



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

## **Plano East Senior High**

Principal: **George King**

Mission Statement:

Winning With Class!

### Planning Timelines and Meeting Dates

- Needs analysis (STAAR GAP Analysis), goal setting, analysis of Critical Actions and strategic planning: **July - September 2017**
- Campus teacher data analysis day: **August - September 2017**
- SBIC Plan due for DBIC review: **October 6, 2017**
- Meeting 1: SBIC approves the improvement plan (by October 4, 2017): [Click here to enter Meeting 1 date](#)
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): [Click here to enter Meeting 2 date](#)
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): [Click here to enter Meeting 3 date](#)

### 2017-2018 Campus Status

Check all that apply

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

### Title I Information

Title I Components			
<b>1 (CNA)</b>	Comprehensive Needs Assessment	<b>6 (PI)</b>	Strategies to Increase Parental Involvement
<b>2 (RS)</b>	Reform Strategies	<b>7 (Tran)</b>	Transition (Elementary schools only)
<b>3 (HQ)</b>	Instruction by State Certified Teachers	<b>8 (A)</b>	Teacher Decision-Making Regarding Assessments
<b>4 (PD)</b>	High-Quality Professional Development	<b>9 (M)</b>	Effective and Timely Assistance to Students
<b>5 (R/R)</b>	Strategies to Attract State Certified Teachers	<b>10 (Coord)</b>	Coordination and Integration

### TEA Strategic Priorities

Every child, prepared for success in college, a career or the military.			
<b>Goal 1</b>	Recruit, support, and retain Teachers and Principals	<b>Goal 3</b>	Connect high school to <b>career</b> and <b>college</b>
<b>Goal 2</b>	Build a <b>foundation</b> of <b>reading</b> and <b>mathematics</b>	<b>Goal 4</b>	<b>Improve</b> low-performing schools

Information regarding the TEA Strategic Plan may be accessed here: [http://tea.texas.gov/About\\_TEA/Welcome\\_and\\_Overview/TEA\\_Strategic\\_Plan/](http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/)

**SBIC Committee**

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Dusty Vincer	Faculty Member	X	x	X	X
Linda Bowers	Faculty Member		x	X	X
Larell Bissett	Faculty Member		x	X	X
Linda Becker	Faculty Member		x	X	X
Margaret Pappion	Faculty Member	X	x	X	X
Carah Marquez	Faculty Member		x	X	X
Abby Cole	Faculty Member	X	x	X	X
Gail Poling	Faculty Member, Special Ed		x	X	X
George King	Principal		x	X	X
Gloria Martinez	District Professional				
Sheela Daniels	Campus Professional, Non-teaching		x	X	X
Kevin Welborn	Campus Professional, Non-teaching		x	X	X
Kathy Witcher	Support Staff Member		x	X	X
Cindy Schrader	Parent-Selected by PTA	X			
Mona Davis	Parent-Selected by Principal	X	x	X	X
Dawn Hall	Parent		x		
Denise Burke	Parent				

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Mary Rohr	Parent	x			
Paula Johnston	Parent				
Stacy Schreiner	Parent	x			
Huong Le	Parent	x			
Angela McCurdy	Parent	x			
Debbie Weaver	Community Member				
Debbie Pomponio	Community Member	X	x		X
Larry Harper	Business Representative				
Chris Harper	Business Representative	X	x		
Sara Porsa	Student	X		X	
Brian Wright	Student	X			
Max Smith	Student	X		X	
Andrea Martinez	Student	X		X	
	Ad Hoc Member <small>Optional</small>				

Information regarding the SBIC Committee, membership, terms, etc. (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 Approaches Grade Level Standard on STAAR/EOC).

District-Wide Goals	Title I Components	Applicable Student Groups
<p><b>Health, Fitness and Attendance:</b> The campus will utilize their coordinated health program and analyze their student fitness data to set goals and objectives to encourage the health, fitness and attendance of their students.</p>	<p><b>10 (Coordination and Integration)</b></p>	<p><b>All</b></p>
<p><b>Violence Prevention and Bullying</b></p>	<p><b>10 (Coordination and Integration)</b></p>	<p><b>All</b></p>
<p><b>Parental Involvement:</b> The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.</p>	<p><b>1 (Comprehensive Needs Assessment)</b> <b>6 (Strategies to Increase Parental Involvement)</b> <b>10 (Coordination and Integration)</b></p>	<p><b>All</b></p>
<p><b>Transition:</b> The campus will assist students in making a successful transition between: early childhood to elementary; elementary to middle school; middle school to high school; and high school/sr. high school to college, the workplace or the military.</p>	<p><b>1 (Comprehensive Needs Assessment)</b> <b>7 (Transition)</b> <b>10 (Coordination and Integration)</b></p>	<p><b>All</b></p>
<p><b>State Certified Teachers and Highly Qualified Paraprofessional Staff:</b> The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.</p>	<p><b>1 (Comprehensive Needs Assessment)</b> <b>3 (Instruction by State Certified Staff)</b> <b>4 (High-Quality Professional Development)</b> <b>5 (Strategies to Attract State Certified Teachers)</b> <b>10 (Coordination and Integration)</b></p>	<p><b>All</b></p>

## Summary of Critical Actions

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

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

<b>School Wide and/or Targeted Core-Subject Critical Actions</b>
<p>1. In order to meet the accountability safeguard of achieving 60% level II performance on the ELA EOC exam, we will target interventions for our African American population (55%), Hispanic population (47%), special education population (12%), our ELL population (37%) and our economically disadvantaged population (46%).</p>
<p>2. In order to meet the accountability safeguard of achieving 60% level II performance on the algebra EOC exam, we will target interventions for our Hispanic population (55%) and our economically disadvantaged population (52%).</p>
<p>3. In order to meet the accountability safeguard of 88.5% four year graduation rate, we will target interventions for our ELL students on their four year graduation rate of 80.6% and our special education students on their four year graduation rate of 81%. In order to meet the accountability safeguard of 91% five year graduation rate, we will target interventions for our special education students on their five year graduation rate of 86.4% and ELL students on their five year graduation rate of 86.7%.</p>
<p>4. As indicated on Index 3 of our campus accountability rating, we will target interventions for our economically disadvantaged population to improve performance on all five End of Course exams.</p>
<p><b>Critical Actions to Address Missed State Safeguards:</b></p> <ul style="list-style-type: none"> <li>• Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P<sup>3</sup>A Best Practice #17)</li> <li>• Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P<sup>3</sup>A Best Practice #13)</li> <li>• Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P<sup>3</sup>A Best Practice #14)</li> </ul>

## Critical Action 1

### Critical Action:

<b>Project Lead:</b>	George King, Sheela Daniels, Larell Bissett, Gail Poling, Jamie Zellner							
<b>Staff, Title I Staff:</b>	ELA team, sped/ELA teachers, ESL team							
<b>Materials and Resources:</b>	none							
<b>Targeted Area:</b>	<input type="checkbox"/> School Wide	<input checked="" type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

### Strategies for Accomplishing Critical Action 1:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
On level English classes, SpEd ELA resource classes, and ELL ELA sheltered classes will adapt curriculum and lesson plans to target specific skills necessary for success on the ELA EOC exam.	daily	December and March-April EOC scores	Formative Notes: Approximately 65% of all on level English students have at least one ELA EOC test still to pass before graduation.  Summative Notes: We recaptured only 14% of English 1 re-testers with a passing or approaches score. We will plan for a more aggressive intervention next school year.  We recaptured only 26% of all English 2 re-testers with a passing or approaches score. We will plan for a more aggressive intervention next school year.
12 <sup>th</sup> grade on level English classes will be sheltered to include only those students who have not passed one or both ELA EOC exams. These sheltered settings will receive intensive exposure to EOC exam preparation.	daily	December and March-April EOC scores	

<b>Action Step</b> • TEA Strategic Priorities Goal # per Action Step (If Applicable)	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
For ESL sheltered English classes containing immigrant students, we will create reading spaces inside ESL classrooms to promote silent sustained reading and book club settings. We will also expand the library collection of reading materials.	January-March	March-April EOC scores	We hope to use immigrant grant money to purchase furniture to create these SSR/book club settings. We also wish to expand our literature selections through the immigrant grant.  We recaptured only 10% of ESL students on English 1 and 9% on English 2 with a passing or approaches score on the EOC.
For ESL immigrant students, we will make use of Rosetta Stone as a software program helping these students acquire English speaking skills.	November-April	March-April EOC scores	Immigrant grant money would be used to purchase this software.



## Critical Action 2

### Critical Action:

<b>Project Lead:</b>	George King, Sheela Daniels, Linda Becker							
<b>Staff, Title I Staff:</b>	Selected math teachers							
<b>Materials and Resources:</b>	none							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

### Strategies for Accomplishing Critical Action 2:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Those students who have not passed the EOC algebra 1 exam will be enrolled in a one week math boot camp prior to the December testing window.	November 13-December 1; April 23-May 4	December and May EOC scores	Formative Notes: We have 58 students who still need to pass the algebra 1 EOC exam. We have no students currently enrolled in the algebra 1 course.  Summative Notes: We recaptured only 38% of algebra 1 re-testers on the EOC exam with a passing or approaches score. We will implement a more aggressive intervention next year.
Students who have not passed the algebra 1 EOC exam will be enrolled in either math models or AQR. These classes will focus on review of algebra 1 concepts.	August	December and May EOC scores	
Students who have not passed the algebra 1 EOC exam will be invited to attend test preparation sessions during their lunch hour.	October/November	December and May EOC scores	
For immigrant students, we want to incentivize their participation in these lunch hour tutoring sessions. To that end, we want to increase our selection of incentive items in our ESL success store.	November	December and May EOC scores	We want to purchase school related gifts through the immigrant grant that immigrant students can purchase with reward tickets in our ESL success store.

### Critical Action 3

**Critical Action:**

<b>Project Lead:</b>	George King, Carah Marquez Jamie Zellner							
<b>Administrative team, counseling team, CIS</b>	Administrative team, counseling team, CIS							
<b>Materials and Resources:</b>	none							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Other:

**Strategies for Accomplishing Critical Action 3:**

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
The administrative and counseling teams will make use of Community In Schools (CIS), our Spanish speaking parent liaison, our truancy court clerk, and our drug counselor to form a safety net for students attempting to drop out of school. These teams will meet weekly to address current attendance issues.	weekly	Improved graduation rates for targeted populations	Formative Notes: Each sub school principal leads these weekly meetings.  Summative Notes: The Justice of the Peace truancy filings remained consistent with the previous school year. The number of cases heard in this court, however, dramatically decreased. We were left with detentions, Saturday School and ISS assignment as our only disciplinary consequences for persistent unexcused absenteeism.
Attendance committee meetings with parents and students who demonstrate poor school attendance will be served through a social-emotional context as well as traditional disciplinary interventions.	weekly	Improved graduation rates for targeted populations	Social-emotional interventions will be required for each attendance committee hearing.
We will take our ESL immigrant students on a field trip to Collin College to shape a culture of the importance of high school graduation in preparation for life after high school.	February	Improved graduation rates for targeted populations.	ADA for our ESL students improved from the previous school year.

## Critical Action 4

### Critical Action 4:

<b>Project Lead:</b>	George King; department chairs; leadership team Jamie Zellner							
<b>Staff, Title I Staff:</b>	Entire teaching staff							
<b>Materials and Resources:</b>								
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Other:

### Strategies for Accomplishing Critical Action 4:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Each teacher will use Edugence to determine the economically disadvantaged students on their roster and their prior performance on EOC testing. Each teacher will then engage each of these students in a private goal setting dialogue that includes classroom strategies to improve classroom performance as well as EOC remediation as needed.	August-October	Improved EOC re-testing performance  Improved nine week class average performance	Formative Notes: While Hispanic students represent 27% of our enrollment, they represent 67% of our economically disadvantaged enrollment. While African American students represent 12% of our enrollment, they represent 22% of our economically disadvantaged students.  Summative Notes: While the nine week failure rate improved from the previous school year with our economically disadvantaged students, their EOC passing rate did not improve.
Our staff will engage in professional learning community groups on the topic of social emotional learning. Teachers will convene twice each month in these study groups to share dialogue on professional journal articles they have been assigned to read. Focus of these dialogues will be centered on social, emotional strategies for economically disadvantaged students.	Twice monthly	Improved academic performance of targeted population on EOC exams and nine week class averages	
Reference action steps in Critical Actions 1 and 2.			
We will take ESL immigrant students to the George W. Bush library using immigrant grant funds as a way to prepare them for the US history EOC.	April	Improved performance on the US history EOC exam	We recaptured 45% of our ESL US history re-testers on the EOC exam with passing or approaches scores.

## Critical Action Addressing Missed State Safeguards

### Critical Actions to Address Missed State Safeguards:

- Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P<sup>3</sup>A Best Practice #17)
- Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P<sup>3</sup>A Best Practice #13)
- Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P<sup>3</sup>A Best Practice #14)

<b>Project Lead:</b>		George King						
<b>Staff, Title I Staff:</b>								
<b>Materials and Resources:</b>								
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

### Strategies for Accomplishing Critical Actions to Address Missed State Safeguards:

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
SW #17 - Proactively develop intervention plans for students performing below grade level For proposed Action Steps see <b>SAMPLE – Missed State Safeguard</b>	See previous goals and action steps		Formative Notes:  Summative Notes:
SW #17 - Provide proactive support for students performing below grade level			
SW #17 - Provide academic support aligned with the district curriculum			
SW #17 - Evaluate the effectiveness of student interventions			
CL #13 - Provide tutorials that target specific objectives			
CL #13 - Train and use peer tutors to support student			
CL #14 - Seek support from team members to assist students performing below grade level			
CL #14 - Seek support from multiple staff members			
CL #14 - Seek support from parents			

## Violence Prevention and Bullying

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

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

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
<b>Staff</b>	<b>PREVENTION:</b>			
	Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Formative Notes:  Summative Notes:
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	
<b>Staff</b>	<b>EDUCATION:</b>			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	
	Review referral process.	Principal or designee	Campus referral plan	
<b>Staff</b>	<b>INTERVENTION:</b>			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	

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

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
<b>All Students</b>	<b>PREVENTION:</b>			
	Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	While the number of DAEP placements dropped from the previous school year, the number of ISS placements remained static compared to the previous school year.
	Monitor high risk areas.	All staff	Schedule (if necessary)	
<b>All Students</b>	<b>EDUCATION:</b>			
	Explain referral process/contacts.	All teachers	Referral Plan	
<b>All Students</b>	<b>INTERVENTION:</b>			
			(Please complete cells below)	
	Apply classroom interventions.	All teachers	Campus discipline management plan; social emotional strategies	
	Employ discipline interventions.	Designated staff	Campus discipline management plan; code of conduct	
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Social, emotional strategies; code of conduct; campus discipline management plan	
	Conference with parents/students.	Teachers or other staff	Social emotional strategies; campus discipline management plan	

## 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 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 other electronic information.	administration	Daily	Formative Notes:  Summative Notes:
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access.	Administration	Daily	
Upgrade and maintain the campus website for easy access and increased communication with the community.	Administration	Daily	
Communicate information through eNews and through hard copies when internet access is not available.	Administration	Daily	
Utilize social media to keep parents and community informed.	Administration	Daily	
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Administration	Monthly	
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	Administration	Monthly	

## Transition

**Critical Action Step:** The campus will assist students in making a successful transition between high school to college, the workplace or the military.

**Strategies for Accomplishing Transition Critical Action:**

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Academic Conferences - Counselors meet with parents and students to monitor academic progress and work with students to achieve academic goals.	Counselors	January-April	Formative Notes:  Summative Notes:
The campus guidance program includes the college admission process, college entrance exams, letters of recommendation, college financial planning nights, and other post-secondary plans.	Counselors	Daily	
The campus will provide website links and offer hard copies for: PISD's University Ready Program; Naviance; and the College Board Website.	Counselors	Daily	
The campus will provide information to Career Path Classes and certification information to students and parents.	Counselors	September, January	
The campus guidance program will include both parent and student programs that address the pressure and stress students face at school and at home. (i.e. suicide prevention)	Counselors	Monthly	



## State Certified Teachers and Highly Qualified Paraprofessionals

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

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

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

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	August 2017 to May 2018	Formative Notes:  Summative Notes:
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	Monthly Bilingual Stipends, July 2017 to June 2018	
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	August 2017 to May 2018	
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators. <b>Title I Component 4 and 5</b> <b>Funding source: State and Local</b>	July 2017 to June 2018	
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards. <b>Title I Component 5</b> <b>Funding source: State and Local</b>	July 2017 to June 2018	