



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Martha Hunt Elementary

Principal: Arron Moeller

Mission Statement: **Martha Hunt Elementary is dedicated to academic excellence in a child focused environment where all children can succeed.**



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): **Tuesday, October 11, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Tuesday, January 31, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Tuesday, June 06, 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 |
|-------------------------|-----------------------------------|-------------------------------|----------------------|----------------------|----------------------|
| Latwonda Davis | Faculty Member | 2015-2016 | X | X | X |
| Carole Greer | Faculty Member | 2016-2017 | X | X | X |
| Cheryl Adame | Faculty Member | 2015-2016 | X | X | X |
| Christy James | Faculty Member | 2015-2016 | X | X | X |
| Rich Woodard | Faculty Member | 2016-2017 | X | X | X |
| Lisa Garner | Faculty Member | 2016-2017 | X | X | |
| Carrie Canaday | Faculty Member, Special Education | 2016-2017 | X | X | X |
| Arron Moeller | Principal | 2012-2013 | X | X | X |
| Elly Ried | District Professional | 2014-2015 | X | X | |
| Mary Duncan | Campus Professional, Non-teaching | 2012-2013 | X | X | X |
| Anne Marble | Support Staff Member | 2014-2015 | X | X | X |
| Mitzi Behnke | Parent-Selected by Principal | 2015-2016 | | X | |
| Mia DiPietra | Parent | 2016-2017 | | X | |
| Jennifer Patterson | Parent | 2016-2017 | | | |
| Rana Zureiqi | Parent | 2016-2017 | | | |
| Ashley Leete | Parent | 2016-2017 | X | X | X |
| Jerry Cowan | Community Member | 2012-2013 | X | X | X |
| Donna Brown | Community Member | 2012-2013 | X | X | X |
| Amir Farahmand | Business Representative | 2014-2015 | | | |
| Jon Lashbrook | Business Representative | 2012-2013 | | | |

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. Collaborate in teams focused on curriculum, instruction, and assessment. (PPPA CL BP 4) |
| 2. Support refinement in the development of common assessments and expectations for instructional use. (PPPA SW BP 14) |
| 3. Participate in peer classroom visits in order to improve the instructional practices of the campus. (PPPA CL BP 5) |
| |

Critical Action 1

Critical Action: Collaborate in teams focused on curriculum, instruction, and assessment. (PPPA CL BP 4)

| | | | | | | | | |
|---------------------------------|--|---------------------------------|--|--|--|--|--|--|
| Project Lead: | Principal, Assistant Principal, Instructional Specialist | | | | | | | |
| Staff, Title I Staff: | All teachers | | | | | | | |
| Materials and Resources: | TEKS, PISD Curriculum, curricular resources, professional videos and literature | | | | | | | |
| 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 checked="" type="checkbox"/> Other: LA/Math |

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 |
|---|---|--|--|
| Grade level Professional Learning Communities will continue to refine practices of collaborative planning and the use of <i>Smart Goals</i> to include common assessments. PLC's will review and process videos depicting teams successfully engaged in collaborative planning, journal articles, and book excerpts to identify best practices for improvement of their own collaborative planning and <i>Smart Goal</i> setting. | Monthly campus Professional Learning Community (PLC) meetings and weekly curriculum planning meetings | Monthly PLC minutes, samples of assessments and corresponding PLC minutes, responses to videos, articles, and excerpts | PLC's met during the months September-May to establish SMART goals and make decisions about what would be an appropriate common assessment for evaluating student learning. Subsequent meetings took place to analyze results, identify effective practices, and plan for response for those not demonstrating mastery. Minutes of meetings were shared with administrators monthly. Processing of videos, book excerpts, and journal articles occurred at team leader meetings. Similar processing occurred at grade level team meetings. Notes detailing these processes were shared with administrators. |
| Team leaders will observe other Hunt teams in the PLC process to identify practices or refinements that can be implemented as they lead their own teams in collaboration and the use of Smart Goals. | Monthly campus Professional Learning Community (PLC) meetings | Monthly PLC minutes, summary of observations | Grade level team leaders observed chose and observed two other grade level teams engaging in the PLC process or curriculum planning. Decisions in regard to the context to be observed were made by individual team leaders based upon their self-identified needs. Summaries of effective practices observed and were shared with administrators. |
| Hunt representatives to the PISD Next Steps in Guided Reading Community will meet monthly to collaborate and examine best practices and resources for improving individual and collective effectiveness of guided reading instruction. Representatives will also maintain ongoing collaboration with district members through participation in an online Google community allowing for immediate support and sharing of | Scheduled district Next Steps in Guided Reading meetings | Meeting attendance, participation in Google Community | Representatives met after each district meeting to process information and identify key knowledge necessary to continue growth on the Hunt campus. Meetings occurred to plan for content delivery to representatives of the Hunt grade level representatives. |

| 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 |
|---|---|--|--|
| resources. | | | |
| <p>Hunt representatives to the PISD Next Steps in Guided Reading Community will participate in monthly meetings with Hunt representative(s) from each grade level. Members will receive information from district community, reflect upon current practices, and set goals for continued improvement of their individual instructional practice. Hunt representatives to the campus guided reading community will make their instruction available for peer observation through a published schedule with open door understanding as well as video recordings. Hunt representatives to the campus guided reading community will also share general information discussed and any specific campus expectations as decided upon in collaboration with administration.</p> | <p>Scheduled campus Next Steps in Guided Reading meetings</p> | <p>Meeting minutes, videos, responses to peer observations</p> | <p>Hunt representatives met for sharing and discussion of new content. Implementation of prior content was discussed as well as ideas for continued refinement.</p> <p>The development and common purpose of model classrooms and the organization of recorded videos is ongoing. This action step will continue to the 2017-18 school year.</p> |

Critical Action 2

Critical Action: Support refinement in the development of common assessments and expectations for instructional use. (PPPA SW BP 14)

| | | | | | | | | |
|---------------------------------|---|---------------------------------|--|--|--|--|--|---------------------------------|
| Project Lead: | Principal, Assistant Principal | | | | | | | |
| Staff, Title I Staff: | All teachers | | | | | | | |
| Materials and Resources: | Professional videos and literature | | | | | | | |
| 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 |
|---|--|--|---|
| Improve the understanding of what forms a common assessment can take (product, performance and test) and how they can inform intentional instruction. <i>Common assessments are constructed by teams of teachers for relatively short units of study (i.e., one to three weeks). The chief purposes of the assessments are to allow teachers to monitor student comprehension of the standards more frequently and to compare results across classrooms.</i> | Campus team leader meetings, monthly grade level PLC Meetings, and weekly curriculum planning meetings | Monthly PLC minutes, samples of assessments and corresponding PLC minutes, responses to videos, articles, and excerpts | Common assessments included performance tasks with checklists/rubrics, written responses, compositions, and projects with rubrics as well as the more traditional multiple choice and fill in the blank assessments. PLC's were strategic about the learning objectives and carefully matching the assessment to provide knowledge of students thinking in addition to a single solution or answer. |
| Facilitate teachers' work with creating and analyzing common assessments by making time and guidance readily available. <i>Many teachers believe that the development and delivery-and the collective study of the results following administration-of common assessments are the most meaningful instructional improvement activity in which they have ever engaged. Comparing results on common assessments helps teachers to identify best practices and to modify instruction as needed to best serve the students.</i> | Campus team leader meetings, monthly grade level PLC Meetings, and weekly curriculum planning meetings | Monthly PLC minutes, samples of assessments and corresponding PLC minutes, responses to videos, articles, and excerpts | Conversations were created to identify current uses of time that could be more efficiently/effectively directed to group analysis of common assessments. As a campus, one monthly scheduled faculty meeting was devoted to PLC meetings. |
| Work to increase both the quality of the discussion during analysis of common assessments and teachers' comfort level with comparing student learning by instructor. <i>Higher quality and comfort levels are indicated by willingness among teachers to compare differences in results and to probe the potential source of such differences.</i> | Campus team leader meetings, monthly grade level PLC Meetings, and weekly | Monthly PLC minutes, samples of assessments and corresponding PLC minutes, | A variety of other strategies were employed such as redesigns to curricular planning practices to recover time for analysis of common assessment data and discussion around best instructional and assessment practices as well as potential response to students not achieving mastery. |

| 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 |
|--|--|--|--|
| | curriculum planning meetings | responses to videos, articles, and excerpts | |

Critical Action 3

Critical Action: Participate in peer classroom visits in order to improve the instructional practices of the campus. (PPPA CL BP 5)

| | | | | | | | | |
|---------------------------------|---|---------------------------------|--|--|--|--|--|---------------------------------|
| Project Lead: | Principal, Assistant Principal | | | | | | | |
| Staff, Title I Staff: | All teachers | | | | | | | |
| Materials and Resources: | Swivl Robot and recording device | | | | | | | |
| 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 |
|---|--|--|---|
| Make observation of peer instruction a regular part of the collaborative planning process for each grade-level or subject-area team. | During monthly campus Professional Learning Community (PLC) meetings | Monthly PLC Meeting minutes | Each Hunt teacher completed 4 responses to videoed lessons of peers, identifying best practices illustrated and noting the level of questioning according to Webb's Depth of Knowledge structure. |
| Videotape lessons so that the presenting teacher can observe and reflect upon their own instruction when they view a peer in the same collaboratively planned lesson. | 5 total observations October 2016- May 2017 | Videoed lessons | Each Hunt teacher completed 4 responses to videoed lessons of self, identifying best practices illustrated and noting the level of questioning according to Webb's Depth of Knowledge structure. |
| Create a file of videoed lessons demonstrating research based, best practices to be used as a resource in current and future professional development. | December 2016 | File of videoed lessons | Files have been created, and the process of adding videos of exemplary instruction has begun. |

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 | Captain – Jan Thomas, see meeting agendas |
| K-8 | Include at least one Parent on Campus Wellness Team. (Required) | Campus Wellness Captain | Campus Wellness Plan | Misti Phipps |
| K-8 | Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. (Required) | Principal | Coordinated School Health Curriculum | Fitness classroom and grade level curriculum, completed 2016-17 |
| 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 | Jan Thomas, Ashley Dodge, and Cindi Springsteen, completed 2016-17 |
| 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 | Completed 2016-17, Family Fit Night 2016, three Hunt Walk to School Mornings |
| | FITNESS: | | | |
| 3-8 | Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided) | P.E. Teacher | Student Exemption Form | Jan T Jan Thomas, Ashley Dodge, and Cindi Springsteen, completed 2016-17 |
| 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 | P.E. Teacher | Fitnessgram Student Report | Jan Thomas, Ashley Dodge, and Cindi Springsteen, completed 2016-17 |

| Applicable Students | Action Step | Project Lead | Staff/Resources | Formative & Summative Notes (Evidence of Implementation and Impact) |
|---|--|--------------|---|--|
| | myPISD. (Required) | | | |
| PHYSICAL ACTIVITY REQUIREMENTS: | | | | |
| K-8 | Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. (Required - Form Provided) | Principal | Sample daily lesson plans may be provide by P.E./Fitness Teacher | Jan Thomas, Ashley Dodge, and Cindi Springsteen, completed 2016-17 |
| K-8 | Measure MVPA and physical activity time using Charge HR Fitbits that include heart rates and pedometers. (Required) | P.E. Teacher | Fitbits | Jan Thomas, Ashley Dodge, and Cindi Springsteen, completed 2016-17 |
| 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 | Jan Thomas, Ashley Dodge, and Cindi Springsteen, completed 2016-17 |
| K-5 | Ensure students are receiving daily unstructured play during recess. (Required) | Principal | Master Schedule, Staff Supervising Schedule | See Hunt Master Schedule and Instructional plans, Arron Moeller, completed 2016-17 |
| K-5 | Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required) | Principal | Resources available upon request | Used widely grades K-2, used grades 3-5, supported by Jan Thomas and Ashley Dodge |
| 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 | Monthly meetings Ann Mortel, attendance clerk, and Elly Ried, assistant principal |

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 | See Campus Safety Plan and Bully Prevention Plan |
| | Monitor high risk areas. (Required) | Principal Designee | Staff assignments/schedule | See Campus Duty Schedule |
| | Follow Campus Rules/Expectations. (Required) | Principal | Code of Conduct, District Handbook Campus Handbook | See Campus PBIS Plan |
| Staff | EDUCATION: | | | |
| | Participate in annual staff training on bullying/sexual harassment. (Required) | Principal or designee | Handouts/PowerPoint | See staff sign in sheets, Completed August 2016 |
| | Review referral process. (Required) | Principal or designee | Campus referral plan | See Campus PBIS Plan |
| Staff | INTERVENTION: | | | |
| | Establish recommended intervention strategies for classroom/campus. (Required) | Principal or designee (campus discipline staff) | Discipline Management Plan | See Campus PBIS Plan |
| | Implement campus referral plan. (Required) | Principal or designee | Campus Referral Plan | See TEAMS discipline data, Arron Moeller and Elly Ried |
| | Utilize Discipline Management strategies. (Required) | Principal or designee | Discipline Management Plan | See Campus PBIS 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) |
|---------------------|--|------------------------------------|---|--|
| All Students | PREVENTION: | | | |
| | Clearly state student expectations/campus rules/citizenship. (Required) | Principal or designee | Code of Conduct/ Student-Parent Handbook | See Campus PBIS Plan |
| | Monitor high risk areas. (Required) | All staff | Schedule (if necessary) | See Campus Duty Schedule |
| All Students | EDUCATION: | | | |
| | Explain referral process/contacts. (Required) | All teachers | Referral Plan | See Campus PBIS Plan |
| All Students | INTERVENTION: | | | |
| | (Please complete cells below) | | | |
| | Apply classroom interventions: (Required) | All teachers | Hunt Positive Behavior Support System and Hunt Pledge | See Campus PBIS Plan |
| | Employ discipline interventions: (Required) | Designated staff | Student Code of Conduct | See Campus PBIS Plan, and see Arron Moeller and Elly Ried |
| | Use other intervention strategies as necessary/appropriate. (Required) | Administrative staff or counselors | Hunt Positive Behavior Support System and Hunt Pledge, counselors | See Arron Moeller, Elly Ried, Mary Duncan, and Megan Kinser |
| | Conference with parents/students. (Required) | Teachers or other staff | Professional Staff | See Hunt staff |

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 | Professional Staff | August 2016, as the need arises | Completed upon update of students' emergency information 2016-17 |
| 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 | Professional Staff | September 2016, as the need arises | Available in Hunt Office |
| Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local | Principal | August 2016 for initial update, as the need arises | Arron Moeller as needed |
| Communicate information through eNews. Funding source: state & local | Principal | Twice weekly | Utilized weekly on Tuesday's and Thursday's |
| Utilize social media to keep parents and community informed. Funding source: state & local | Principal Professional Staff | As the need arises | Facebook, school page and PTA grade level pages |
| PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local | Principal | Monthly | Donna Seaman and Arron Moeller |
| Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: state & local | Professional Staff | Once each semester | Completed two parent training sessions 2016-17 |

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 | |