers with written records and portfolio. (Component 7)
Parent orientations are held to explain the kindergarten program to parents.	May 2017	Informational meetings are held to support parents in their efforts to engage young children in learning experiences in the home, such as Kindergarten Roundup and Parent Information Meeting for incoming kindergarten families. (Component 7)
Transition books are used with students and families to provide pictorial support during transition. Components: 5, 6, 7 and 9 Funding Sources: Title I, State and Local	May 2017	Parents are provided a variety of instructional support materials, through Title 1 funded 'RAMP' kits. Training is offered on use of materials at home. Activities are used in order for students to develop the early reading, writing, and math skills. (Component 7)
Have preschool teachers provide the future kindergarten teacher with children's portfolios or a written record of their learning during preschool.	May 2017	SpEd representatives attend ARDs at early childhood centers as necessary
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.	May 2017	Parents are provided a variety of instructional support materials, through Title 1 funded 'RAMP' kits. Training is offered on use of materials at home. Technology support, such as 'Ready Rosie', is available to families in order to help students develop the early reading, writing, and math skills. (Component 7)
NEW - Arrange for new preschool teachers to visit each Kindergarten classrooms.	May 2017	Visits did not take place this year; we will add two pre-k classrooms for the 17-18 school year