



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

## Wilson Middle School

Principal: **Selenda Sager**

Mission Statement:

Build the relationship – Bridge the gap!



## 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
<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
Program Funding			
<b>Staffing</b>	\$ Enter funding \$	Total Funding for # Title I Support Teachers	
<b>Parental Engagement</b>	\$ Enter funding \$	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
<b>Student and Campus Capacity Building</b>	\$ Enter funding \$	Additional Title I Funding (i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities)	

## TEA Strategic Priorities

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

## SBIC Committee

Committee Member's Name	Role	1st Year on SBIC	9-26-17 Attendance	1-30-18 Attendance	5-29-18 Attendance
Susan McNamara, English Dept. Head	Faculty Member	2016-2017	Present	Present	Present
Laura Perry, Math Dept. Head	Faculty Member	2014-2015	Present	Present	Present
Shannon Bruce, Science Dept. Head	Faculty Member	2014-2015	Present	Present	Present
Elena Jones-Cain, History Dept. Head	Faculty Member	2009-2010	Present	Present	Present
Todd Harrell, Athletic Director	Faculty Member	2011-2012	Absent	Present	Present
Jackie Ruthrauff	Faculty Member, Special Ed	2017-2018	Present	Present	Present
Selenda M. Sager	Principal	2002-2003	Present	Present	Present
Jennifer Ramby	District Professional	2016-2017	Absent	Present	Present
Jennifer Denton	Campus Professional, Non-teaching	2015-2016	Present	Present	Present
Paul Bartle	Support Staff Member	2010-2011	Present	Present	Present
Betsy Davis	Parent-Selected by PTA	2017-2018	Absent	Present	Present
Nick Carroccio	Parent-Selected by Principal	2015-2016	Absent	Absent	Absent
Kennitra Robertson	Parent	2016-2017	Present	Present	Present
Joe Parks	Parent	2016-2017	Absent	Present	Absent
Lea Harbour	Parent	2017-2018	Absent	Absent	Present
Dinah Porchia	Parent	2017-2018	Present	Absent	Present
Valerie Weadock	Community Member	2016-2017	Absent	Present	Present
Kristen Fislar	Community Member	2016-2017	Absent	Absent	Absent
Marti Grandinetti	Business Representative	2017-2018	Present	Present	Present
Kaci Lahpor	Business Representative	2017-2018	Present	Absent	Present

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
<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.	10 (Coordination and Integration)	All
<b>Violence Prevention and Bullying</b>	10 (Coordination and Integration)	All
<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.	1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)	All
<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.	1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)	All
<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.	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

## 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*)

School Wide and/or Targeted Core-Subject Critical Actions
1. Support the development and use of more frequent common assessments than those provided by the district (P <sup>3</sup> A SW Best Practice 14)
2. Use allocated time as a tool to maximize learning opportunities. (P <sup>3</sup> A CS Best Practice 8)
<b>Critical Actions to Address Missed State Safeguards:</b> <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: Support the development and use of more frequent common assessments than those provided by the district (P<sup>3</sup>A SW Best Practice 14)**

<b>Project Lead:</b>	Administrators, All Campus Department Chairs							
<b>Staff, Title I Staff:</b>	Core teachers and Title 1 Campus Instructional Coach							
<b>Materials and Resources:</b>	All In Learning (AIL), Edugence, PISD Curriculum, District/State Assessment							
<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 Action 1: Support the development and use of more frequent common assessments than those provided by the district (P<sup>3</sup>A SW BP 14)**

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • 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
<b>Development and use of more frequent common assessments than those provided by the district</b>  1. Learn to create formative and summative assessments that can be used in conjunction with AIL application.  2. Continue use of various forms of formative assessment (i.e. Quick writes, exit tickets, concept checks) a. Provide timely feedback to students  <b>3. (BP 12) Teach students to monitor their own progress</b> a. Before and/or during tutorials, share student data (from Edugence and AIL) with said student to educate them how to identify their strengths and areas of growth. Student will be a part of creating a learning plan to make tutorials meaningful and purposeful for their needs.  4. Teacher will follow-up with a formative assessment.		1. 3-5 a week  2a. 48-72 hours (before moving on to the next concept)  3a-b: as necessary		August 11, 2017: First AIL training with company representative.  Sept. 5, 2017: AIL is now implemented in all the core-subjects.  Sept. 21, 2017: Second AIL training with company representative (in lieu of department meeting).  August-Sept: Instructional Coach will provide item analysis to all core subjects to use in planning  During Advisory, students are given bi-monthly opportunities to check on their grades and create a plan of action to improve.  January: One2Web implementation allowed teachers to use applications, such as Nearpod, Go Formative, Quizlet, Quizizz, etc, that allows students to see their progress while working.  In Science, Math, and Social Studies: Summative and Formative assessments were moved to AIL.

			In ELA: AIL was used for language study (formative and summative)
<p><b>Analyze student data from many sources</b></p> <p><b><i>(BP 9) Analyze student performance data to inform team discussion and decisions.</i></b></p> <ol style="list-style-type: none"> <li>Educate teachers how to use Edugence and All In Learning to collect, organize, and utilize data in the classroom to differentiate instruction</li> <li>Use Edugence to pull data on students' MAP, STAAR, and CogAT results.</li> <li>Use All In Learning to pull real-time data to have a gauge student's current level of mastery.</li> </ol>	<ol style="list-style-type: none"> <li>bi-monthly at department meetings</li> <li>bi-monthly at department meetings</li> <li>daily/weekly at subject planning</li> </ol>	MLP and personal notes Student Data from Edugence and All In Learning	<p>December 7, 2017: All subjects looked at Student Safeguards to determine a student's need for targeted tutorials</p> <p>On-going: All core subjects used assessment data, safeguards and other resources to make decisions for tutorials and classroom lessons (during planning).</p>
<p><b>Use student performance data to identify best practices, and analyze student performance data to adjust instructional strategies.</b></p> <ol style="list-style-type: none"> <li>Regarding assessment and accountability, it is an expectation that all team members are in attendance at each department meeting to further their knowledge on the use of data. If a teacher is unable to attend, it is the responsibility of said teacher to follow up and access information presented at that meeting (via department chair or fellow team member).</li> <li>Teachers will identify State System Safeguards components for each student to ensure that each student group performs at a level that successfully meets state standards. <ol style="list-style-type: none"> <li>At department meetings, utilize Edugence to identify the components that each student falls under. Document each component that each student identifies with: All Student, African-American, Hispanic, White, Economically Disadvantaged (ED), English Language Learner (ELL), Special Education (SpEd)</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>bi-monthly <ol style="list-style-type: none"> <li>October 5</li> <li>Following Progress Report/Report Card timeline</li> <li>bi-monthly</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>Google Sheet</li> <li>AIL and Edugence data used to target students. Attendance for tutorials.</li> </ol>	<p><b><i>(BP 11) Discuss student performance results early and often with the principal, parents, and students.</i></b></p> <p>October 5, 2017: all departments will meet in Labs A and M to have access to Edugence to identify student's component groups.</p> <p>November 2, 2017: Math: during department meeting, teachers used this time to create a calendar (template) for the lessons for the Fall Targeted Tutorials.</p> <p>Science: during department meeting, teachers used last year's STAAR item analysis to determine tutorial objectives.</p> <p>Social Studies/English: met to plan together for cross-curricular activities for tutorials.</p> <p>December 7, 2017: Math: Identify Student SafeGuards</p>

<p>b. Teachers will track each student's progress systematically on a school-wide Google Sheet provided by department chairs.</p> <p>3. Each department engages in data-based discussion on common benchmark assessments, writing assignments, and focused assessments to strategize for future instruction. The assessment results are broken down by classroom and, therefore, engage the teachers in discussion of the effect of their instructional methods on student achievement.</p> <p>A. Using Edugence and AIL data, teachers are then able to...</p> <ol style="list-style-type: none"> <li>1. Target students for tutorials</li> <li>2. Target students for Spring STAAR tutorials</li> <li>3. After 1st administration of STAAR, use data to group students into their Student Success Initiative (SSI) groups for Reading and Math</li> <li>4. 7th grade ELA teachers use data to target students for Fall and Spring Targeted Writing Enrichment Pull-Out</li> </ol>			<p>ELA: Identify student SafeGuards</p> <p>January 2018: Math 8: Used an EPT to look at data, including SafeGuards. Create groups for Spring Targeted Tutorial based on students' strength (not teacher of record). Create lesson plans for the actual tutorials. Teacher made parent contact to confirm student invitation to tutorials.</p> <p>February 2018 Math 6-7: Used EPT to plan Spring Targeted tutorials. Science 6-7: Analyze student data to plan lessons in detail.</p> <p>March 2018 ELA: Used EPT to plan Spring Targeted tutorials. Science 8: Analyze student data to plan lessons in detail for remaining semester. Social Studies 6: lesson planning in detail for remaining semester.</p> <p>April 2018 Math 8: Used EPT to create SSI lessons based on previous STAAR results and test.</p> <p>History: Used EPT to create STAAR review materials</p> <p>Science 7: Used EPT to develop semester reviews based on previous semester exam data analysis. Science 8: Finalize STAAR Wars and targeted tutorials/ lessons/ distributions.</p>
<p><b>Share student performance results as a team</b></p> <p>1. Restructure department meetings:</p> <ol style="list-style-type: none"> <li>a. to share and reflect students' levels of mastery for specific learning targets per grade-level</li> <li>b. to discuss district department goals and updates</li> <li>c. to analyze student data/performance (from Edugence, AIL and classroom benchmarks)</li> </ol>	<p>1. bi-monthly department meetings.</p> <p>2. bi-monthly grade-level meetings</p>	<p>Department Meeting Agendas</p> <p>Grade-level Meeting Agendas</p>	<p>A centralized Google Folder was created for all subjects to document tutorial attendance, groups, and data. Google forms are used to document attendance and TEKS targeted during tutorials.</p>



<ul style="list-style-type: none"><li>2. At grade-level team meetings:<ul style="list-style-type: none"><li>a. When specific students are discussed for academic concerns, teachers are expected to consider and share the student's learning style and educational history by accessing CogAT, MAP, AIL progress and STAAR.</li><li>b. Teachers can then develop individualized interventions based on the data.</li><li>c. Follow-up</li></ul></li><li>3. At new-teacher meetings:<ul style="list-style-type: none"><li>a. Campus Instructional Coach reinforces how to access and analyze student performance data</li><li>b. Mentors follow-up</li></ul></li></ul>	3. monthly new-teacher meetings	New-teacher Meeting Agendas	
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## Critical Action 2

**Critical Action:** Use allocated time as a tool to maximize learning opportunities. (P<sup>3</sup>A CS BP 8)

<b>Project Lead:</b>	Department Chairs							
<b>Staff, Title I Staff:</b>	All subject							
<b>Materials and Resources:</b>	Edugence, AIL, District curriculum							
<b>Targeted Area:</b>	<input type="checkbox"/> School Wide	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Other: Electives

### Strategies for Accomplishing Critical Action 2:

<b>Action Step</b> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step		<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
<b>Proactively develop intervention plans for students performing below grade level.</b>  1. Use student assessment data and teacher input to identify the students at each grade level on campus who are going to require additional instructional supports from the first day of the school year. Ensure that these students receive these services. <ol style="list-style-type: none"> <li>Identified 7th/8th grade students are placed in BLAST, Title 1 math support teacher for 6th-8th grade, and/or ELA reading support class.</li> <li>ESL newcomer sheltered classes</li> <li>ESL co-taught ELA, Science, and Social Studies classes</li> <li>SpEd co-taught Math and ELA classes</li> </ol> 2. Create and share a written intervention plan that clearly identifies the school-level support used to assist students who enter a class at a below-grade achievement level. Interventions include: <ol style="list-style-type: none"> <li>7th/8th grade remediation classes</li> <li>6th-8th grade tutorials</li> <li>6th-8th grade Spring STAAR tutorials</li> <li>Wilson Retake Guidelines</li> <li>7th grade writing pull-out</li> <li>weekly subject tutorials</li> </ol>		1. before school begins  2a. Before school begins  2b. as needed  2c. Feb-April  2d. as needed  2e. October and March  2f. Mon: Science Tues: ELA/History (PM) Wed: Math Fri: History (AM)  Additional teacher's office	1. Counselors compile list of students who meet the designated criteria/profile  2a. Aug 2017  2b. Oct 2016  2c. Feb. STAAR tutorial list of students  2d. Tutorial logs  2e. Oct and March logs  2f. Tutorial logs	BLAST vs Title I interventions? Pull-out vs Title I class?  SPRING STAAR TARGETED TUTORIALS:  ELA Department: 8 <sup>th</sup> Grade: February 6-March 26 (once a week on Tues) 6 <sup>th</sup> /7 <sup>th</sup> Grade: April 4-May 4 (once a week on Tues.) 7 <sup>th</sup> grade Writing Workshop during the school day for all 7 <sup>th</sup> graders TBA  After April Administration of STAAR: Out of 289 students tested: 80 reached Approaching; 34 Met Standard; 29 reached Masters 49 students went through SSI from May 1-May 11 Retake May 15 O'Mahony/McNamara attended ELA SSI workshop and assisted in writing the ELA SSI Curriculum for the district implementation.  Reading Block: 2017-2018 30 students enrolled 14 out of 30 passed STAAR during the first administration of STAAR Reading

<b>Action Step</b> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
<p>g. Friday Night Live (truancy)</p> <p>i. work is provided to catch-up on missing class assignments</p> <p>3. Distribute and implement the plan to provide remediation beyond the classroom teacher for students entering a classroom below grade-level.</p>	<p>hours during Genius Hour</p> <p>2g. as needed</p>		<p>Math Department:</p> <p>8<sup>th</sup> grade: January 29-March 26 (once a week on Wed)</p> <p>6<sup>th</sup>/7<sup>th</sup> grade: April 4-May 7 (once a week on Wed)</p> <p>Additional STAAR review is built into curriculum.</p> <p>After April administration of STAAR:</p> <p>Out of 187 students tested: 76 reached Approaching, 31 reached Meets, and 5 reached Masters.</p> <p>25 students went through SSI from May 1-May 11.</p> <p>Retake test on May 14, 2018</p> <p>BLAST:</p> <p>2015-2016: 19 out of 33 students enrolled in Title I Math class passed STAAR during the first administration for Math 8</p> <p>2016-2017: 30 out of 38 students enrolled in BLAST passed STAAR during the first administration for Math 8</p> <p>2017-2018: 24 out of 37 students enrolled in BLAST passed STAAR during the first administration for Math 8</p> <p>History Department:</p> <p>6<sup>th</sup>/7<sup>th</sup> grade: February 5-March 5 (once a week on Tues)</p> <p>8<sup>th</sup> grade: Group 1: February 5 – 26 (once a week on Tues)</p> <p>Group 2: April 16 – May 7 (once a week on Tues)</p> <p>Additional STAAR review is built into curriculum.</p> <p>Science Department:</p> <p>All grade levels: February 5 – April 16 (once a week on Mon)</p> <p>8<sup>th</sup> grade: April 16-May 7 – STAAR targeted tutorials (once a week on Mon) Additional STAAR review is built into curriculum.</p>

<b>Action Step</b> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
<p><b>Provide proactive support for students performing below grade level.</b></p> <ol style="list-style-type: none"> <li>To move all students to higher levels of achievement, teachers must concentrate on both the level of instruction in every classroom and the required remediation to allow students to successfully engage in that instruction.               <ol style="list-style-type: none"> <li>Students must be taught at grade-level while simultaneously receiving the necessary review and reinforcement to master the grade-level prerequisites.</li> <li>During grade-level meetings: once a student is identified as an academic concern, as a grade-level team, discuss strategies and interventions that will address student's needs in the classroom.</li> </ol> </li> <li>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 content successfully.</li> <li>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 content successfully.               <ol style="list-style-type: none"> <li>Use this time as an opportunity to enrich across curricula.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1a. weekly lesson planning</li> <li>1b. bi-monthly or as need arises</li> <li>2. weekly lesson planning</li> <li>3. weekly lesson planning</li> <li>3a. monthly</li> </ol>	<p>Lesson plans Department Meetings' Agendas and Notes</p> <p>Grade-Level Meetings' Agenda and Notes</p> <p>PISD Curriculum</p>	<p>Science: STAAR Wars: one-on-one stations, group activities, designed to reteach and review previous years' TEKS</p> <p>History: Race to the White House: one-on-one stations, group activities, digital workstation, designed to reteach and review current year's TEKS.</p>
<p><b>Title I: Math Support (6<sup>th</sup> – 8<sup>th</sup> grade)</b></p> <p>Use student assessment data and teacher input to identify the students at each grade level on campus who are going to require additional instructional support throughout the school year. Ensure that these students receive these services.</p> <ol style="list-style-type: none"> <li>The Title instructional support teacher:               <ol style="list-style-type: none"> <li>Analyze data from Edugence, AIL, and gradebook</li> <li>Meets with teachers to get input on students before doing pullouts or in-class one-on-one</li> <li>During instruction pull-out, teacher works in small-group on lessons to minimize skill gaps or pre-teach prerequisite skills for upcoming objectives</li> </ol> </li> </ol>	<p>Throughout the school year</p> <p>Pull-out periods: 1<sup>st</sup> (flex planning), 3<sup>rd</sup>, 5<sup>th</sup>, and 8<sup>th</sup> period</p>	<p>Follow-up documentation given to gen-ed teacher (in a google drive folder)</p>	<p>Putting in specific TEKS in AIL is crucial for tracking and deciding what TEKS to target during pull-out</p>

<b>Action Step</b> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
d. Teacher documents and shares with gen-ed teacher information covered during pull-out and follows up with grades on summative assessments throughout the unit.			
<b>(BP 15) Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives.</b> 1. Group students heterogeneously to provide an opportunity to close the gap between high and low performing students, as well as enrich the high-performing students. a. Use data from Edugence, ALL, and Pinnacle (summative 9-week grade) 2. Differentiate lessons for students demonstrating early mastery	1. every 6-9 weeks  2. lesson planning	Seating Charts  Lesson Plans	<i>This is an objective that the core subjects need to continue to work on.</i>  All core subjects work on developing activities that offer various levels of rigor for students.
<b>Provide enhanced learning opportunities for students demonstrating early mastery of the curriculum</b>  1. Provide enrichment activities during Genius Hour.	begins week of Sept. 18 (on-going Tues and Thurs)	Attendance logs  Lesson plans for enrichment	Science: department head won PISD grant for STEM-based activities for GH.
<b>Provide academic support aligned with the district curriculum</b> 1. Teachers are expected to take an active approach to signing up for district provided trainings for personal growth. Teachers are given an opportunity to share their acquired knowledge with colleagues.	as necessary	Agendas	Each teacher was required to complete 15 "flex" professional development hours of their choosing for April 2 <sup>nd</sup> and June 4 <sup>th</sup> . Their courses and hours have been documented in their MyLearningPlan.

## 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>		<b>Administrators, Core Department Chairs</b>						
<b>Staff, Title I Staff:</b>		<b>Counselors, Core teachers &amp; co-teachers, BLAST and Title 1 math teachers, and Campus Instructional Coach</b>						
<b>Materials and Resources:</b>		<b>TEKS, Edugence, PISD Curriculum</b>						
<b>Targeted Area:</b>	<input type="checkbox"/> School Wide	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Other: Special Ed, ED

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

<b>Action Step</b> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>		<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
<b>SW #17 - Proactively develop intervention plans for students performing below grade level</b>  1. Create and share a written intervention plan that clearly identifies the school-level support used to assist students who enter a class at a below-grade achievement level. This action ensures that you are beginning to develop what is commonly referred to as a pyramid of interventions—layered support at the district, school, and classroom levels to ensure all students reach high standards of achievement.  2. Develop, distribute, and implement the plan to provide this remediation beyond the classroom teacher for students entering a classroom below grade level. It is critical for all staff, parents, and students to be aware that a well-constructed and effective school-level intervention plan is in place and will be enacted for these students.  3. Use student assessment data and teacher input to identify the students at each grade level in your school who are going to require additional instructional supports from the first day of the school year. Ensure that these students receive these services.		1-2. September-December – consolidate existing identification processes into one source  3. Bi-weekly grade-level team meetings to assess current student needs and development of plans, Teacher extended planning days to be scheduled each semester using District sub codes; focused conversations & support between	1-2. A written plan that consolidates campus support for any student achieving below grade-level.  3. Agendas & Meeting minutes	Plans were developed in grade-level meetings and documented in the planning agendas/minutes. This information was then shared with the Campus Intervention and Monitoring Team for students who needed tiered intervention and support beyond what the grade-level team could alone provide.

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	District Instructional Coaches / Assessment & Accountability, administration teams where we failed to meet safeguards (English 7, Soc. St. 8, and all core area teams with regard to Special Education)		
<b>SW #17 - Provide proactive support for students performing below grade level</b>  1. Provide just in time support to ensure that students who are performing below grade level gain the specific 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 that instruction. Students must be taught at grade level while simultaneously receiving the necessary review and reinforcement to master the grade-level prerequisites. For example, students entering a sixth-grade math classroom performing below grade level must receive intensive intervention if they are to be taught at grade level. And, if they are not taught at grade level, they will never be able to get back on track to grade-level performance. All of the learning gaps cannot be addressed immediately.  2. Ensure that each unit of study (no longer than six weeks) 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. Use pre-assessments designed around these prerequisite skills so that teachers	1. Additional support classes for students based on developed criteria – BLAST Math, Title 1 Math pull-out, English/Reading Block, Co-taught classes using Special Education / ESL Staff, 7 <sup>th</sup> Grade Writing Workshops both semesters  1.-2. August through the end of the school year - Implement All In Learning in all core subjects (provides real-time feedback of student understanding and mastery to students	1. Master Schedule, Title 1 documentation, IEPs, LPAC minutes  1-2. All In Learning data reports and documented conversations during meetings with individual teachers, grade-level subject teams, and departments  3. Grade-level subject team/Department teachers work together to	All In Learning Training & Support: <ul style="list-style-type: none"> <li>• May 2017 – Staff introduction to All In Learning system</li> <li>• July 2017 – Coordinate All In Learning efforts with Curriculum Department</li> <li>• August 11 – Small group training sessions from All In Learning Support Staff</li> <li>• September 5 – All In Learning implementation begins school wide (expectation of 3-5 times per week in each classroom)</li> <li>• September 21 – Follow-up training by All In Learning Staff</li> </ul> Spring-Summer 2017 - Master Scheduled developed with input from Core Departments, Special Education, ESL, and Counseling

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<p>can know whether students in their classrooms have the necessary skills for the new content.</p> <p>3. Structure specific instruction opportunities for the prerequisite skills in tutorial sessions that precede the new unit of study. Have students from across classrooms who need this instruction take part in the tutorials.</p>	<p>and teachers so the teacher can re-teach and re-assess both during the lesson and during targeted tutorials), used in conjunction with the District Curriculum</p> <p>3. Fall Targeted Tutorials October through November, Spring Targeted Tutorials February through April</p>	<p>provide targeted tutorials based on specific objective needs</p>	
<p><b>SW #17 - Provide academic support aligned with the district curriculum</b></p> <p>1. Examine any school-level interventions to make certain that they are tightly aligned with the academic objectives of the district's written curriculum that are being addressed in the classrooms. It is imperative that all support is tightly aligned with the specific academic objectives students need to master. (Of course, to do this, you must know exactly what it is that students need to know and be able to do and which students lack this knowledge or these skills.)</p> <p>2. Avoid the common error of providing general support such as afterschool tutoring that is not specifically aligned to the current learning objectives being addressed.</p> <p>3. Make sure that every instructional minute within school-level interventions is aligned to the academic objectives of the district's written curriculum and tightly coordinated across school organizational levels (i.e., district, school, and classroom).</p>	<p>1. Ongoing conversations and data analysis with Department Chairs/Team Leaders and Administration, conversations between grade-level subject teams/departments and District Instructional Coaches</p>	<p>1. Agendas &amp; meeting minutes, data reports (All In Learning, STAAR, MAP, grades).</p>	



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<b>SW #17 - Evaluate the effectiveness of student interventions</b> <p>1. Determine how you will evaluate the effectiveness of any school-level learning interventions that you provide. For any support programs, strategies, or materials—for students who are performing below-grade level or for students who need extended learning opportunities—clearly identify the processes that you will use to determine if the support led to improved outcomes.</p> <p>2. Attempt to tie any evaluation to demonstrated student performance (e.g., increased mastery levels for students who received the intervention that were greater than gains for students who did not). While any causal relationships (between the intervention and the improved outcome) will be difficult, if not impossible, to prove, you should construct the most rigorous evaluation processes possible.</p> <p>3. Abandon interventions that do not result in increased student performance.</p>	1.-2. Ongoing data analysis and adjustments from real-time feedback by individuals / subject teams and administration from All In Learning, conversations between campus staff and Assessment & Accountability Department (in particular with the new All In Learning tool), conversations & data analysis by department chairs/team leaders & administration centered around our support classes & co-taught classes	1.-2. All In Learning Data reports, Other data sources (STAAR, MAP, grades) agendas & meeting minutes	Subject Teams and Department Teams reviewed implementation practices and data in their planning meetings throughout the school year. STAAR, MAP and grades were reviewed at bi-weekly grade-level meetings by teachers, counselors and administration. Conversations often stemmed from failure reports pulled by administration to examine specific student needs.
<b>CL #13 - Provide tutorials that target specific objectives</b>	Weekly tutorial schedule published August 2017, Fall Targeted Tutorials starting in October, Spring Targeted	Tutorial logs detailing objective(s) taught	All core subject teachers maintained weekly attendance logs for their targeted tutorial sessions.

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	Tutorials starting in February		
<b>CL #14 - Seek support from team members to assist students performing below grade level</b>	Bi-weekly grade-level and department meetings, and weekly grade-level subject team meetings throughout the school year	Grade-level and department meeting minutes, Grade-level subject team lesson plans that detail support & instructional needs for students performing below grade-level	Dates for the bi-weekly grade-level and department meetings were established and communicated to staff at the start of the school year. Team leaders created and maintained their agendas to guide each of these meetings based on input from the Curriculum Department and Campus Administration.
<b>CL #14 - Seek support from multiple staff members</b>	Bi-weekly grade-level meetings with administration, counseling, SPED, ESL and 504 specialists  Regular grade-level subject planning meetings with District Instructional Specialists  Ongoing support from Campus Instructional Coach	Meeting minutes, Lesson plans detailing instructional strategies & suggestions provided from District Instructional Specialists and Campus Instructional Coach	Teachers planned weekly to develop their lessons. Often these meetings involved the District and/or Campus Instructional Coaches.
<b>CL #14 - Seek support from parents</b>  1. Examine the ways in which teachers in your school identify specific support that parents can provide for students who are not mastering grade-level objectives. Study the examples provided by teachers.	1.-2. Team Leader, Grade-Level, and Department Meetings throughout the	1.-2. – Agendas & meeting minutes  3. Parent communication samples; 4 Parent	5 Parent education classes were held: September 14 – What you need to know about middle school October 17 – Mean Girls November 15 – The Digital Age February 15 – Drug Awareness

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<p>Share the results with all teachers and ask teacher teams to discuss these results.</p> <p>2. Have each teacher team discuss how they could most effectively solicit needed support. Characteristics of communication such as the following can initiate their brainstorming:</p> <ul style="list-style-type: none"> <li>☐ Prompt—as soon as students begin to struggle.</li> <li>☐ Specific—about the exact learning that needs reinforcement.</li> <li>☐ Informative—thorough in detailing the tools available for parents.</li> </ul> <p>3. Using the list of characteristics that they create, ask each team to craft a sample of highly effective parental communication that clarifies how parents can provide needed support. Share the samples created by each team and ask teachers to use these samples as prototypes for their own communication.</p>	<p>school year (bi-weekly).</p> <p>3. Teams create parental communication by December 2017, use Spring Open House as an opportunity to involve, train, &amp; support parents with resources provided through Title 1, PTA, &amp; the campus; Parent Education Classes offered through the Counselors</p>	<p>Education Classes scheduled throughout the year</p>	<p>April 10 – Friends to Romance</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. (Required Action Steps per SB 892; Education Code 11.253(d); BQ LEGAL)

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

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	<b>COORDINATED SCHOOL HEALTH:</b>			
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.	Principal	Campus Wellness Plan	Formative Notes: Harrell- Campus Wellness Captain Other members: Trifero (nurse), Denton (parent), Thornton (Cafeteria rep)  Summative Notes: Campus Wellness goals are in the final steps and will be sent to Bryan McCord by May 25 <sup>th</sup> .
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Jennifer Denton- Parent Contact
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.	Principal	Coordinated School Health Curriculum	We have offered several health lesson during advisory so that all students in the school will receive health lessons. We also had PSHS clinical students present to our PE classes recently on different health related topics.
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.	P.E. Teacher/ Staff	Coordinated School Health Curriculum	Health bulletin boards are present in the cafeteria.
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	Information will be distributed as it is received. (Flyers, remind 101) etc...
	<b>FITNESS:</b>			
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	We have completed all fitnessgram for the first semester. The only students that haven't completed fitnessgram are our new 7 <sup>th</sup> and 8 <sup>th</sup> grade PE students this semester. They will complete

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				fitnessgram this semester and all data will be entered. All fitnessgram information has been inputted for 2 <sup>nd</sup> semester.
4 <sup>th</sup> & 7 <sup>th</sup>	Ensure all data for 3 <sup>rd</sup> - 8 <sup>th</sup> grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.	P.E. Teacher	Fitnessgram Student Report	Entering fitnessgram data was just approved in December 2017. We are currently entering data for our 1 <sup>st</sup> semester PE students. Fitnessgram has been entered for the 2 <sup>nd</sup> semester for all PE students that have been here the majority of the year.
	<b>PHYSICAL ACTIVITY REQUIREMENTS:</b>			
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Students receive moderate to vigorous activity on a daily basis through exercises and games.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	N/A
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.	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	Through units, we are using the available PISD curriculum.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	Several option for Genius hour (Twice a week). No recess at the middle school level.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	Genius Hour and advisory periods provide short activity breaks for students.
	<b>ATTENDANCE:</b>			
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Attendance taken daily at the beginning of class.

## 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. (Required Action Steps per 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	<b>PREVENTION:</b>			
	Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	The duty schedule covered areas of high risk which we provided monitoring for those areas.
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	The duty schedule covered areas of high risk which we provided monitoring for those areas.
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Campus Behavior Management Plan Positive Behavior Intervention and Support Team Restorative Discipline Training Reforming In- School Suspension IDefine Curriculum
Staff	<b>EDUCATION:</b>			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	Counselors provided training at the beginning of the year and the district required all staff to view sexual harassment training through Safe Schools.
	Review referral process.	Principal or designee	Campus referral plan	Wilson Discipline Online Referral, Team Demerit system and campus management plan. The PBIS team collected data on the number of discipline referrals submitted to the office to better plan for prevention, education and intervention on next year.
Staff	<b>INTERVENTION:</b>			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	During the teacher in service and staff meetings teachers are given updates and refreshers on campus management discipline and strategies for interventions. In addition, IDefine lessons and restorative practices are used as a resource as well as Love and Logic to assist with student behavior.

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	Wilson Online Discipline Referral Form
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	-Campus Discipline Management and Team Demerits - Thanks You Cards given from teachers to students for showing RAMS character.

**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	Students are informed at the beginning of the year of expectations during grade level assemblies. Character Education is taught through our Advisory period.
	Monitor high risk areas.	All staff	Schedule (if necessary)	Counselors provided training at the beginning of the year and the district required all staff to sexual harassment training through Safe Schools.
<b>All Students</b>	<b>EDUCATION:</b>			
	Explain referral process/contacts.	All teachers	Referral Plan	Wilson Discipline Referral and Team Demerits
<b>All Students</b>	<b>INTERVENTION:</b>			
	(Please complete cells below)			
	Apply classroom interventions.	All teachers	Principal All staff	Team Demerits/ Community Building Circles/Restorative Practices
	Employ discipline interventions.	Designated staff	Principal PBIS/HYPE Team All staff	Wilson Discipline Referral, I Define lessons and Restorative Practices
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Principal PBIS/HYPE Team All staff	Wilson Discipline Referral, I Define lessons and Restorative Practices
	Conference with parents/students.	Teachers or other staff		Wilson Discipline Referral/ Community Building Circles/ Mediations



## 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. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local</b>	Principal Counselors	Completed during the registration process, as the need arises	Formative Notes:  Summative Notes:
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local</b>	Principal Counselors	Completed during the registration process, as the need arises	
Upgrade and maintain the campus website for easy access and increased communication with the community. <b>Funding source: State and Local</b>	CTA	Updates will be made by our CTA throughout the school year, as needed.	Ongoing updates were made throughout the school year by the CTA.
Communicate information through eNews and through hard copies when internet access is not available. <b>Funding source: State and Local</b>	Principal Librarian Grade-level team leaders	Weekly communications to parents/community	Weekly e-news was distributed through both Campus RamE-reader and grades 6, 7, and 8 e-news every Friday. Hard copies were sent home for key information throughout the year, but not on a weekly basis.
Utilize social media to keep parents and community informed. <b>Funding source: State and Local</b>	Principal All staff	Weekly communications made to parents/community	Ongoing posts to the Wilson twitter account and Remind.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. <b>Funding source: State and Local</b>	Principal PTA President	Scheduled meeting at least once per month	Principal and Asst. Principal attended monthly PTA Board Meetings, in addition to ongoing communication between the PTA President and Campus Administration.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). <b>Funding source: State and Local</b>	Principal PTA President PTA Board	Monthly PTA Board Meeting (first Tuesday of each month)	PTA funded assemblies by the Dallas Cowboys "Rowdy" for Red Ribbon Week, in addition to JourneymanInk for social-emotional learning. The Board also funded materials to make spirit shirts for the incoming 6 <sup>th</sup> graders for their visit to Wilson in January, as well as materials to make spirit shirts for

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
			the 8 <sup>th</sup> graders in advance of their May 25 <sup>th</sup> 8 <sup>th</sup> Grade Celebration based on which high school they will attend next year. In addition, the PTA also funded various Gifts to School to support academic, social, and emotional needs.

## Transition

**Critical Action Step:** The campus will assist students in making a successful transition between middle schools to high schools.

### Strategies for Accomplishing Transition Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Middle school counselors deliver guidance lessons that support and promote the learning process. <b>Title I Components: 7</b> <b>Funding Sources: State and Local</b>	Counselors	7 lessons throughout the school year - Classroom lessons, Ongoing individual conferences with students needing more support	Formative Notes:  Summative Notes: All lessons were completed ranging in topics from course registration and academic planning, bullying, sexual harassment, and other needs-based sessions.
Campus implements programs dealing with teasing, criticism, bullying, and anger control help students deal with peer pressure and learn to make wise decisions. <b>Title I Components: 7</b> <b>Funding Sources: State and Local</b>	Principal, Administrators, Counselors, Advisory Curriculum Teachers	Throughout the school year - Weekly Advisory lessons, Classroom lessons delivered by Counselors	Students participated in weekly Advisory lessons and teacher-led discussions to address these issues, in addition to guidance lessons presented in the classrooms by the Counselors.
Academic Conferences - Counselors meet with parents and students to discuss academic progress and assist in developing individual 4-year plans for high school. <b>Title I Components: 7</b> <b>Funding Sources: State and Local</b>	Counselors	January-February 2018	These were completed for each 8 <sup>th</sup> grade student. Sessions were set-up where each Counselor could work with 3 students and his/her parents to complete the planning process, as well as enter the courses into Naviance.
Parent programs are held to explain high school courses and scheduling to parents. <b>Title I Components: 7</b> <b>Funding Sources: State and Local</b>	Counselors	January 2018	These sessions were held for each grade-level.

## 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	New teachers participated in monthly meetings with the campus New Teacher Liaison to address relevant and timely topics. All teachers not only participated in the designated District Professional Development days, but also selected their own 15 hours of "flex" PDH to account for April 2 <sup>nd</sup> and June 4 <sup>th</sup> .
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	All Wilson paraprofessional staff meet the highly qualified standards.