



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Miller Elementary

Principal: Jennifer Bero

Mission Statement: The mission of the Miller Elementary Community is to provide opportunities for every student to be actively engaged in learning and strive to be motivated life-long learners. Our teachers are committed to assessing individual needs and providing interventions in order to build a strong educational foundation.

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): **Thursday, September 15, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Tuesday, January 10, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Tuesday, May 16, 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
Matt Mitchell	Faculty Member	2016			
Heather Marek	Faculty Member	2015			
Stephanie Houser	Faculty Member	2015			
Winnie Reuter	Faculty Member	2015			
Sarah Rowan	Faculty Member	2015			
Debbie Dantzler (counselor/SPED certified)	Faculty Member, Special Education	continuing			
Jen Bero	Principal	continuing			
Linda Maddon	District Professional	continuing			
Maria Gallastegui	Campus Professional, Non-teaching	2016			
Beth Young	Support Staff Member	2015			
Janet McWhinnie	Parent-Selected by PTA	2016			
Marla Hill	Parent-Selected by Principal	2015			
Julie Brower	Parent	2015			
Jennifer Schleef	Parent	2015			
Bruna Reynolds	Parent	2015			
Brad Dibble	Parent	2016			
Chris Bero	Community Member	2015			
Barrett Bishop	Community Member	2016			
Virginia Simms	Business Representative	2015			
Chel Van Dover	Business Representative	2016			

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

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. Use instructional coaches to strengthen teachers' instructional skills.
2. Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum.
3.
4.

Critical Action 1

Critical Action: Use instructional coaches to strengthen teachers' instructional skills.

Project Lead:	Instructional Specialist, Dyslexia Support, PACE, ESL, Librarian							
Staff, Title I Staff:	All Classroom teachers							
Materials and Resources:	Observation/feedback forms, Content related research, district PDH, outside training/PDH							
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>Use instructional coaches to serve all teachers</p> <p>Use instructional coaches to work collaboratively with all teachers to facilitate knowledge sharing across all grades and subjects.</p>	<p>Aug 2016</p> <p>As the need arises</p> <p>Aug 2016- June 2017</p>	<p>TL Meetings notes</p> <p>Team Meetings planning notes</p> <p>Staff Meetings notes</p> <p>Grade Level PLCs</p> <p>Campus PLCs agenda, notes</p>	<p>“All About Spelling” Google folder created to share documents – 8/16/16</p> <p>PACE planned experiences – team mtgs 9/9/16; individual teachers August through June</p> <p>Team Mtgs to collaborate on spelling program- Sept</p> <p>Kid Talk Meetings – 9/19, 11/7, 1/2, 2/27, 4/10</p> <p>PLC Spelling/Writing – Fine-tuned procedures for spelling program – August through June</p> <p>ESL meets with teams – Aug through June</p> <p>Dyslexia Awareness day- staff was invited to watch a lesson - February</p>
<p>Focus instructional coaches' support on curriculum, instruction, and assessment</p> <p>Focus all work of instructional coaches on the specific curriculum, instruction, and assessment activities that will lead to increased student achievement.</p>	<p>Weekly grade level meetings</p> <p>CMIT/504 – 4x year</p> <p>TL meetings 1x month</p> <p>PLC twice a semester</p>	<p>TL Meetings Notes</p> <p>Kid Talk notes</p> <p>CMIT/504 notes</p> <p>Team Meetings planning notes</p> <p>Grade Level PLCs agenda and notes</p>	<p>TL Spelling Training – 8/9/16</p> <p>Team Meetings to analyze testing data – 8/11/16; 1/2/17</p> <p>Campus Spelling Training – 8/12/16</p> <p>Common planning day of Tuesday</p> <p>Data analysis with team leaders-8/9/16</p> <p><u>Activities:</u></p>

<p>Leadership team to discuss/plan the primary activities.</p> <ul style="list-style-type: none"> a. Leading collaborative discussions about curricular objectives. b. Analyzing student performance data with individual teachers and teams. c. Training in high-yield instructional strategies. 		<p>Parent Conferences</p>	<p>Extension/PBL – Ha ESL Refresher– Sally Spelling Program – Steph Technology Integration – Lisa Guided Reading Initiative – various staff Student Learning Outcomes Goal on Writing</p>
<p>Provide guidance for instructional coaches' knowledge sharing</p> <p>Provide comprehensive support and guidance to ensure that instructional coaches share knowledge within the school that lead to a much greater exchange of teaching knowledge across classrooms.</p> <p>Identify teachers who have had particular success in needed areas of improvement and arrange for the teacher to model the lesson for other team members and then lead a frank discussion about what worked and didn't work in the lesson.</p> <p>Instructional coaches working across multiple schools share knowledge about best practices of educators from the other schools they serve.</p>	<p>Weekly grade level meetings</p> <p>TL mtgs 1x a month</p> <p>Staff meeting 3 times a semester</p> <p>Teacher's planning time as needed</p>	<p>Team Meetings planning and notes TL Meetings notes Staff Meetings agenda and notes</p> <p>Classroom visits PWTs Team Meetings planning notes Staff Meetings agenda and notes Emails with teachers</p>	<p>Team Meetings to analyze testing data – 8/11/16; 1/2/17</p> <p>Campus Spelling Training – 8/12/16</p> <p>“All About Spelling” Google folder created to share documents – 8/16/16</p> <p>Instructional Specialist modeling spelling lessons in the grade level classrooms – September</p> <p>7 Steps to a Language-Rich Interactive Classroom- September, January</p> <p>Guided Reading – October, January</p> <p>Social Emotional Learning – November</p> <p>Teacher Self-reflection Spring semester</p> <p>Grade Level PLC- SEL planning</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.

Project Lead:		Classroom Teachers						
Staff, Title I Staff:		All staff						
Materials and Resources:		Observation/feedback forms, Content related research, district PDH, outside training/PDH						
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	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Proactively develop intervention plans for students performing below grade level</p> <p>Create and share a written intervention plan that clearly identifies the school-level support used to assist students who enter a class at a below-grade achievement level.</p> <p>Use student assessment data and teacher input to identify the students at each grade level in your school who are going to require additional instructional supports from the first day of the school year. Ensure that these students receive these services.</p>	<p>CMIT/504 twice a semester TL mtgs 1x a month Team plan - weekly ARDS LPAC and PACE meetings as needed</p>	<p>Tutoring lists Edugence Tier 2 & 3 lists CMIT/504/KidTalk SPED Accom. LPAC data PACE testing STAAR data</p>	<p>“911” lists distributed prior to start of the year TL Mtg - STAAR data, PES quintile info, MAP (8/9/16) CMIT/504/SPED accommodations meetings – 8/16/16 master schedule final check - 8/19/16 HW Club starts 3rd week of school Enrich Mentoring Program – students selected in Sept Numeracy Solutions training – September 2016 Data Map analysis- 2016 Winter testing</p>
<p>Provide proactive support for students performing below grade level</p> <p>Provide “just in time” support to ensure that students who are performing below grade level gain the specific prerequisite skills needed before they are introduced to new content.</p> <p>Ensure that each unit of study (no longer than six weeks) in all core content areas has been carefully analyzed to determine what necessary prerequisite skills students must possess to be able to</p>	<p>Daily Tier II and Tier III instruction</p> <p>I/E time daily</p> <p>TL meetings once a month</p> <p>Team planning weekly</p>	<p>I/E time Pullout schedule</p> <p>Team meetings Staff meetings</p> <p>Flexible grouping Formative and pre- assessments</p>	<p>911 list of tutoring students shared BOY</p> <p>TL Mtg - STAAR data, PES quintile info, MAP (8/9/16) CMIT/504/SPED accommodations meetings – 8/16/16 master schedule final check - 8/19/16</p> <p>Kid Talk Meetings – 9/19, 11/7, 1/2, 2/27, 4/10</p> <p>Team Mtg – MAP data after winter testing 1/2/17</p>

<p>engage with the new learning content successfully. Use pre-assessments.</p> <p>Structure specific instruction opportunities for the prerequisite skills in tutorial sessions that precede the new unit of study. Have students from across classrooms who need this instruction take part in the tutorials.</p>			
<p>Proactively develop intervention plans for students demonstrating early mastery of the curriculum</p> <p>Brainstorm with your leadership team to determine what school-level support you might be able to provide for teachers whose students demonstrate early mastery of any given unit of study.</p> <p>Clarify the methods teachers might use to identify early mastery. Provide a pre-assessment of the knowledge and skills that will be taught in the unit.</p>	<p>TL – 1x a month Team planning - weekly</p>	<p>Team meetings Staff meetings TL meetings Pace meetings</p> <p>Flexible grouping Formative and pre-assessments</p>	<p>TL Meeting - STAAR data, PES quintile info, MAP (8/9/16)</p> <p>PACE planned experience training – 9/9/16</p> <p>Tuesday protecting planning day for all teams</p> <p>Unit Pre-assessments/Winter MAP results to determine mastery and targeted instruction</p>
<p>Provide academic support aligned with the district curriculum</p> <p>Examine any class-level interventions to make certain they are tightly aligned with the academic objectives students need to master of the district's written curriculum.</p> <p>Provide tutoring that is specifically aligned to the current learning objectives being addressed.</p> <p>Make sure that every instructional minute within school-level interventions is aligned to the academic objectives of the district's written curriculum.</p>	<p>Daily Tier II and Tier III instruction</p> <p>I/E time daily</p> <p>TL meetings once a month</p> <p>Team planning weekly</p> <p>CMIT/504 twice a semester</p>	<p>504/CMIT notes District curriculum TEKS Master schedule</p> <p>I/E time Pullout schedule</p>	<p>Rite Flight/Take Flight groups "All About Spelling", Tier 3 spelling groups Motivation Math & Science used for intervention TPRI intervention guide for lower grades Numeracy Solutions training – September 2016 Mentoring Mustangs to meet monthly</p> <p>Decreased tutoring time this year because I/E is more beneficial. (discussed @ TL mtg 8/9/16) Social skills starts at 7:30 Tier 3 Math starts at 7:30</p>
<p>Evaluate the effectiveness of student interventions</p> <p>Determine how you will evaluate the effectiveness of any school-level learning interventions—for students who are performing below-grade level or for students who need extended learning</p>	<p>TL meetings once a month</p> <p>Team planning weekly</p>	<p>MAP, TPRI, PES, STAAR, TELPAS, Formative assessments</p>	<p>Spelling Inventory EOY data collected (1st, 2nd grade)</p> <p>Winter MAP, PES scores analysis</p>

<p>opportunities— that led to improved outcomes.</p> <p>Abandon interventions that do not result in increased student performance.</p>	<p>CMIT/504 twice a semester</p>		<p>Fall tutoring stopped because I/E time more beneficial. (discussed @ TL mtg 8/9/16)</p>
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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 PE Coaches Cheryl Ralls Marla Hill	Campus Wellness Plan	Quarterly flyers with health tips
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	One parent/nurse included
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 room will be utilized along with the TX Health and Wellness curriculum and PISD curriculum
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	Bulletin board located in the gym and in cafeteria
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	Monthly fitness calendars sent in eNews & posted in the gym Health Topic Newsletter sent via eNews Monthly Staff challenge
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	Test dates set, pre-test completed in November
4 th & 7 th	(NEW ACTION STEP) Ensure all data for 3 rd -8 th grade students is entered on timely basis,	P.E. Teacher	Fitnessgram Student Report	Students tested in March Data sent home in May

	fitness report cards are printed (4th and 7th 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	135 minutes weekly
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	Pedometers used fall 2016 Heart rate monitors used spring 2017
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	135 minutes weekly
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.	Principal	Resources available upon request	Teachers use brain breaks throughout at set times during the day and when needed
ATTENDANCE: Forms are available on inside.pisd				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Calls made to students who are reported absent Brag tags used as incentives every nine weeks Grade level incentives for perfect attendance

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	Staff feedback/ survey	Staff Handbook reviewed August 2016. High risk areas are: the playground, moving lines, cafeteria, and bathrooms.
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/ schedule	Staff Handbook reviewed August 2016. Additional teachers and aides monitor the high risk areas. Students use a bathroom buddy system as needed. Extra staff at recess when high risk behaviors become a pattern. Established hallway behavior.
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	Reviewed August 2016; Classroom and area expectations were reviewed by the teachers at the beginning of the year and are reinforced as needed.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	Videos through Safe Schools viewed by staff (Aug 2016) Counselor training via ppt – Aug 2016
	Review referral process. (Required)	Principal/designee	Campus referral plan	Staff Handbook reviewed August 2016
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus.	Principal / designee	Discipline Plan	Discussed through TL meeting and staff meetings as needed
	Implement campus referral plan.	Principal / designee	Campus Referral Plan	Discussed through TL meeting and staff meetings as needed
	Utilize Discipline Management strategies.	Principal	Discipline 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	Weekly social/emotional lessons, including bullying lessons. "Kindness Contracts" completed by 1 st -5 th classes Counselor provides three bullying lessons to each class
	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:			
	(Please complete cells below)			
	Apply classroom interventions: (Required)	All teachers	Teachers	Discussions occur at team meetings, CMIT, parent conferences and Kid Talk
	Employ discipline interventions: (Required)	Designated staff	Administration	Special Education staff is utilized to discuss Positive Behavior strategies
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Counselor	Student conferences are used when appropriate
	Conference with parents/students. (Required)	Teachers or other staff	Classroom Teachers and Support 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 office if they did not have access to the internet outside the school.
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 packets with information for parents are given out in Take Home Folders. Remind and phone messages used to inform parents.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	Lisa Smith	August 2016 and throughout the year	Website is updated regularly with calendar updates, celebrations and general staff and school information.
Communicate information through eNews. Funding source: state & local	Judy Howle	Weekly Aug 2016- June 2017	E-News used for weekly updates as needed.
Utilize social media to keep parents and community informed. Funding source: state & local	Lisa Smith Lisa Coody Principal	As needed from August 2016 – June 2017	Twitter, PTA Facebook, phone messenger, Remind
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.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: state & local	Debbie Dantzler	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	
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. Some 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	