



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Hightower Elementary

Principal: **Mariea Sprott**

Mission Statement: The Hightower community will develop self-directed lifelong learners who achieve their personal best in a diverse world.

Approved by DBIC on November 14, 2016

Verification Page

Planning Timelines

- Analysis of Critical Actions, and STAAR 2015-2016 Gap Analyses: **August 2016**
- Needs analysis, goal setting and strategic planning: **July - September 2016**
- Campus teacher data analysis day: **August - September, 2016**
- SBIC Plan due for DBIC review: **October 12, 2016**

Meeting Dates

- Meeting 1: SBIC approves the improvement plan (by October 7, 2016): **Monday, October 03, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Monday, January 23, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Monday, May 22, 2017**

2016-2017 Campus Status

Check all that apply

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

Title I Information

Title I Components			
1 (CNA)	Comprehensive Needs Assessment	6 (PI)	Strategies to Increase Parental Involvement
2 (RS)	Reform Strategies	7 (Tran)	Transition (Elementary schools only)
3 (HQ)	Instruction by State Certified Staff	8 (A)	Teacher Decision-Making Regarding Assessments
4 (PD)	High-Quality Professional Development	9 (M)	Effective and Timely Assistance to Students
5 (R/R)	Strategies to Attract State Certified Teachers	10 (Coord)	Coordination and Integration
Program Funding			
Staffing	Enter funding \$	i.e. Teacher	
Parental Engagement	Enter funding \$	i.e. Parent programs, RAMP up for Kindergarten Program	
Student and Campus Capacity Building	Enter funding \$	i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities	

SBIC Committee

Committee Member's Name	Role	Year 1st Participated on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
LeaAnn Bonsukan	Faculty Member	2016		X	X
Teresa Ngene	Faculty Member	2016	X		X
Terry Eddy	Faculty Member	2016	X		X
Patrick Quinlan	Faculty Member	2008	X	X	X
Sharon Sowry	Faculty Member	2014	X	X	X
Margaux DiGiovanni	Faculty Member, Special Education	2016		X	X
Mariea Sprott	Principal	n/a	X	X	
Cindy Van De Ven	District Professional	2012	X	X	X
Leigh Ann Earnhart	Campus Professional, Non-teaching	2016	X	X	X
Aubrey Nell	Support Staff Member	2010	X	X	X
Shelly Stevenson	Parent-Selected by PTA	2015	X		
Desiree Peterson	Parent-Selected by Principal	2016			
Sigal Zeevi	Parent	2016			
Nataya Dozier	Parent	2016			
Tashara Sims	Parent	2016			
Naiymeh Taghizadeh	Parent	2016			
Dr. Myrtle Hightower	Community Member	n/a	X		
Ann Nyberg	Community Member	2016	X		
Menchie's	Business Representative	2016			
Jason's Deli	Business Representative	2016			
Sheila Swearingen	Faculty Member, PACE <i>AD Hoc</i>	2010	X	X	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. Quickly intervene when teachers are experiencing difficulty in their classrooms and provide assistance. (PPPA SW 16)
2. Monitor instructional practices using student performance data and classroom observations. (PPPA SW 15)

Critical Action 1

Critical Action: Quickly intervene when teachers are experiencing difficulty in their classrooms and provide assistance. (PPPA SW 16)

Project Lead:	Principal, Assistant Principal, PLC Leaders							
Staff, Title I Staff:	Classroom teachers							
Materials and Resources:	TEKS, Curriculum Planner, Accountability Data, Data Analysis Items							
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>Immediately identify teachers who are experiencing difficulty in their classrooms.</p> <ul style="list-style-type: none"> Ensure that you have the structures in place (e.g., regular classroom walkthroughs, benchmark assessments, collaborative team meetings) to make these early identifications. 	<p>weekly team planning, monthly staff meetings, bi-monthly meetings with mentors</p>	<p>Written feedback from teachers and to teachers; agenda from mentor meetings</p>	<p>Formative Notes:</p> <ol style="list-style-type: none"> Teachers are given time to observe other teachers in the building and at other campuses to reflect on best practices used. Mentor & mentee meetings are being conducted bi-monthly Teachers input and self-analysis Administrator walkthrough data <p>Summative Notes:</p> <ol style="list-style-type: none"> Feedback from teacher observations was submitted MOY MAP scores were input and student growth was observed Mentor meetings were conducted Walkthroughs were completed, feedback was provided, and reflected on by the teacher Met frequently during planning time to discuss instructional and behavioral concerns. During this time, ideas and strategies were shared among teachers that had proven successful for them. Teachers actively searched for new ideas to implement in our classrooms to address instructional and behavioral concerns. The observation of other teachers and Mentor/Mentee meetings has provided

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
			positive support and an encouraging learning environment.
<p>Provide differentiated support for teachers who are experiencing difficulty in their classrooms.</p> <ul style="list-style-type: none"> Brainstorm with the leadership team to formally develop a list of support options that are available when a teacher would like needs assistance. Develop progressively aggressive support structures. While you might begin by providing the opportunity for the struggling teacher to visit other classrooms and to have time to discuss what was observed following the visit, you may progress to videotaping with specialized coaching or assign instructional coaches or other school leaders for an extended period of intense intervention. 	Weekly team planning, monthly staff meetings, monthly PLC meetings	Specialists, peers, administrators, curriculum specialists, and mentors provide differentiated instructional ideas, Google Classroom/Google Form	<p>Formative Notes:</p> <ol style="list-style-type: none"> Specialists, teachers, and curriculum specialists model good teaching practices and lessons, observe, and provide feedback. Specialists attend planning sessions with grade levels. Classroom teachers guide Resource Department organization by providing necessary instructional materials (textbooks, resources) and communicating what to keep and when to use, etc. 3rd-5th teachers communicate ideas in PLC meetings for getting grades when whole group time is less and more small group differentiation is incorporated. Communicate in staff meetings interactive math game ideas to help with concepts that don't readily lend themselves as interactive. Teachers use Swivel robot to video a lesson (guided reading, 10 minute video highlighting how that grade level teaches a particular skill Create a Google Classroom/Google Form that teachers can add ideas and videos for all teachers to access and view as time or interest presents itself. Allow time to meet during PLC meetings to discuss strategies/ideas (how to teach a certain concept, grouping of students, classroom and time management ideas) to consider for implementation. On-Site Experts- teachers who hold a Masters degree in reading, writing, or math to collaborate and support other teachers. Show library materials we have and how they

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>relate to mathematics. With so many resources in the library, it can become overwhelming.</p> <p>Summative Notes:</p> <ol style="list-style-type: none"> 1. Curriculum department was brought in to help with teachers needing assistance. 2. Continue to offer mentor support next year. 3. Math Quizziz, Quizlets, and Math Jeopardy were used to provide more differentiated instruction for each student 4. Specialists and Special Education teachers attended grade level meetings to build consistency with instruction 5. 4th grade has taken more grades on station work in order to provide more time for small group differentiation. Steps are being taken to set up a Google Classroom where teachers can document successful instructional strategies, classroom management tips, behavioral strategies, etc. as well as post questions or concerns to illicit advice or ideas 6. Curriculum specialists visited the campus and gave input on math and reading teaching practices. 7. The librarian sent frequent emails regarding resources that could utilized for math lessons. 8. The restructuring of the PLC meetings was an effective use of time. It allowed time for sharing of ideas and strategies.

Critical Action 2

Critical Action: Monitor instructional practices using student performance data and classroom observations. (SW 15)

Project Lead:	Principal, Assistant Principal, PLC Leaders							
Staff, Title I Staff:	Classroom teachers							
Materials and Resources:	TEKS, Curriculum Planner, Accountability Data, Data Analysis Items							
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>Conduct frequent and focused classroom walkthroughs</p> <ul style="list-style-type: none"> Carefully and consistently monitor instruction through focused walkthroughs in all classrooms. Extend your current walkthrough practices to include every classroom in your school. 	Daily ELAR, science, and math lessons	PWT's; provide written feedback	<p>Formative Notes:</p> <ol style="list-style-type: none"> Administrator walkthroughs Administrators complete the carbon copy walkthrough form and leave feedback for teachers <p>Summative Notes:</p> <ol style="list-style-type: none"> Teachers implement feedback from walkthroughs. Administrative walkthroughs provided feedback to the teachers about the number of students who were highly engaged in lessons at the time of walkthrough as well as insight as to the variety of instructional strategies being observed.
<p>Use student performance to monitor instructional practices</p> <ul style="list-style-type: none"> Examine the extent to which your current school leaders and staff use student performance data to monitor the use of specific instructional strategies. Ask team leaders to be prepared to provide examples of how they enact this practice. 	Weekly team planning, Review every nine weeks	parent conferences, agenda	<p>Formative Notes:</p> <ol style="list-style-type: none"> Meeting with grade level and administrators to go over MAP and STAAR data to help advance their scores. Teams meet at least 3 times a week, if not daily, to discuss concepts that are mastered and concepts that need to be revisited. Teams meet daily, weekly, monthly, and quarterly (BOY, MOY, EOY) to assess and discuss student formal and informal performance data.

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>4. Meet monthly to review ABC and CMIT kids.</p> <p>5. Collaborate with ESL, PACE, SPED, Resource, etc. as needed</p> <p>Summative Notes:</p> <ol style="list-style-type: none"> 1. Students have shown growth through MAP/STAAR due to data analysis and collaboration among teachers. 2. Met to discuss and adjust goals BOY, MOY, and EOY 3. Team met weekly to discuss student growth using formative, summative, and assessment data 4. Used present levels of academic and functional performance to develop instruction 5. Teachers: <ul style="list-style-type: none"> --selected additional resources to supplement curriculum and provide for student needs based on data analysis from STAAR, MAP, and classroom assessments. --adjusted lesson plans to allow additional time to provide enrichment and/or to compact lessons based on weekly assessments and team discussions. --formed homogenous skills groupings of students across grade level to provide differentiation based on data analysis of MAP and STAAR scores with a goal of moving students up to the next level of STAAR. --formed fluid, homogenous small groupings within individual classrooms based on data analysis taken from weekly assessment. 6. Due to the collaboration between teams and administrators we have seen an increase in student performance and target specific needs/strategies for ABC and CMIT students.

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>Use formal follow-up activities to ensure professional development application</p> <ul style="list-style-type: none"> Begin to develop the format to allow teachers to share classroom applications following any professional development activity. From as informal a format as asking teachers to share their applications in emails to formal demonstrations offered by a number of teachers during faculty meetings, it is important to follow up on all training. 	<p>Monthly staff meetings, weekly team planning</p>	<p>modeling and providing working sessions</p>	<p>Formative Notes:</p> <ol style="list-style-type: none"> Staff meetings to share classroom applications; technology, guided reading, interactive word walls, schedule time for teams to identify and discuss the utilization of resources All professional staff presented a section from our book study, <u>7 Steps to a Language-Rich Interactive Classroom</u> with team implementation time to follow. <p>Summative Notes:</p> <ol style="list-style-type: none"> Positive impact on student participation; continue to implement strategies learned from the <u>7 Steps to a Language-Rich Interactive Classroom</u>. As a result of the book study, <i>7 Steps to a Language Rich Interactive Classroom</i>, we have implemented specific strategies such as “students responding in complete sentences”, “sentence frames”, and teaching specific “brick and mortar words” which has improved the quality of student responses. Collaborated regularly to discuss strategies used to promote student growth Based on recommendations during staff meetings, fourth grade utilizes Google Classroom to provide support for classroom lessons, differentiate assignments, provide remediation and enrichment, and communicate homework and special events to students. Based on recommendations for Guided Reading, funds were used to purchase a variety of genres to use during Guided Reading time. Teachers took the initiative to seek out additional resources (often from ReadWorks, Pinterest, Teacher Pay Teacher) to share with team and to use in our classrooms to support whole group as well as small group differentiation.

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
			<ol style="list-style-type: none">6. As a result of PDH, we implement the use of word walls during science lessons.7. Made higher level questioning a priority by intentionally incorporating them in our daily lessons as well as teaching students the vocabulary used in higher level questions.

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	<p>Formative Notes: Campus Wellness Form</p> <ul style="list-style-type: none"> • Student Running Club • Staff step challenge • Dietician to speak with staff <p>Summative Notes:</p> <ol style="list-style-type: none"> 1. Meeting dates: <ul style="list-style-type: none"> • October 26, 2016 • December 7, 2016 • May 3, 2017 2. Through the implementation of our Coordinated School Health Curriculum, students were able to understand and engage in health related topics as well as participate in our Hightower Jogging Club. 3. As evidenced by our FitnessGram data, most students showed improvements in the various areas tested. 4. Additionally, students showed improvement in various physical education skills through the use of sequential and developmentally appropriate curriculum. 5. Our staff enjoyed being able to participate in our staff Pedometer challenge as well as learn important dietary information from our guest speaker.
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	Noted in our Campus Wellness Form
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an	Principal	Coordinated School Health Curriculum	Ongoing and incorporated into PE classes

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	appropriate setting, i.e. classroom component requires use of a classroom. (Required)			
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	Located in the gym and the main Hallway, themes change every 9 weeks.
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	FitFest will take place April 7th, parents/community will be notified through newsletter, flyers, and marquee.
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	All 3-5 grade students have completed the pre-tested in October and post-tested in March.
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	All data will be recorded by May 1, 2017. FitnessGram report cards will be printed and sent to students with their final report card.
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	Sample schedules are available upon request. See attached schedules.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	PE staff would like to purchase pedometers that measure MVPA. Our current pedometers do not measure MVPA.
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	Lesson plans, Yearly Plan Form, Principal walk throughs and observation.
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising	Students receive 20-30 minutes of unstructured play at recess

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
			Schedule	
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	Students receive multiple opportunities throughout the day to participate in classroom brain breaks Observed improved student focus by incorporating movement breaks before direct instruction and by incorporating yoga into daily routine
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	Assistant Principal monitors weekly data and employs truancy prevention measures as necessary

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 daily all year long
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	Ongoing daily all year long
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	Ongoing daily all year long
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	Staff was trained by the Counselor on 10/19/16. The staff was able to identify bullying and sexual harassment all year long.
	Review referral process. (Required)	Principal or designee	Campus referral plan	Staff was trained by the Counselor on 10/19/16. The staff was aware of the bullying referral process and utilized it well.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	Ongoing daily all year long. Strategies were effective all year long.
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	Referral process is already established.
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	Ongoing daily all year long. Strategies were effective all year long.

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	PREVENTION:			
	Clearly state student expectations/campus rules/citizenship. (Required)	Principal or designee	Code of Conduct/ Student-Parent Handbook	R.O.A.R. poster with expectations has been taught to all students. Tiger Tickets, Behavior Matrix and Weekly R-Time utilized all year long
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	Staff members are assigned to morning and afternoon monitoring posts throughout the school to actively monitor students entering and leaving school. We also have cafeteria and recess teachers monitoring students. This is ongoing daily all year long
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	Staff was trained by the Counselor/Principal on 10/19/16. Teachers made accurate referrals throughout the year.
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions: (Required)	All teachers	R.O.A.R. Expectations R Time & Behavior Matrix	Ongoing daily all year long. The students responded appropriately.
	Employ discipline interventions: (Required)	Designated staff	R.O.A.R. Expectations R Time & Behavior Matrix	Ongoing daily all year long. The students responded appropriately.
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	R.O.A.R. Expectations R Time & Behavior Matrix	Ongoing daily all year long, Social & Emotional Training for teachers by Citizenship PLC 2/20/17
	Conference with parents/students. (Required)	Teachers or other staff	Teacher Observations	Parent Conferences were 10/10/16. Conferences will continue to be held as needed, either at teacher or parent request.

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	Administration, Classroom teachers	Beginning of school year registration, as the need arises	Formative Notes: parents have received regular communication from the school via newsletters through eNews, emails and phone calls from teachers Summative Notes: This means of communication was very effective and utilized by the staff and parents.
Identify parents without computer/internet access to offer hard copies of school information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds	Classroom teachers, counselor	Throughout the year as need arises	Paper copies were sent home every Thursday when needed.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	CTA	Throughout the year as need arises	CTA has input current information for the 2016-2017 school year
Communicate information through eNews. Funding source: state & local	Administration, Classroom teachers	Monthly Newsletters, as need arises	Monthly newsletters and important information is being sent out through eNews
Utilize social media to keep parents and community informed. Funding source: state & local	Administration, Classroom teachers	Throughout the year as need arises	Information is sent through Facebook, Remind, and eNews
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	Administration	Monthly PTA meetings or more often if needed	Administration has attended monthly PTA meetings to gain insights
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: state & local	Administration	Two times per semester	10/21 @ 8:00-8:45 in the library – He Hit Me First! Dealing with Sibling Rivalry 11/10 @ 8:00-8:45 in the library – Pick Up Your Socks! Teaching Responsibility 4/20 @ 8:00-8:45 in the library - Preparing your Child

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
			for Kindergarten 4/28 @ 8:00-8:45 in the library – Middle School: It's So Different

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	