



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

## Beverly Elementary

Principal: Cindy Savant

Mission Statement: **Beverly Elementary will provide an excellent education for all students.**



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, January 25, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Wednesday, May 17, 2017**

### 2016-2017 Campus Status

Check all that apply

- Title III English Learner Campus
  Non-Title I Campus
  Title I School-wide Campus

### Title I Information

Title I Components			
<b>1 (CNA)</b>	Comprehensive Needs Assessment	<b>6 (PI)</b>	Strategies to Increase Parental Involvement
<b>2 (RS)</b>	Reform Strategies	<b>7 (Tran)</b>	Transition (Elementary schools only)
<b>3 (HQ)</b>	Instruction by State Certified Staff	<b>8 (A)</b>	Teacher Decision-Making Regarding Assessments
<b>4 (PD)</b>	High-Quality Professional Development	<b>9 (M)</b>	Effective and Timely Assistance to Students
<b>5 (R/R)</b>	Strategies to Attract State Certified Teachers	<b>10 (Coord)</b>	Coordination and Integration
Program Funding			
<b>Staffing</b>	Enter funding \$	i.e. Teacher	
<b>Parental Engagement</b>	Enter funding \$	i.e. Parent programs, RAMP up for Kindergarten Program	
<b>Student and Campus Capacity Building</b>	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
Debbie Hays	Faculty Member, facilitator	1998	X	X	
Diane Barnett	Faculty Member	1998	X	X	
Julie Montgomery	Faculty Member	2003	X	X	
Abby Aguirre	Faculty Member	2013	X	X	
Kim Luczycki	Faculty Member	2005	X	X	
Paige O'Kelley	Faculty Member	2013	X	X	
Jenna Kirkman	Faculty Member	2016	X	X	
Karen Luellen	Faculty Member	2007	X	X	
Stacey Scott	Faculty Member, Special Education	2014	X	X	
Gabriela Axworth	Faculty Member, ELC	2016	x	X	
Tracy Bulino	Faculty Member, Councilor	2015	X	X	
Cindy Savant	Principal	2016	X	X	
Jessica Raiden	District Professional	2016			
Michelle Meeks	Campus Professional, Non-teaching	2016			
Elizabeth Sandlin	Support Staff Member	2013	X	X	
Renee Bueche	Support Staff - ESL	2007	X	X	
Tameko Sanders	Support Staff Member	2006	X	X	
Kristen Perry	Support Staff Member	2016			
Deena Ayala	Parent-Selected by PTA	2015			
Kristin Walsh	Parent-Selected by Principal	2016	X	X	
Melody Craft	Parent	2016	X	X	
Tabassum Hahzabeen	Parent	2016	X		
Andy St. John	Community Member	2012			
<b><i>Committee member search still in progress</i></b>	Community Member				
Cynthia Flores-Harris	Business Representative	2012			
<b><i>Committee member search still in progress</i></b>	Business Representative				

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
<p><b>Health, Fitness and Attendance:</b> The campus will utilize their coordinated health program and analyze their student fitness data to set goals and objectives to encourage the health, fitness and attendance of their students.</p>	<b>10 (Coordination and Integration)</b>	<b>All</b>
<p><b>Violence Prevention and Bullying</b></p>	<b>10 (Coordination and Integration)</b>	<b>All</b>
<p><b>Parental Involvement:</b> The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.</p>	<p><b>1 (Comprehensive Needs Assessment)</b> <b>6 (Strategies to Increase Parental Involvement)</b> <b>10 (Coordination and Integration)</b></p>	<b>All</b>
<p><b>Highly Qualified Staff:</b> The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.</p>	<p><b>1 (Comprehensive Needs Assessment)</b> <b>3 (Instruction by State Certified Staff)</b> <b>4 (High-Quality Professional Development)</b> <b>5 (Strategies to Attract State Certified Teachers)</b> <b>10 (Coordination and Integration)</b></p>	<b>All</b>
<p><b>Transition of Pre-KN Students:</b> The transition from early childhood to elementary school is supported by the campus and district. (Title I Campuses only)</p>	<p><b>1 (Comprehensive Needs Assessment)</b> <b>7 (Transition)</b> <b>10 (Coordination and Integration)</b></p>	<b>Title I only</b>

## Improvement Plan Critical Actions

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

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P<sup>3</sup>A School Wide and Classroom Level);
- STAAR/EOC Gap Analysis;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

### School Wide and/or Targeted Grade Level Critical Actions

1. Participate in peer classroom visits in order to improve the instructional practices of the team. PPPA CL #5
2. Teach students to monitor their own progress. PPPA CL #12
3. Provide proven interventions to assist each student in mastering grade-level learning objectives. PPPA CL #13
4. Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives. PPPA CL #15

## Critical Action 1

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

<b>Project Lead:</b>	Team Leaders							
<b>Staff, Title I Staff:</b>	Classroom teachers, special teachers and support staff							
<b>Materials and Resources:</b>	Observation Form							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<input type="checkbox"/> Other:

### Strategies for Accomplishing Critical Action 1:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
1. Develop a schedule that facilitates observations of other classrooms	Once per teacher per school year	<b>Observation Template</b> <b>Observation Log</b>	<p>Formative Notes: Teams have incorporated observations in their SLOs. Examples of observations include Kindergarten observation of counselor, Tracy Bulino during weekly counseling lessons, 5<sup>th</sup> grade teacher's observation of HMS 6<sup>th</sup> gr math teachers. The principal is collecting grade level observation logs. Observations will be continued through the spring semester. Teachers are beginning to visit other teachers to gather more information on SLO's.</p> <p>Summative Notes: Positive steps were made at all grade levels towards observing colleagues. Most teachers had the opportunity to visit another classroom. Other teachers were able to watch online lessons to observe best practices. This action step will be an ongoing goal for next year. All teachers felt inspired after either observing peer classrooms or viewing online lessons to take back new ideas or lessons into their own classroom.</p>
2. Debrief, reflect, and share best practices and plan for implementation of new strategies following an observation	Once per teacher per school year  April 12	Observation Template/Actions I will take reflections My Learning Plan Roster/Agenda	Time during team planning is devoted to sharing best practices observed during classroom visits. Overall feedback was positive for peer observations.

**Critical Action 2****Critical Action: Teach students to monitor their own progress. PPPA CL #12**

<b>Project Lead:</b>	Team Leaders							
<b>Staff, Title I Staff:</b>	Classroom teachers, special teachers and support staff							
<b>Materials and Resources:</b>	Grade level instructional materials, goal setting sheets, performance/reflection rubrics							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<input type="checkbox"/> Other:

**Strategies for Accomplishing Critical Action 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. Teach students to set specific learning goals	October 2016	S.M.A.R.T. Goal Samples  MAP Goal Sheets	Formative Notes: Grades K-5 have implemented S.M.A.R.T. goals based on student achievement and reflection. For example Kindergarten teachers refer to their S.M.A.R.T. Goal sheets as Glow and Grow. Counselor has seen evidence of goal setting measures used throughout the school. Huddle Kids review goals each day. Summative Notes: A surprising outcome of this action step was the role encouragement played in helping students achieve their goals. Students were able to see their progress along the way and understand their part in that progress. Classroom teachers observed a rise in MAP scores across the board.
2. Teach students to use performance/reflection rubrics	Units of Study per 9 weeks	Sample Rubrics	S.M.A.R.T. Goal sheets have helped students set goals and implement strategies to achieve those goals, for example if raising Math MAP scores is a goal, students understand what actions they have to take to achieve a higher Math MAP score. Rubrics for MAP activities are also included. Writing check lists are also used for final drafts. Students rated themselves on understanding Math Vocabulary.
3. Provide students with some type of tracking tool to measure progress	October 2016	Fluency Trackers Facts Trackers AR Trackers with Star Reports	Students are using Fluency Trackers, Facts Trackers, AR Trackers with Star Reports and S.M.A.R.T. Goal sheets, Goal Folders, AR Bookmarks, Multiplication Charts. Sight words tracked by inclusion on individual spelling lists.

### Critical Action 3

**Critical Action:** Provide proven interventions to assist each student in mastering grade-level learning objectives. PPPA CL #13

<b>Project Lead:</b>	Principal, Counselor, Team Leaders, Instructional Specialist							
<b>Staff, Title I Staff:</b>	Classroom Teachers, Support Staff							
<b>Materials and Resources:</b>	TPRI, AIM, Tier 1 & 2 resources, iStation, Think Through Math, Razz Kids, OSMO, Reading A-Z, STAAR Mission (5 <sup>th</sup> gr Math), EPIC! app							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<input type="checkbox"/> Other:

#### Strategies for Accomplishing Critical Action 3:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
1. Provide tutorials that target specific TEKS objectives needed for grade level mastery of skills	Weekly beginning in September 2016- May 2017	Tutoring Rosters Pre/Post Assessments Tutoring Lesson Plans RTI Math Chart	Formative Notes: All grades/departments have scheduled tutoring days each week. Grade level Kid Talk and GAP analysis help teachers identify those students in need of tutoring support. Summative Notes: Kid Talk was extremely beneficial to classroom teachers as it helped focus planned interventions. Kid Talk did help reduce our referrals to CMIT. Support staff was used as a resource.
2. Integrate technology software interventions, such as iStation to target identified TEKS skill gaps	Weekly beginning in September 2016- May 2017	iStation Reports Think Through Math Reports Trackers	Teachers use iStation, Razz Kids, OSMO, Reading A-Z to identify TEKS skill gaps. iPads were used to help with phonic skills, especially at teacher table.



## Critical Action 4

**Critical Action:** Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives. PPPA CL #15

<b>Project Lead:</b>	Team Leaders							
<b>Staff, Title I Staff:</b>	Classroom Teachers and Support Staff							
<b>Materials and Resources:</b>	DeCartes, M3, Think Tank, Puzzlers, Lego Masters, Plickers, Kahoot							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<input type="checkbox"/> Other:

### Strategies for Accomplishing Critical Action 4:

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. Extended learning for students who demonstrate early mastery (Use of DeCartes to help with depth and complexity of lessons.)	Weekly-October 2016-May 2017  Oct. 2016	Lesson Plans Team Meetings PACE Update Meeting	Formative Notes: Grade levels are scheduling time to use STEM activities in the library as an extension of grade level TEKS. Summative Notes: Maker space in the library was used by 4 <sup>th</sup> and 5 <sup>th</sup> grades at recess time. Enjoyed by students.
2. Integrate more Project Based Learning experiences across all disciplines to foster 21 <sup>st</sup> Century Skills, such as communication, critical thinking, collaboration and creativity	1 per semester 2016 and 2017  Nov 2016	Lesson Plans Training Agenda Think Tank	5 <sup>th</sup> grade implemented a literary unit where students read plays and created their own plays/productions. Engineering units, such as walls and windmills are used in 1 <sup>st</sup> grade. 2 <sup>nd</sup> grade students access the STEM weather unit once a month through the library. 3 <sup>rd</sup> grade created a Road Trip Project and a Create Your Room project using area and perimeter. 4 <sup>th</sup> grade also participates in STEM activities in the library. Special Ed created a 5 <sup>th</sup> gr PBL centered on Martin Luther King where students created a play. Grade levels will continue to integrate PBL units into curriculum next year.
3. Implement pretests or quick checks (informal observations) to quickly assess student understanding/mastery	Weekly- October 2016- May 2017	Sample Pretests Lesson Plans Team Meetings	Grade levels are implementing a variety of informal observations to assess needs of students.

## Health, Fitness and Attendance

### Critical Action:

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

### Strategies for Accomplishing Health, Fitness and Attendance Critical Action:

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	<b>COORDINATED SCHOOL HEALTH:</b>			
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. <b>(Required - Form Provided)</b>	Principal	Campus Wellness Plan	Formative Notes: Steps have been started and will be ongoing.  Summative Notes: All steps successfully completed.
K-8	Include at least one Parent on Campus Wellness Team. <b>(Required)</b>	Campus Wellness Captain	Campus Wellness Plan	
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. <b>(Required)</b>	Principal	Coordinated School Health Curriculum	
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. <b>(Required)</b>	P.E. Teacher/ Staff	Coordinated School Health Curriculum	
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	
	<b>FITNESS:</b>			
3-8	Pre and Post Assess all eligible students using fitness test components. <b>(Required - Form Provided)</b>	P.E. Teacher	Student Exemption Form	
4 <sup>th</sup> & 7 <sup>th</sup>	<b>(NEW ACTION STEP)</b> Ensure all data for 3 <sup>rd</sup> -8 <sup>th</sup> grade students is entered on timely basis, fitness report cards are printed (4th and 7th grade) and sent to parents or linked through	P.E. Teacher	Fitnessgram Student Report	

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	myPISD. <b>(Required)</b>			
<b>PHYSICAL ACTIVITY REQUIREMENTS:</b>				
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. <b>(Required - Form Provided)</b>	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. <b>(Required)</b>	P.E. Teacher	Pedometers; heart rate monitors	
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. <b>(Required - Form Provided)</b>	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	
K-5	Ensure students are receiving daily unstructured play during recess. <b>(Required)</b>	Principal	Master Schedule, Staff Supervising Schedule	
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. <b>(Required)</b>	Principal	Resources available upon request	
<b>ATTENDANCE: Forms are available on inside.pisd</b>				
K-8	Monitor attendance of students and follow up on prominent and chronic absences. <b>(Required)</b>	Principal	Pinnacle, Attendance Sheet	

## Violence Prevention and Bullying

### Critical Action:

VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (HB 283)

### Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
<b>Staff</b>	<b>PREVENTION:</b>			
	Identify high risk areas. <b>(Required)</b>	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Formative Notes: Steps have been started and will be ongoing. Summative Notes: All steps successfully completed. No report of bullying for campus.
	Monitor high risk areas. <b>(Required)</b>	Principal Designee	Staff assignments/schedule	
	Follow Campus Rules/Expectations. <b>(Required)</b>	Principal	Code of Conduct, District Handbook Campus Handbook	
<b>Staff</b>	<b>EDUCATION:</b>			
	Participate in annual staff training on bullying/sexual harassment. <b>(Required)</b>	Principal or designee	Handouts/PowerPoint	
	Review referral process. <b>(Required)</b>	Principal or designee	Campus referral plan	
<b>Staff</b>	<b>INTERVENTION:</b>			
	Establish recommended intervention strategies for classroom/campus. <b>(Required)</b>	Principal or designee (campus discipline staff)	Discipline Management Plan	
	Implement campus referral plan. <b>(Required)</b>	Principal or designee	Campus Referral Plan	
	Utilize Discipline Management strategies. <b>(Required)</b>	Principal or designee	Discipline Management Plan	

**Strategies for Accomplishing Violence Prevention and Bullying Critical Action:**

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
<b>All Students</b>	<b>PREVENTION:</b>			
	Clearly state student expectations/campus rules/citizenship. <b>(Required)</b>	Principal or designee	Code of Conduct/ Student-Parent Handbook	
	Monitor high risk areas. <b>(Required)</b>	All staff	Schedule (if necessary)	
<b>All Students</b>	<b>EDUCATION:</b>			
	Explain referral process/contacts. <b>(Required)</b>	All teachers	Referral Plan	
<b>All Students</b>	<b>INTERVENTION:</b>			
			(Please complete cells below)	
	Apply classroom interventions: <b>(Required)</b>	All teachers	Kelsos Choices Positive Behavior Supports Social/Emotional Health Curriculum	
	Employ discipline interventions: <b>(Required)</b>	Designated staff	CMIT/504/ARD Accommodations TIER II and III RtI	
	Use other intervention strategies as necessary/appropriate. <b>(Required)</b>	Administrative staff or counselors	CMIT/504/ARD accommodations TIER II and III RtI Student Code of Conduct	
	Conference with parents/students. <b>(Required)</b>	Teachers or other staff	CMIT/ARD/Office Referral Documentation	

## Parent Involvement

### Critical Action:

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

### Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and electronic information. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local Funds</b>	Principal, Secretary, Classroom Teachers, Campus Technology Assistant	First 9 weeks of school, as the need arises	Formative Notes: Steps have been started and will be ongoing.  Summative Notes: All steps were successfully completed. Going forward, changes for next year will include parent notification of student's teacher after completion of emergency information in Parent Portal.
Identify parents without computer/internet access to offer hard copies of school information. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local Funds</b>	Principal, Secretary, Classroom Teachers, Campus Technology Assistant	First 9 weeks of school, as the need arises	
Upgrade and maintain the campus website for easy access and increased communication with the community. <b>Funding source: state &amp; local</b>	Office Manager	August 2016, as the need arises	
Communicate information through eNews. <b>Funding source: state &amp; local</b>	Office Manager	As the need arises	
Utilize social media to keep parents and community informed. <b>Funding source: state &amp; local</b>	Campus Staff	As the need arises	
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. <b>Funding source: state and local</b>	PTA President, Principal	Monthly meeting	
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) <b>Funding source: state &amp; local</b>	PTA President, Principal	As the need arises	

## State Certified Teachers and Highly Qualified Paraprofessionals

### Critical Action:

The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

<b>Project Lead:</b>	Plano ISD HR Employee Recruitment & Retention Department
<b>Staff, Title I Staff:</b>	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
<b>Materials and Resources:</b>	Operating Fund, HR Budget, Campus/Curriculum Budget

### Strategies for Accomplishing State Certified Teachers and Highly Qualified Paraprofessionals Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	August 2016 to May 2017	<b>Formative Notes:</b>  <b>Summative Notes:</b>
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	Monthly Bilingual Stipends, July 2016 to June 2017	
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	August 2016 to May 2017	
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators. <b>Title I Component 4 and 5</b> <b>Funding source: State and Local</b>	July 2016 to June 2017	
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	July 2016 to June 2017	