



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Stinson Elementary

Principal: Michele Taylor

Mission Statement: The Stinson school environment is one in which all learners develop knowledge, curiosity and embrace responsibility. We believe that all of our students are capable and fully able to learn and grow socially and academically. Our teaching staff and families are reflective of and responsive to the needs of all of our students, value diversity and foster communication and cooperation, as we all work together to create the best learning opportunities for all Stinson 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, September 28, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Tuesday, January 24, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Wednesday, May 24, 2017**

2016-2017 Campus Status May 24, 2017

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
Kalyn Marx	Faculty Member	2016-2017	X	X	X
Julie Thrift	Faculty Member	2012-2013	X		X
Sandra LupPlace	Faculty Member	2016-2017	X	X	X
Lori Sloan	Faculty Member	2015-2016	X	X	X
Heather Stevens	Faculty Member	2015-2016	X	X	
Linda Mast	Faculty Member, Special Education	2016-2017	X	X	
Michele Taylor	Principal	2011-2012	X	X	X
Dan Armstrong	District Professional	2015-2016	X	X	
Kevin Kennedy	Campus Professional, Non-teaching	2016-2017	X	X	X
Cathy Lawrence	Support Staff Member	2013-2014	X	X	
John Gorman	Parent-Selected by PTA	2015-2016	X	X	X
Parul Dumka	Parent-Selected by Principal	2013-2014			
Tynesha Heard	Parent	2016-2017	X		
Piyush Mishra	Parent	2015-2016			
Robert Steffler	Parent	2016-2017	X	X	X
Alan Hernandez-Espinosa	Parent	2016-2017			
Judy Izzo	Community Member	2012-2013		X	
Marilyn Brooks	Community Member	2010-2011		X	
Kit Mathis	Business Representative	2015-2016	X		X
Moayyad Jallad	Business Representative	2014-2015			

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. Supplement classroom intervention and instruction with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. PPPA SW #17
2. Build support structures to enable increasing numbers of students to engage successfully in rigorous coursework PPA SW #10
3. Teachers will provide opportunities to enhance student's growth mindset, by providing structured activities and opportunities to address the social-emotional component of student achievement.
- 4.
- 5.

Critical Action 1

Action: Supplement classroom intervention and instruction with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. PPPA SW #17

Project Lead:	Principal, Assistant Principal, Learning Team (PLC) chairs (core subjects) grade level Team Leaders, PACE Specialist							
Staff, Title I Staff:	Instructional Specialist, Learning Team (PLC) members (core subjects), all teaching staff							
Materials and Resources:	TEKS, PISD curriculum, Learning Team (PLC) goals, data analysis							
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>Proactively develop intervention plans for students performing below grade level</p> <ol style="list-style-type: none"> Share written intervention plans that clearly identify the grade level support used to assist students who enter class at a below grade level achievement level. This plan should involve district, school and classroom level support to ensure all students reach a high level of academic achievement. <ul style="list-style-type: none"> Campus utilized pass up folders, pink and blue cards, CARE notes, CMIT/504 documentation is shared with receiving grade level teams, SPED accommodations and modifications are shared with receiving grade level. Develop, distribute and implement the plan to provide this remediation beyond the classroom teacher for students entering a classroom below grade level. Make sure the grade level team, parents and specialists are aware that this plan is in place and will be enacted for these students. They should be shared with the receiving grade level. 	<ul style="list-style-type: none"> Pass up folders and pink & blue cards distributed August 2016 Plans October 2016 <ul style="list-style-type: none"> Pass up folders – August 2016 CMIT/504 notes – August 2016 Plans – October 2016 	<p>Teacher copies of CMIT, 504 & SPED Accommod. & modifications. CARE notes, team planning notes.</p> <p>Assessment data, teacher/team copies of CMIT, 504 and SPED notes, information from building</p>	<p>Formative Notes:</p> <p>5th –Used pass up folders, diagnostics, CARE/CMIT documentation to create lesson plans, enrichment, interventions, and team agendas.</p> <p>4th - Used Edugence, RIT bands, running records, pass up folders, and all CARE/CMIT notes to purposefully plan at our team meetings.</p> <p>3rd: We utilize all of our data such as MAP scores, RIT Bands, Descartes, Edugence, and etc. We complete IRIs, go through CARE and CMIT notes to plans lessons based on individual student needs.</p> <p>K: use classroom testing data and 504 notes to plan necessary interventions</p> <p>Reading PLC-collaborated different time management ways to meet the needs of all students, especially those who are identified with a need; shared the many resources each grade level has to see if others can use them also—MAY—this was a very helpful process, as we all learned from one another</p> <p>2nd: We used pass up folders, documentation, Edugence, CARE/CMIT information to determine needs of students</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
<ul style="list-style-type: none"> Complete for students currently identified through SPED, CMIT, 504. Will be on-going for all students based on assessment <p>3. Use student assessment data and teacher input to identify the students at each grade level who will require additional instructional supports from the first day of the school year. Ensure students receive these services.</p> <ul style="list-style-type: none"> PLC's and Team Leaders will convey the expectation that support starts when the school year begins, or a need arises, using assessment data in Edugence, pass up folders, or SPED, CMIT or 504 information 	<ul style="list-style-type: none"> SPED accommodations - August 2016 August 2016 New Move ins – October 2016 TIER 3 - September 2016 SPED information – August 2016 Information provided as students qualify for additional services 	<p>and district specialists</p> <p>CARE notes, CMIT, 504 discussions and notes, CARE notes, ARD meeting notes, Edgucence data</p>	<p>PACE-use testing data and CARE/CMIT notes and plan lessons based on individual student needs.</p> <p>Summative Notes:</p> <p>5th - Our student below grade level improved 1 growth measure. The team was able to use our data to create a program that utilized all staff and materials available.</p> <p>2nd-AS a team we worked together to determine the needs of all students academically and behaviorally in order to have student's progress through our grade level</p>
<p>Provide proactive support for students performing below grade level</p> <p>1. All teachers will provide support to ensure that students performing below grade level gain the prerequisite skills needed before they are introduced to new content. That is, to move all students to higher levels of achievement, you must concentrate on both the level of instruction in every classroom and the required remediation to allow students to successfully engage in the instruction. They must be taught at grade level while simultaneously receiving the necessary review and reinforcement to master grade level TEKS.</p>	<ul style="list-style-type: none"> August 2016 for students already identified September 2016 – New move ins Daily Tier 2 instruction Tier 3 	<p>Tutoring plans, team planning discussions and agenda's, Core subject PLC discussions, CARE notes</p>	<p>Formative Notes:</p> <p>5th - Actively implementing best practices in all subject areas</p> <p>4th- Identified current and new move in students below grade level and targeted instruction, through team planning and documentation, to fill necessary gaps.</p> <p>3rd- when student perform below grade level we refer to the RIT bands, Descartes, accommodations to target instruction. We follow through with Tier 2/3 as well as tutoring to reach each child's targeted instruction.</p> <p>K-Identify students performing below grade level, discuss and identify a tutoring plan at team planning and CARE meetings</p> <p>Reading PLC-we have implemented and discussed</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
<ul style="list-style-type: none"> Core subject PLC’s will discuss best practices to ensure plans are in place. Grade level teams will discuss student needs at CARE meetings, Teams will provide written tutoring plans <p>2. Teachers/teams will ensure that each unit of study in all core content areas has been carefully analyzed to determine what necessary prerequisite skills students must possess to be able to engage with the new learning content successfully. Grade levels will need to share remediation plans that have been successful.</p> <ul style="list-style-type: none"> Discussions in team planning meetings, PLC core subject meetings, CMIT, and 504 meetings to ensure all students have the needed prerequisite skills using data from Edugence, CARE, CMIT. Tutoring, IE time and Guided reading can be used to meet remediation needs. <p>3. Structure specific instruction opportunities for the prerequisite skills in tutoring sessions that precede a new unit of study. Have students from across classrooms who need this instruction take part in tutorials.</p> <ul style="list-style-type: none"> Grade level teams and building specialists must turn in their tutoring plans by October 1, 2017 Monitor progress by team planning, CMIT and 504 meetings and well as CARE talks 	<ul style="list-style-type: none"> instruction 3X a week Monthly PLC information shared Weekly team planning meetings Monthly CMIT/504 meetings Monthly CARE meetings Monthly PLC meetings Guided reading lesson plans September 2016 – Tutoring plans due Weekly team planning meetings 	<p>Team planning notes. Core subject PLC goals and notes, CARE notes, CMIT/504 discussions and plans, Guided reading plans, information from school and district specialists</p> <p>Tutoring plans, Grade level planning discussions, grade level data discussions, pre-assessment results, CARE notes, CMIT/504 discussions and plans.</p>	<p>guided reading extensively. Met with teams and individuals to ensure proper implementation of guided reading that it would be intentional planning for each student at their reading level; sharing and discussing of remediation plans is ongoing—MAY—guided reading was a building wide effort and we all learned from one another and the students were the ones to benefit from quality/intentional instruction</p> <p>2nd: give students pre-assessments before new content taught to see prerequisite needed. Use RIT bands, Decartes and then we target instruction for each student.</p> <p>ESL Specialist – Provides instructional coaching with classroom teachers to guide and create lessons for ESL students at Advanced or Advanced High levels. These students are primarily served by the classroom teachers with targeted support from ESL Specialist as needed.</p> <p>PACE-utilize “unit” pre-assessments and determine level of skill and fill in necessary gaps to insure a stronger foundation of unit study</p> <p>ESL Specialist– Meets with LEP students (at beginning and intermediate levels) for after school tutoring 1-2 days per week to focus on skills in reading, writing, listening, and speaking.</p> <p>Summative Notes:</p> <p>ESL Specialist - met with the LPAC committee after each grading period to discuss the effectiveness of ESL instructional interventions and made any necessary changes or additions to accommodations and interventions for each LEP and monitored student.</p> <p>2nd—students assessment scores showed improvement</p>

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			<p>from pre-assessment to post assessment scores. Any students who continues to struggle was given targeted instruction in that area.</p>
<p>Proactively develop intervention plans for students demonstrating early mastery of the curriculum.</p> <ol style="list-style-type: none"> Teams will determine what grade level supports they can provide for students who develop early mastery of any unit of study. This is for students demonstrating early mastery, not formal PACE identification or curriculum. <ul style="list-style-type: none"> Teachers will plan and discuss each unit of study in their grade level and implement a plan for students who have already shown mastery of that unit. Teams must be consistent on the methods they use to identify early mastery. <ul style="list-style-type: none"> Teams will continue to use pre-assessments both formative and summative at team planning. Will also have IE time activities to extend the curriculum As a team decide on the options you will use in the 2016-2017 school year. Consider options such as: regrouping students across teachers for a unit of study to let those that have mastered the material work on more advanced structured learning projects, providing specialized computer activities that extend learning relative to specific academic objectives being taught. <ul style="list-style-type: none"> PLC's and Grade level teams will develop and use support options for students who have already mastered 	<ul style="list-style-type: none"> Weekly team planning meetings Weekly team planning meetings Weekly team planning meetings Monthly CARE meetings Discussions at monthly PLC meetings August 2016 – District 	<p>Grade level planning meetings, lesson plans, information from district and campus specialists, Planning agendas</p> <p>Pre-assessments, Weekly plans</p> <p>Pre-assessments discussed at team planning meetings, Grade level IE plans, walk throughs during IE time.</p>	<p>Formative Notes:</p> <p>5th - Actively using higher level materials & questions for students demonstrating early mastery of curriculum.</p> <p>4th- RLA teachers have a targeted extension program in place, after school, to extend early mastery of units. We also target those students in guided reading at teacher table.</p> <p>3rd-We utilize differentiated activities within the classroom actively through Web quests, extension activities in Math, Reading, and Science. Guided reading especially helps with grit and rigor.</p> <p>1st- Differentiated activities in the classroom for students who have shown early mastery.</p> <p>K- Provide differentiated instruction and advanced activities for those students showing early mastery</p> <p>Reading PLC-discuss and share ways each grade meets the needs of the high achieving students who have mastered skills; build on each other's knowledge to support the needs of the students—MAY—this was a great way for teachers to continue to build the high-achieving student's knowledge and not become complacent with grade level material, but to create rigorous activities for all students.</p> <p>Science PLC- each grade implements engineering lessons to enhance student achievement. Ms. Gee has STEAM activities for children on a weekly basis</p> <p>2nd: After our pre-assessments we discuss which students have early mastery. We discuss resources to use for those students. Differentiated/higher activities for independent practice, Web quests, extension activities. We analyzed a released Science STAAR to help with planning higher level questions.</p>

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<p>specific areas of the curriculum. They will use grade level materials., input from district specialists, campus specialists, PACE and Math Rocks teachers.</p> <ul style="list-style-type: none"> Grade levels will share their plans for meeting the needs of students with early mastery, pre-assessment results, IE plans, and information from district and campus specialists 	<p>curriculum specialists presented ideas to teachers</p>		<p>Writing PLC- discuss and share ideas with each grade level on meets the needs of high achieving students PACE- review pre-assessment and tier instruction and depth of unit study. Differentiate among the GT students through product choice and higher level questioning.</p> <p>Summative Notes: 5th Grade was able to use differentiated instruction to make sure that all students made growth. 83% meet expectation on Reading STAAR & 48% showed mastery on the 1st administration. 86% meet expectation on Math STAAR & 62% showed mastery on the 1st administration.</p> <p><u>Writing PLC</u>-We discussed a way we can make writing more engaging. We want to create a space in a classroom that encourages our students to bring out their creativity and inner author. This would be a fun place for teachers to teach writing lessons that would provide flexible seating and different writing tools for the students to use. As well as to inspire and motivate our students to express their creativity and possess a love of writing. – Goal was met through receiving a grant from the Plano Education Foundation.</p> <p>2nd —pre assessments were benefitcally to identify students who were ready to go deeper into unit vs. doing typical lessons with teacher</p> <p>1st- This helped to alleviate behavior problems and extend higher order thinking for kids who met early mastery.</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>Evaluate the effectiveness of student interventions. Abandon interventions that do not result in increased student performance.</p> <ol style="list-style-type: none"> As a grade level determine how you will evaluate the effectiveness of learning interventions that are provided. Clearly identify the processes that you will use to determine if the supports lead to improved outcomes. <ul style="list-style-type: none"> Ongoing discussions at team planning about what worked and what did not, Input from district and campus specialists. Documentations for successful and unsuccessful interventions at CMIT, CAR and 504 meetings. 	<ul style="list-style-type: none"> Weekly team planning meetings Monthly CARE meetings TIER 2 intervention documentation every 9 weeks 	<p>Team planning discussions, team planning agendas, Core subject PLC discussions and goals.</p>	<p>Formative Notes:</p> <p>5th - Using mid-year data to restructure best practices for maximum increased student performance.</p> <p>4th- We use unit test, MAP, and running records to readjust guided reading and high math groups.</p> <p>3rd- We take into consideration growth and data from daily assignments, mid-year scores, and teacher observations to adapt to the child’s needs.</p> <p>1st- We use our mid-year data to restructure our guided reading and math groups to reach each child’s instructional level.</p> <p>K-Use teacher observations as well as mid-year data to regroup students as needed</p> <p>Reading PLC-discuss the effective strategies each grade level uses to meet the needs of students.—MAY—this will need to remain on-going as students change and teachers change to ensure interventions are successful.</p> <p>K-5- ensure that students know critical vocabulary in science</p> <p>2nd: We utilize ongoing data through IRIs and mid year assessments to determine grouping and needs of the individual students.</p> <p>ESL Specialist– Meet weekly with classroom teachers to discuss best teaching strategies for ESL students. ESL Specialist will also meet with teachers to collaborate about TELPAS ratings from spring of 2017.</p> <p>PACE-Use unit project assessments and/or presentations via rubrics and teacher observations.</p> <p>Summative Notes:</p> <p>5th - Used our data to help evaluate books that needed to be added to the Literacy Library to improve instruction in reading 2017-2018. Reading is an area</p>

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			<p>that we need to improve progress ratings.</p> <p>1st- Summative- This method proved to be effective because our student's academic levels continued to increase throughout the year.</p> <p>2nd-this method was effective because our student's academic levels did increase from BOY/MOY/EOY</p>

Critical Action 2

Critical Action: Build support structures to enable increasing numbers of students to engage successfully in rigorous coursework. PPPA SW #10

Project Lead:	Principal, Assistant Principal, Learning Team Chairs (PLC), Grade Level Team Leaders, Special Education Team Leader							
Staff, Title I Staff:	Instructional Specialist, PACE Specialist, Learning Team (PLC) members (core subjects), all teaching staff							
Materials and Resources:	TEKS, PISD Curriculum, Learning Team (PLC0 goals (core subjects), data analysis,							
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>Set expectations for rigorous coursework</p> <p>1. All building teaching staff will have the expectation that all students can participate in rigorous coursework at their level</p> <ul style="list-style-type: none"> Starting on day one teachers will talk about a growth mindset and high expectations. Lesson plans will reflect rigorous coursework, Team planning discussions, walk throughs, CMIT, 504, SPED discussions and expectations 	<ul style="list-style-type: none"> August 2016 – Staff training from principal and district curriculum specialists Weekly team planning meetings 	<p>Team planning discussions and agendas, CMIT, 504 and SPED discussions and minutes, Lesson plans, Team planning discussions, Information from the Counselor, district and building specialists.</p>	<p>Formative Notes:</p> <p>5th - Lesson planning/team discussion include how to best implement rigorous coursework and always stating that we are always learning.</p> <p>4th- Identify areas in the curriculum that our students excel at and create a depth of understanding to increase the rigor of the topic.</p> <p>3rd- <i>Data helps us determine student levels and challenge them in their strengths and weaknesses to make sure growth is school-wide. All stakeholders are in touch with student needs.</i></p> <p>Science PLC- <i>each grade level utilizes interactive notebooks in science as well as interactive word walls</i></p> <p>2nd: At beginning of each Unit of study, teams discuss what the expectations are of students and how we can make their learning rigorous.</p> <p>K-Every week at team meetings, teachers work to create plans that are rigorous and challenging for all students, planning with the end goal in mind.</p> <p>PACE- <i>Using backward design making unit by unit adjustments to rigor based on the “current” students’ needs. (higher level questioning, depth & complexity of the subject area)</i></p> <p>Summative Notes:</p> <p>5th grade saw a 3% increase in students reaching mastered level on the Math STAAR first administration. A 6% increase of students reached mastered level on</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>Reading STAAR first administration. K- Teachers saw an increase in MAP scores as well as reading levels</p> <p>ESL Specialist – Provided instructional coaching with classroom teachers to guide and create lessons for ESL students at Advanced or Advanced High levels. These students were primarily served by the classroom teachers with targeted support from ESL Specialist as needed.</p> <p>2nd—Increase in MAP scores from MOY as well as reading levels</p>
<p>Provide learning supports for rigorous coursework</p> <p>1. Create grade level support systems for students who attempt to stretch academically, rather than just encouraging students to engage in more academically coursework.</p> <ul style="list-style-type: none"> Grade level planning discussions, Planning agendas, discussions with core subject learning teams. Information from district and building specialists Grade level reinforcement systems for attempting more difficult assignments, rubrics allowing opportunities to show effort as well as mastery. Student discussions about Growth Mindset 	<ul style="list-style-type: none"> Weekly team planning meetings September 2016, February 2016 training from PACE Specialist 	<p>Student Rubrics, Notes from Student discussions about Growth Mindset</p>	<p>Formative Notes:</p> <p>5th – Actively plans together, shares resources, and adapts plans based on diagnostic data to support using rigorous coursework.</p> <p>3rd-Small group instruction, team planning, curriculum, and other resources such as web quests, choice boards, technology, and games encourage engagement and growth.</p> <p>1st- Plans together to share ideas and strategies used in the classroom to best implement lessons.</p> <p>4th- We plan together to create cross-curricular connections and use rubric style assignments to encourage students to engage in challenging coursework.</p> <p>2nd: Plan together to share ideas and what has worked/not worked in the classroom for the students K-We plan together as a team, discuss ideas and strategies to use in the classroom that will work best for each student</p> <p>PACE- Growth mindset mantras and rephrasing how we attempt things (i.e. *We like challenges. *This will take time. *What can I improve on? Is there a different</p>

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			<p>strategy?) Also use of rubrics (teacher and self-evaluation rubrics) and product reflection journals.</p> <p>Summative Notes:</p> <p>5th grade saw a 3% increase in students reaching mastered level on the Math STAAR first administration. A 6% increase of students reached mastered level on Reading STAAR first administration.</p> <p>Technology-Teachers model an open mind to implementing new technology tools in the classroom.</p> <p>1st- Team planning proved to be a success for first grade. We collaborated and shared ideas and saw great growth in student learning.</p> <p>2nd—planning together of basic ideas/taking back what works for your class during team planning allowed teachers to differentiate for their classes.</p>

Critical Action 3

Critical Action: Teachers will provide opportunities to enhance student’s growth mindset, by providing structured activities and opportunities to address the social-emotional component of student achievement.

Project Lead:	Principal, Assistant Principal, Counselor, Learning Team Chairs (PLC), Grade Level Team Leaders							
Staff, Title I Staff:	Instructional Specialist, PACE teacher, Special Education teachers, Learning Team (PLC) members, all teaching staff							
Materials and Resources:	Austin ISD Social Emotional TEKS, Information from Momentous Institute, data analysis, Information from building counselor							
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 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
<p>Teachers/grade levels will designate a time each day/week that they address social emotional learning with their class</p> <ul style="list-style-type: none"> Grade levels turned in their plan to the counselor and office staff Grade levels will following their SEL plans 	<ul style="list-style-type: none"> Plans due by September 2016 	Submitted SEL plans	<p>Formative Notes:</p> <p>5th -Implements Morning and Closing Meetings daily</p> <p>1st- Each teacher uses R-Time in the classroom to promote social emotional learning.</p> <p>4th- Teachers use R-time or Morning and Closing Meetings daily.</p> <p>K- Morning meetings and R-Time</p> <p>3rd-Morning meetings, and R-Time, Class closings</p> <p>2nd: Each teacher uses R-Time in the classroom and Energy Bus for Kids to promote social emotional learning.</p> <p>PACE- Use class opening and/or closing questions/discussions</p> <p>Summative Notes:</p> <p>Grade levels provided Ms. Thrift with SEL grade level schedules. These lessons and activities are discussed each month at Learning Teams meetings and shared with teams by SEL Learning Team members.</p> <p>1st- R Time was a success with the beginning steps of SEL in our classroom discussions this year. It helped us reach our kids on emotional levels and the students seemed to enjoy the lessons while</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>learning. 2nd-R time/Energy Bus was successful to address many issues/SEL learning in the classroom. Most teachers also implemented Morning Meetings.</p>
<p>Students will develop and demonstrate self-management skills, regulate emotions, monitor behaviors related to school and life success.</p> <ol style="list-style-type: none"> Teachers will help students to develop a plan to regulate emotions and monitor their own behaviors. <ul style="list-style-type: none"> Teachers will follow R-Time lessons, use the Energy Bus for Kids 10 steps, or create their own lessons with support from the counselor or materials from the Momentous Institute Students will be able to discuss a situation and be able to help come up with their own plan to solve it. The campus will see a decrease in bullying complaints among students, a decrease in office referrals and fewer students leaving the classroom for behavior reasons Teachers and the counselor will teach students about resiliency and moving past mistakes or perceived failures. <ul style="list-style-type: none"> Teachers will follow R-Time lessons, use the Energy Bus for Kids 10 steps, or create their own lessons with support from the counselor or materials from the Momentous Institute. The PLC’s will also share strategies. Students will be able to discuss Resiliency and use strategies they have been taught to solve issues as they arise. The campus will see a decrease in bullying complaints among students, a decrease in office referrals 	<ul style="list-style-type: none"> Weekly, Bi-weekly, or daily SEL lessons Monthly information from SEL PLC Weekly guidance lessons Weekly, biweekly, or daily SEL lessons 	<p>Lesson plans, Office Referrals, Behavior tracking spreadsheet</p> <p>Lesson plans Office Referrals, Behavior tracking spreadsheet Bullying and compliment form tracking Feedback from teachers</p>	<p>Formative Notes: 5th – Actively incorporates self-management and self-regulation in Morning Meetings and Closing Meetings 4th- Uses a behavior tracking spreadsheet to help students monitor their own behavior. We also use think sheets to help them think about what could have been done. We also started using a communication log to communicate to parents and promote a good behavior by rewarding students with an extra recess weekly. 3rd-Star Think sheet, Star Student poster, kindness jar, tickets, Star cards, Star-to-star, mentors etc. K- Star Think sheets, star student poster, star cards, kindness jar, Golden tickets, Star-to-star mentor 2nd: Use kindness jar, star cards, classroom behavior rewards and Star Think sheets as needed to help with behaviors PACE- Utilize temperature checks –“How are we feeling about....?” “What would you change?” Pair shares & table talk is a daily ritual in our class in order to build trust//family feel.</p> <p>Summative Notes: 5th - Less peer issues needing resolution through Ms. Thrift. K- Students were able to solve problems on their own and were encouraged by positive praise and rewards (golden tickets, star cards, kindness jar)</p> <p>Technology-Teachers model digital citizenship in hopes of preventing any issues developing through the use of computers and technology in the classroom.</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>and fewer students leaving the classroom for behavior reasons</p>			<p>S.E. – Students enjoyed the atmosphere created in the classroom. The students looked forward to starting their day, group work, and sharing their thoughts. Strategies for regulating emotions are still developing. Materials have been purchased to further student growth in this area.</p> <p>2nd-Students enjoyed having an area in the classroom for them when they needed it. Still a work in progress.</p>
<p>Students will develop social awareness skills needed to establish and maintain positive relationships in school and in the community, with teachers, peers and community members.</p> <ol style="list-style-type: none"> Teachers will help students learn the skills needed to maintain positive relationships, including recognizing the feelings and perspectives of others and appreciating individual and group differences. <ul style="list-style-type: none"> Teachers will follow R-Time lessons, use the Energy Bus for Kids 10 steps, or create their own lessons with support from the counselor or materials from the Momentous Institute. The PLC’s will also share information with staff Students will be expected to participate in class meetings where respecting differences and perspectives of others are discussed. The campus will see a decrease in bullying complaints among students, a decrease in office referrals and fewer students leaving the classroom for behavior reason Stinson staff and counselor will teach students about and encourage involvement in the wellbeing of their school and community. 	<ul style="list-style-type: none"> Weekly guidance lessons, Weekly, biweekly or daily SEL lessons <ul style="list-style-type: none"> Weekly guidance lessons, 	<p>Lesson plans, Office Referral, Behavior tracking spreadsheet Complement board messages Feedback from teachers</p> <p>Lesson plans, Office Referrals, Behavior</p>	<p>Formative Notes: 5th grade actively incorporates Morning Meetings and Closing Circles on a daily basis. 4th - Use of R-Time and morning/closing meetings 3rd-R-time, guidance lessons, morning meeting, class closings 2nd: Use of R-Time and Energy Bus for Kids K- Incorporate morning meetings/closing meetings, R-Time PACE-Use “I “messages (“I feel ___ when you ___, please stop” and class openers/closing/temp. checks.</p> <p>Summative Notes: 5th - All students looked forward to meeting in the morning and coming to closing circles at the end of the day. Technology-Students and teachers use technology tools, such as Google Classroom, to create opportunities for learning that build a sense of community and cohesiveness. K- Students are eager to begin morning meetings each day and look forward to closing circles. Students are more open to sharing/talking.</p> <p>Safety Patrol began August 29th and ended June</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
<ul style="list-style-type: none"> Teachers will follow R-Time lessons, use the Energy Bus for Kids 10 steps, or create their own lessons with support from the counselor or materials from the Momentous Institute. Involvement in positive school activities will also be encouraged. Students will become involved in various campus activities both before and after school, developing a tie with the school: safety patrol, Stinson United, Student Council, after school programs, help teachers, etc. Teachers will also be encouraged to start class projects to improve the school. 	<ul style="list-style-type: none"> Weekly, bi-weekly or daily SEL lessons 	tracking spreadsheet List of class projects	<p>2nd. There were 9 students assigned each day (6 – front entrance, 3 – side entrance).</p> <p>2nd-Followed lessons through Energy Bus/R time. Implemented Morning Meetings and working with teachers.</p>
<p>Students will demonstrate decision making skills, problem solving skills and responsible behaviors in school, personal and community contexts</p> <ol style="list-style-type: none"> Teachers will simulate, model and involve students in situations where they will have to develop and fine tune their decision making and problem solving skills both in the context of social relationships and academic situations. <ul style="list-style-type: none"> Teachers will follow R-Time lessons, use the Energy Bus for Kids 10 steps, or create their own lessons with support from the counselor or materials from the Momentous Institute. The PLC’s will also provide ideas to teachers. Students will be able to discuss a situation and be able to help come up with their own plan to solve it. The campus will see a decrease in bullying complaints among students, a decrease in office referrals and fewer students leaving the classroom for behavior reasons 	<ul style="list-style-type: none"> Weekly guidance lessons Weekly, biweekly or daily SEL lessons 	Lesson plans, Office Referrals	<p>Formative Notes:</p> <p>5th - Actively incorporates community contexts during camp, Morning meetings, and Closing Circles.</p> <p>3rd-Star Think sheet, Star Student poster, kindness jar, tickets, Star cards, Star-to-star, mentors etc. taking ownership and coming up with their own consequences.</p> <p>K- Morning meetings and R-time</p> <p>2nd: Use of R-Time and Energy Bus for Kids</p> <p>PACE-Use of role playing situations and discussing what went well and what didn’t (i.e. leadership unit)</p> <p>3rd – Morning Messages and R-time</p> <p>Summative Notes:</p> <p>5th - Still developing</p> <p>S.E. – Still developing</p> <p>K- all teachers implementing morning and closing circle</p> <p>2nd—still working to implement morning meetings effectively</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	Formative Notes: Brent Holly is the Campus Wellness Captain. The Campus Wellness team has been formed and met this Fall to establish measurable goals. The team will meet again in the Spring semester to document progress toward goal completion. Summative Notes:
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	The campus parent representative is Michelle Niven.
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, Assistant Principal, PE Teachers, Nurse	Coordinated School Health Curriculum	The CSH curriculum is delivered in the Fitness classroom.
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	The CSH bulletin board is located in the hallway leading to the gym.
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, PE Teachers	Campus Wellness Plan	Enews and the school marquee are used to notify the community of health and fitness events.
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	The students in grades 3-5 are tested twice per school year using the Fitnessgram.
4 th & 7 th	(NEW ACTION STEP) Ensure all data for 3 rd -8 th	P.E. Teacher	Fitnessgram Student	Data from the Fitnessgram is entered on a timely basis. Fitness

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	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)		Report	Report cards are sent home at the end of the year for all 4 th grade students.
PHYSICAL ACTIVITY REQUIREMENTS:				
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. (Required - Form Provided)	Principal, PE Teachers	Sample daily lesson plans may be provide by P.E./Fitness Teacher, Master Schedule	Students in grades 4 and 5 receive 135 minutes of PE class per week. Students in grades K-3 receive 165 minutes of PE class weekly. The teachers ensure MPVA by spending the first 50% of the class period running, stretching, and doing push-ups and curl-ups. The students then continue being active with the day's lesson, game, or activity for the remaining 50% of the class time.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	Pedometers are used in the Fitness class room. The PE department does not have enough heart rate monitors that are functioning properly to utilize regularly.
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, PE Teachers	Yearly Plan Form Lesson Plans Visible During Class Time Observation	The PE staff follows the district provided curriculum and implements new activities and lessons as appropriate.
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal, Classroom teachers	Master Schedule, Staff Supervising Schedule	Each grade level has 30 minutes of unstructured play during recess built into their daily schedule.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal, Classroom teachers	Resources available upon request	PE teachers have provided classroom teachers with resources and ideas for Brain Break activities.
ATTENDANCE: Forms are available on inside.pisd				
K-8	Monitor attendance of students and follow up on prominent and chronic absences. (Required)	Principal, Secretary, Assistant Principal and PE teachers	Pinnacle, Attendance Sheet	Teachers notify parents at 3 tardies. Weekly reports and letters have been sent throughout year notifying parents of need to arrive on time. Weekly phone calls have been made as well. Early sign-ins have been used as needed.

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	Staff continues to monitor areas where there is a low (or no) student-to-teacher ratio (Specials, recess, cafeteria, restrooms, etc.).
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	Staff strategically place themselves in or around these areas (listed above) in order to prevent bullying and intervene, when necessary.
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	Staff models for and reminds students of behavior/safety expectations on an ongoing basis.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	Completed August 2016
	Review referral process. (Required)	Principal or designee	Campus referral plan	Completed August 2016
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	Ongoing – collaborative effort within building and among various campuses
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	Staff trained August 2016; classroom/building system implemented August 2016 and throughout school year
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	Ongoing – collaborative effort within building and among various campuses

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	Posted in classrooms and discussed frequently; addressed through guidance lessons
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	Staff spread out when student/teacher ratio increases and intervene, when needed; follow-up as necessary
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	Communicated with staff and students at beginning of the year and students given reminders, as needed, throughout school year
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions: (Required)	All teachers	R-Time Guidance Lessons, Social Emotional plan	Plans turned in to Principal, Assistant Principal and Counselor by September 2016
	Employ discipline interventions: (Required)	Designated staff	Campus Discipline Plan, Behavior Matrix	Ongoing
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Individual student tracking sheets, Positive behavior support tracking sheets	Ongoing
	Conference with parents/students. (Required)	Teachers or other staff	Records of conferences, CMIT meetings, office referrals	Ongoing

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	Completed September 2016, as need arises Counselor and CTA	September 2016, report run by secretary	Formative Notes: Sent home a letter in Mid-September for a meeting at Stinson to discuss parent portal for all the parents who have not registered for parent portal. The ELS specialist and CTA will be available to help parents Summative Notes:
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	Completed August 2016, and as need arises Principal and classroom teachers	August, 2016, teachers had questionnaires at the back to school meetings.	As of mid-year we have not had any parents say they did not have computer access at home, we have advertised that the library is open to parents who need to use the computer during the day and allowances are made for students who need to access the computers at school for whatever the reason
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	Completed August 2016, and updated throughout the school year by the CTA	Website will be updated and current throughout the year	The website is updated by the CTA on campus. We have met at mid-year to discuss adding some of the student highlights to the website
Communicate information through eNews. Funding source: state & local	Throughout the 2016-2017 school year. CTA	E-news will go out weekly throughout the school year. The goal is to keep parents current of school and district events	We send out at least one e-news per week, sometimes more depending on the need. These are sent out through the campus CTA.
Utilize social media to keep parents and community informed. Funding source: state & local	Throughout the 2016-2017 school year Classroom teachers, principal, assistant principal	Twitter and Facebook will be used by the CTA to promote campus activities and events. Teachers will use a chosen grade level tool to notify parents of specific	We use both Twitter and Facebook to inform parents. The teachers also use Bloomz, Seesaw and Remind. In addition we use the school call out system for messages as well.

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
	and CTA	grade level events.	
<p>PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local</p>	<p>Set up regular meetings with PAT president or board members as needed. Attend Stinson board and general PTA meetings</p> <p>Principal & Assistant Principal</p>	<p>Meet monthly as needed and attend monthly PTA board meetings and general meetings.</p>	<p>The principal and Assistant Principal attend the PTA general and board meetings. We also meet with the PTA President or one of the board members during the month. There is an open door policy with PTA and they know they can stop by at any time.</p>
<p>Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).</p> <p>Funding source: state & local</p>	<p>Meet with PTA In June of 2016 to discuss the needs of the upcoming school year.</p> <p>Principal. Counselor, assistant principal</p>	<p>June 2016</p>	<p>Counselor will be doing a 4 part series on school involvement after divorce which came from school/PTA needs Writing PLC- We have asked PTA for help with donating items for the writing lab.</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	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	