



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

## FRANKFORD MIDDLE SCHOOL

Principal: **Kristopher Vernon**

**Mission Statement:**

Frankford Middle School is committed to providing all students with a successful nurturing environment that promotes academic excellence and respect for all.

**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): **Wednesday, October 04, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Wednesday, January 03, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Thursday, June 07, 2018**

**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>	\$ 132,000	Total Funding for <b>2</b> Title I Support Teachers	
<b>Parental Engagement</b>	\$ 2,000	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
<b>Student and Campus Capacity Building</b>	\$ 7,500	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>	<b>Recruit, support, and retain</b> 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
Marette Watson	Faculty Member	2013			
Daniel Walden	Faculty Member	2017			
Thomas Rooklidge	Faculty Member	2015	X		
Kristen Ernst	Faculty Member	2017	X		
Kenny Johnson	Faculty Member	2015	X		
Melanie Steenbergen	Faculty Member, Special Ed	2012			
Kris Vernon	Principal	2017	X		
Lawrence Mann	District Professional	2017	X		
Anna Vines	Campus Professional, Non-teaching	2017	X		
Libby Grigsby	Support Staff Member	2017	X		
Jenny Olmsted	Parent-Selected by PTA	2015			
Alisa Makler	Parent-Selected by Principal	2017			
Cadeal Lacen	Parent	2017	X		
Christopher Davis	Parent	2017	X		
Donna Bauer	Parent	2016			
Shanda Tyler	Parent	2017	X		
Phyllis Northington	Community Member	2015			
Elizabeth Satz	Community Member	2016			
Yvonne Chambers	Business Representative	2016			
Tanya Schwoch	Business Representative	2016			
	Ad Hoc Member <sup>Optional</sup>				

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*)

School Wide and/or Targeted Core-Subject Critical Actions
1. Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of curriculum. PPPA SW 17, CNA
2. Support the development and use of more frequent common assessments in conjunction with those provided by the district. PPPA SW 14
3. Analyze student performance data to inform team discussions and decisions. PPPA SW 13
4. Use instructional coaches to strengthen teacher’s instructional skills. CNA, PPPA SW 8
<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:** 1. Supplement classroom interventions with targeted support for students who perform below grade level and students who demonstrate early mastery. PPPA SW 17

<b>Project Lead:</b>	Campus principal: Kris Vernon							
<b>Staff, Title I Staff:</b>	Grade Level Team members, Title 1 Team, Adult temps paid by Title 1 Funds, Special Ed., ESL							
<b>Materials and Resources:</b>	Curriculum Planner, TEKS, Resources for enrichment							
<b>Targeted Area:</b>	<input checked="" 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 type="checkbox"/> Other:

**Strategies for Accomplishing Critical Action 1: Proactively develop intervention plans for students performing below grade level or who did not score satisfactory on State Assessments.**

<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>Proactively develop intervention plans for students performing below grade level</b></p> <p>Through the CNA process the campus will identify student needs (including At-Risk students). Certified teachers will create and share written intervention plan that clearly identifies the school-level support used to assist students who enter a class at a below-grade achievement level. Teams will look at 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.</p> <ul style="list-style-type: none"> <li>• Targeted Tutorials, Title I core content tutorials, Title I push in and pull out classes, Reading classes for 7/8, *Plus period</li> <li>*Math Blast in 7<sup>th</sup> and 8<sup>th</sup> grade</li> <li>*TIER III power math classes</li> <li>*Study Island-Science</li> <li>*Targeted Tutorials in Social Studies</li> </ul> <p><b>(Components 1, 2, 8, 9, 10)</b></p> <p><b>Funding source: Title I, SCE, State and Local</b></p>	<p>Weekly Team Meetings/Daily push-in and pull-out classes</p>	<p>Staff Handbook/Team Meetings RTI: Review the Process Training, Support Teachers Schedule</p>	<p>Formative Notes: * Analyzed MAP testing data, State and Local assessments to identify students * Tutorial sign in sheet designating the skill targeted or concept * Teachers reviewed Semester exam data to adjust strategies and curriculum * Students discussed goals for MAP testing</p> <p>Summative Notes: * Implemented Blast for 7th &amp; 8th Math * Added Academic Night to calendar for at-risk students and families * Assessed Fall, Winter and Spring Map testing data to track growth and identify areas of need for all content areas * Grade level teams saw a positive impact in student achievement * Teachers saw overall improvement in MAP scores</p>

<p><b>Action Step</b></p> <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>	<p><b>Implementation Timeline per Action Step</b></p>	<p><b>Implementation Evidence per Action Step</b></p>	<p><b>Formative &amp; Summative Notes per Action Step</b></p>
<p><b>Provide proactive support for students performing below grade level</b></p> <p>Certified classroom and support teachers will provide time to ensure that students who are performing below grade level gain the specific prerequisite skills needed before they are introduced to new content, and include parents in the process. Based on data teams will coordinate and implement tutorials. Students from across classrooms who need this instruction take part in the tutorials.</p> <ul style="list-style-type: none"> <li>*Offer tutorials that specifically target a skill</li> <li>*Utilize the plus period to teach/reinforce prerequisite skills</li> <li>*Scaffold student needs in the lesson plans-complete per audit</li> <li>*Document in Edugence additional TIER II and TIER III interventions</li> </ul> <p><b>(Components 1, 2, 8, 9, 10)</b>  <b>Funding source: Title I, SCE, State and Local</b></p>	<p>Grades/Progress Report reviews every 4.5 weeks</p> <p>Grade Level Administrators print and analyze student failure report with Leadership team, and Departments</p> <p>Step by step with Leadership team using RTI in Edugence - Fall 2017</p>	<p>Tutorial Logs/ Students turn in failure report each 6 weeks (tutoring, parent contact)</p> <p>Agenda, Handouts</p>	<p>Formative notes:</p> <ul style="list-style-type: none"> <li>* MAP testing data, State and Local assessments</li> <li>* Team meetings used to analyze data and assess needs</li> <li>* Title 1 Teacher worked with students of all grade levels to ensure best teaching practices</li> <li>* Document RTI in Edugence during team meetings/discussions</li> <li>* Targeted tutorials</li> </ul> <p>Summative notes:</p> <ul style="list-style-type: none"> <li>* Most staff Used Plus period more effectively for lesson extensions and tutorials</li> <li>* Focus on specific skills during tutorials—not just make up work</li> <li>* Provided more specific skills tutorials for Algebra and Honors students</li> </ul>
<p>Use pre-assessments designed around these prerequisite skills so that teachers can know whether students in their classrooms have the necessary skills for the new content. Teachers will attend professional development opportunities offered through the year.</p> <p><b>(Components 1, 2, 4, 8, 9, 10)</b>  <b>Funding source: Title I, SCE, State and Local</b></p>	<p>Weekly planning meetings</p>	<p>Assessments Lesson Plans</p>	<p>Formative notes:</p> <ul style="list-style-type: none"> <li>* Lesson Plans will be reviewed and turned in to Dept. Heads</li> </ul> <p>Summative notes:</p> <ul style="list-style-type: none"> <li>* Pre-Assessments are informal and based on qualitative information</li> <li>* Increased consistency with campus lesson plans</li> </ul>
<p><b>Proactively develop intervention plans for students demonstrating early mastery of the curriculum</b></p> <p>Through professional development certified teachers will develop extensions with support that will allow students to broaden the depth of their knowledge. Extensions will not just be more assignments to complete.</p>	<p>Kagan Strategies trainings for all staff</p>	<p>MLP Sign-In Logs, Weekly using curriculum, T-Tess Student Achievement</p>	<p>Formative Notes:</p> <ul style="list-style-type: none"> <li>* Informal Assessments and Lesson Plans will be reviewed</li> </ul> <p>Summative Notes:</p> <ul style="list-style-type: none"> <li>* GT Training /PDH on campus</li> </ul>

**Critical Action 2**

**Critical Action: Support the development and use of more frequent common assessments in conjunction with those provided by the district. PPPA SW 14**

<b>Project Lead:</b>	Department Chairs							
<b>Staff, Title I Staff:</b>	Teachers, Title I staff							
<b>Materials and Resources:</b>	Master schedule, Sub codes, Semester Exams and scale scores, MAP scores, teacher created exams							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School Wide	<input checked="" type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

**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>
<p><b>Support the development of common assessments</b></p> <p>Per the CNA (including at-risk students) certified teachers will participate in weekly teams planning meetings to create and review assessments to allow teachers to monitor student comprehension of the standards.</p> <p>Individually conference with students regarding MAP assessments and goals prior to testing.</p> <p><b>(Components 1, 2, 3, 4, 8, 9, 10)</b>  <b>Funding source: Title I, SCE, State and Local</b></p>	<p>Review assessment data during planning meetings. (weekly)</p> <p>Review item analysis from semester exams to look for individual student progress. (January)</p> <p>Analyze individual student growth in MAP assessments. (January)</p>	<p>Comprehension Checks Quizzes, Skills Tests, Teacher written exams. Modified or adapted exams</p> <p>Analyze results of student exams to see how students are progressing.</p> <p>Review assessment data during planning meetings</p>	<p>Formative Notes:                      * Teams will evaluate lesson plans and assessments to ensure commonality and document meeting notes and reflections                      * Implemented weekly comp checks to monitor student progress and to check for mastery                      * Allow major evaluations for full credit corrections                      * Math conducts 9 weeks replacement exam                      * Title 1 Coaches pulled comparison data from Semester Exams</p> <p>Summative Notes:                      * Used Weekly planning meetings to discuss assessments and grades                      * Used department meetings to discuss semester exams                      * Discussed STAAR results with 8th grade teachers during planning meeting for SSI                      * Departments reviewed data and created targeting tutorial groups                      * All ELA, Math 7 Science met with students to set goals                      * Fewer students failing each 9 weeks and attending summer school                      * Provided more opportunities for students to show mastery of material</p>



**Critical Action 3**

**Critical Action: Analyze student performance data to inform team discussions and decisions. PPPA SW 13**

<b>Project Lead:</b>	<b>Campus Principal: Kris Vernon</b>							
<b>Staff, Title I Staff:</b>	<b>All staff, Instructional coaches, Title 1 teacher</b>							
<b>Materials and Resources:</b>	<b>State Assessment data, MAP, 9 weeks Grades, Semester exams, Gap Analysis</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 type="checkbox"/> Other:

**Strategies for Accomplishing Critical Action 3:**

<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>Consider standardized and performance-based student achievement measures (current, prior and subsequent student performance)</b></p> <ul style="list-style-type: none"> <li>• Study the extent to which performance data is currently used to inform leadership decisions.</li> <li>• What performance data is available for decision making;                             <ul style="list-style-type: none"> <li>-MAP</li> <li>-Semester Exams</li> <li>-Teacher made quizzes and tests</li> <li>-CAP projects</li> <li>-STAAR</li> <li>-TELPAS</li> <li>-EOC (Algebra)</li> <li>-CogAT</li> <li>-GAP Analysis</li> <li>-9 weeks Failure reports</li> <li>-Spanish AP exams</li> </ul> </li> <li>• Build capacity in the area of data analysis through staff development in the PES and Edugence</li> </ul> <p><b>(Components 1, 2, 8, 9, 10)</b>  <b>Funding source: Title I, SCE, State and Local</b></p>	<p>Review each nine weeks</p> <p>Monthly staff meetings</p> <p>As the need arises</p>	<p>Meeting Notes</p> <p>State and Local Assessments</p> <p>MAP</p> <p>Semester Exams</p> <p>Teacher made quizzes and tests</p> <p>CAP projects</p> <p>STAAR</p> <p>TELPAS</p> <p>EOC (Algebra)</p> <p>Cogat</p> <p>GAP Analysis</p> <p>9 weeks Failure reports</p> <p>Spanish AP exams</p>	<p>Formative Notes:</p> <ul style="list-style-type: none"> <li>* Administrators met regularly with Counselors and Departments throughout the Fall and Spring Semesters</li> <li>* Campus coaches pulled and analyzed Map &amp; STAAR data for all grade levels</li> <li>* Instructional Coaches pulled and analyzed Semester exams per teacher</li> </ul> <p>Summative Notes:</p> <ul style="list-style-type: none"> <li>* Administrators met regularly with 8th grade Reading and Math teams throughout the Fall and Spring Semesters to discuss Semester Exams, STAAR results and SSI planning</li> <li>* Each grade level teacher was trained on using Edugence and entering RTI information</li> <li>* Weekly or as needed analysis of teacher created exams</li> </ul>

<p><b>Action Step</b></p> <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>	<p><b>Implementation Timeline per Action Step</b></p>	<p><b>Implementation Evidence per Action Step</b></p>	<p><b>Formative &amp; Summative Notes per Action Step</b></p>
<p><b>Determine the extent of learning problems</b></p> <ul style="list-style-type: none"> <li>• Ensure that teachers understand the extent of learning disabilities and/or deficiencies</li> <li>• Study student’s performance in prior grades.</li> <li>• Determine whether the student’s learning deficiency is limited to one class, or all curriculums.</li> </ul> <p><b>(Components 1, 2, 8, 9, 10)</b>  <b>Funding source: Title I, SCE, State and Local</b></p>	<p>Weekly planning meetings                      Bi-weekly team meetings                      Department Meetings</p>	<p>Meeting Notes,                      Planning notes and agendas</p>	<p>Formative notes:                      * Ensure teachers: have access to electronic copies of student IEP’s, participate in trainings on using testing history, etc. to effectively communicate with parents and to work effectively with students</p> <p>Summative notes:                      * Administrators attend parent/teacher conferences                      * Academic Services meetings with (counselors, Sped, ESL, Academic specialist) to discuss ongoing student concerns (bi-monthly)                      * Ensure consistency in attending meetings                      * Ensure teachers have access to PDH schedules and provide more on-campus training/PDH to support staff</p>
<p><b>Identify the root cause of learning problems</b></p> <ul style="list-style-type: none"> <li>• Decipher if all leaders on campus are proficient at determining the source or root cause of the identified learning deficiency.</li> <li>• Leadership discussion: Is the concern curricular or instructional?</li> </ul> <p><b>(Components 1, 2, 8, 9, 10)</b>  <b>Funding source: Title I, SCE, State and Local</b></p>	<p>Leadership Meeting (monthly)</p>	<p>Leadership Meeting notes</p>	<p>Formative notes:                      * Counselors discuss failure reports with grade level teams and core subject departments</p> <p>Summative notes:                      * Team meetings and parent conferences used to discuss academic progress                      * Plan more Leadership meetings                      * Determine focus for Leadership Team                      * Plan PDH for Leadership</p>
<p><b>Review student performance with teachers</b></p> <ul style="list-style-type: none"> <li>• Cultivate a school culture where Teachers are willing to openly and collectively examine student performance data</li> <li>• Discuss performance by performance groups</li> <li>• Reflect on the data</li> <li>• Discuss ways to incorporate student self-evaluations</li> </ul> <p><b>(Components 1, 2, 8, 9, 10)</b>  <b>Funding source: Title I, SCE, State and Local</b></p>	<p>Team Meetings                      Planning Meetings                      Staff Meetings                      Review each 9 weeks</p>	<p>Staff Meeting Notes                      PDH training notes and                      MLP</p>	<p>Formative notes:                      * Team, Department and Subject meetings</p> <p>Summative notes:                      * Weekly discussions regarding exam outcomes                      * Semester exam discussions by departments                      * STAAR analysis for SSI and yearly planning                      * Provide additional substitute teacher days in order for teachers to conduct peer observations</p>

<p><b>Action Step</b></p> <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>	<p><b>Implementation Timeline per Action Step</b></p>	<p><b>Implementation Evidence per Action Step</b></p>	<p><b>Formative &amp; Summative Notes per Action Step</b></p>
<p><b>Establish expectations for teacher teams' data analysis</b></p> <ul style="list-style-type: none"> <li>• Lead collaborative team meetings where teachers will openly discuss student performance data and strategies that are in use to meet student needs.</li> </ul> <p><b>(Components 1, 2, 8, 9, 10)</b>  <b>Funding source: Title I, SCE, State and Local</b></p>	<p>Weekly tem meetings                      Planning meetings                      Department Meetings</p>	<p>Team Planning agendas and notes                       Edugence/RTI</p>	<p>Formative notes:                      * Weekly Team meetings</p> <p>Summative notes:                      * Provide agenda to teachers to assist with preparations of strategies and suggestions to help students as student performance is discussed                      * Provide more staff trainings on reading/analyzing student assessment data</p>

**Critical Action 4**

**Critical Action 4: Use instructional coaches to strengthen teacher’s instructional skills. CNA, SW BP 8**

<b>Project Lead:</b>	Principal							
<b>Staff, Title I Staff:</b>	Instructional Coaches, Teachers							
<b>Materials and Resources:</b>	TEKS, Coaching Training, PISD Curriculum, Walk Through data, Swivel Robots							
<b>Targeted Area:</b>	<input type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input checked="" type="checkbox"/> Other:

**Strategies for Accomplishing Critical Action 4:**

<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><b>Use instructional coaches to serve all teachers.</b></p> <ul style="list-style-type: none"> <li>Study the role of instructional coaches to know how to effectively incorporate the role into instruction and planning.</li> <li>Use instructional coaches to work collaboratively with teachers and teams.</li> </ul> <p><b>(Components 1, 2, 3, 4, 8, 9, 10)</b>  <b>Funding source: Title I, SCE, State and Local</b></p>	<p>May: Meeting to discuss new roles and campus assignments                      August: Follow up meeting with District to discuss concerns and solutions                      August/September: Meeting with Coaches</p>	<p>Meeting notes                      Coach log</p>	<p>Formative Notes:                      * Provide teachers with additional resources for Science, History, ESL, SPED strategies                      * Model and video lessons for teachers                      * Pulled data for staff                      * Classroom observations                      * Lesson Planning support                      * Analyze map data for SSI &amp; STAAR</p> <p>Summative Notes:                      * Continue to work with coaches on overcoming the stigma of working with a coach                      * Staff feedback</p>
<p><b>Focus instructional coaches’ support on curriculum, instruction and assessment.</b></p> <ul style="list-style-type: none"> <li>Set expectations so that teachers understand the role of instructional coaches.</li> <li>Ensure teachers have access to instructional coaches.</li> <li>Leadership team discussion of primary activities we want instructional coaches to initiate:                             <ul style="list-style-type: none"> <li>- Planning, modeling lessons</li> <li>-Facilitate common assessment construction</li> </ul> </li> </ul>	<p>Staff Meeting:                       Weekly Team Meetings                       Leadership Meeting</p>	<p>Agenda                       Coach log</p>	<p>Formative notes:                      * Conduct interest surveys for next year                      * Complete Department performance survey                      * PBIS implementation: provide PBIS members with class coverage and sub codes</p> <p>Summative notes:                      * Team Planning meetings to discuss instruction                      * Survey results demonstrated that the assistance the instructional coach provided was instrumental in helping improve their instruction</p>

<p style="text-align: center;"><b>Action Step</b></p> <ul style="list-style-type: none"> <li>• <b>TEA Strategic Priorities Goal # per Action Step (If Applicable)</b></li> <li>• <b>Title I Component # and Funding Amounts per Action Step</b></li> </ul>	<p style="text-align: center;"><b>Implementation Timeline per Action Step</b></p>	<p style="text-align: center;"><b>Implementation Evidence per Action Step</b></p>	<p style="text-align: center;"><b>Formative &amp; Summative Notes per Action Step</b></p>
<ul style="list-style-type: none"> <li>-Lead collaborative discussions about curricular objectives</li> <li>-Analyze student performance data with individual teachers and teams</li> </ul> <p><b>(Components 1, 2, 3, 4, 8, 9, 10)</b>  <b>Funding source: Title I, SCE, State and Local</b></p>	<p>Weekly planning meetings</p>		
<p><b>Provide guidance for instructional coaches' knowledge sharing</b></p> <ul style="list-style-type: none"> <li>• Work with a team of teachers to build a common lesson for an upcoming learning objective.</li> <li>• Work with team of teachers to build a common assessment to administer for a particular unit of study.</li> <li>• Provide PDH for History &amp; Social studies teachers to build capacity in working with ELL students and modifying and accommodating work for SPED or 504 students.</li> </ul> <p><b>(Components 1, 2, 3, 4, 8, 9, 10)</b>  <b>Funding source: Title I, SCE, State and Local</b></p>	<p>Weekly Planning Meetings                      Department Meetings                      As the need arises</p>	<p>Meeting notes                      Lesson plans</p>	<p>Formative:                      * Analyze comp checks and assessments</p> <p>Summative notes:                      *One-on-one teacher coaching and team coaching                      * Articles sent to staff were timely, helpful, and thought provoking</p>

### 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>Staff, Title I Staff:</b>								
<b>Materials and Resources:</b>								
<b>Targeted Area:</b>	<input 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:

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

## 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: * Coach Montrail Davis: Provided weekly wellness plans and tips  Summative Notes: * Coach Shanda Tyler sent out Health byte to staff intermittently * Frankford Fitness with Coach Davis * Girls on the Run implemented in the fall * Soccer Club participated in the district soccer festival and continued practices until the end of school
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Parent/PTA Member: Shela Mobarak
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	Formative notes: * Health is taught to students by multiple PE coaches  Summative notes: * Each coach taught his/her rosters a section of class health
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	Formative notes: * Kept bulletin boards updated in the gym
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	Formative: * e-News messages sent to parents through PTA detailing wellness events, runs, etc. throughout the district  Summative:

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				<ul style="list-style-type: none"> <li>* Will continue to work with FANS to send out weekly- Healthy choice lunch menu</li> <li>* Daily announcements to notify students of healthy lunch choices for the day</li> </ul>
<b>FITNESS:</b>				
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	All students completed pre and post tests and parents were provided with paper printouts to show student progress
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	Formative: <ul style="list-style-type: none"> <li>* Students will complete Fitness gram</li> </ul> Summative: <ul style="list-style-type: none"> <li>* All students completed pre and post tests and were provided with paper printouts to take home</li> <li>* Reports cards sent home 9 weeks and progress reports sent home 4.5 weeks</li> </ul>
<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	Formative notes: <ul style="list-style-type: none"> <li>* Ensure that there is vigorous physical activity at least 50% of class time</li> </ul> Summative notes: <ul style="list-style-type: none"> <li>* Assign PE team Leader to coordinate lesson plans for team</li> <li>* Lesson Plans will be turned in to athletic director and made available to administrators</li> <li>* Administrator will attend PE planning meetings</li> <li>* Set expectations that lessons will be followed consistently to ensure instruction and engagement</li> </ul>
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Will continue to purchase new pedometers so that there will be enough monitors and pedometers for each student in PE
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	Formative: <ul style="list-style-type: none"> <li>* Staff will consistently use sequenced and developmentally appropriate curriculum with all classes</li> </ul>



Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				Summative: * Coaches and campus PE coordinator will meet during planning time to discuss lessons and activities and verify lesson plans are being developed and implemented
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	N/A
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	N/A
<b>ATTENDANCE:</b>				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Formative: * Coaches collaborated with the campus attendance clerk and the nurse to monitor students returning from various illnesses and injuries  Summative: * Followed up on attendance with attendance clerk * Assigned FNA to recover time and assignments * Parent contact for students who were chronically absent

## 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	<p>Formative Notes:</p> <ul style="list-style-type: none"> <li>* Teacher input and suggestions to identify these areas</li> <li>* PBIS completed assessment at beginning of the year to determine areas to focus on</li> </ul> <p>Summative Notes:</p> <ul style="list-style-type: none"> <li>* Identified through PBIS team and ambassador meetings</li> <li>* Assigned staff to areas and hot spots</li> <li>* Fewer discipline issues were reported in these areas when staff was present</li> </ul>
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	<p>Formative:</p> <ul style="list-style-type: none"> <li>* During each passing period, before school, after school assigned staff to monitor</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>* Fewer reports of behavior issues in high risk areas and after assigning staff to monitor high risk areas fewer students gathered in those areas and fewer issues were reported</li> </ul>
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	<p>Formative:</p> <ul style="list-style-type: none"> <li>* Detailed Campus handbook—Review specifics at the beginning of the year.</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>* Continue Campus-wide PBIS and implement classroom expectations developed through PBIS</li> <li>* Clarify expectations and intervention steps on Behavior Management chart and in the Staff handbook</li> </ul>

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	<b>EDUCATION:</b>			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	Formative: * Completed by all staff members at beginning of the year  Summative: * Will continue to have counselors and staff member present more lessons on bullying * Provide more guest speakers on these topic for parents staff and students * Provide more guidance lessons, speakers, parent training * Tip box, incident report forms and website tip line were used to allow students to report incidents anonymously
	Review referral process.	Principal or designee	Campus referral plan	Formative: * Reviewed and revised each year Summative: * Reviewed by administrators and the PBIS members as change is needed
Staff	<b>INTERVENTION:</b>			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Formative: * Begin PBIS implementation for common areas * PBIS Team met to develop ways to implement restorative practices  Summative notes: * Implement PBIS in classrooms next year * Include PBIS as part of PDH in August * Continue to have staff members implement consistent intervention strategies and expectations in classroom through PBIS and Restorative Practices
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	Formative: * Discussed and implemented at beginning of the year

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				Summative: * Referrals are sent electronically * Developed procedures for staff to notify administrators that a referral has been submitted * Staff has continued to increase the consistent use of the Google Referral Form
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Formative notes: * Continued to communicate the student management plan to ensure school wide consistency

**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	Summative notes: * Provide staff with specific plans and strategies for classroom management to ensure student and teachers feel supported
	Monitor high risk areas.	All staff	Schedule (if necessary)	* Staff members are encouraged by PBIS ambassador communications and are asked to monitor high risk areas and hallways
<b>All Students</b>	<b>EDUCATION:</b>			
	Explain referral process/contacts.	All teachers	Referral Plan	Formative: * PDH at the beginning of the year to explain process  Summative: * Provide staff with referral data, tips, and reminders during staff meetings
<b>All Students</b>	<b>INTERVENTION:</b>			
	Apply classroom interventions.	All teachers	All FMS Teachers	(Please complete cells below)  Formative: * PBIS team communicates consistent expectations for campus classroom interventions and strategies  Summative: * Next year the PBIS team will implement campus-wide PBIS into the classrooms
	Employ discipline interventions.	Designated staff	PBIS Team	Formative: * Consistently monitor and communicate referral data with staff  Summative:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				* Administrators will continue to ensure consistent consequences and address issues in a timely manner * Leadership team will continue to provide ideas and strategies needed to maintain campus wide consistency and to help plan campus-wide interventions
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	PBIS Team	Formative: Discussed ideas and suggestions at each grade level team meeting  Summative: Focus on various strategies and create campus team of experts to help plan strategies and help with implementation
	Conference with parents/students.	Teachers or other staff	Parent Conference Day: Oct. 10, 2017 Schedule conferences as needed	Formative: Conferences planned throughout the year Summative: Most parent/teacher conferences met with positive results

**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)
<p>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></p>	<p>Spanish speaking teachers</p>	<p>Provided days before registration for parents to sign up, as the need arises</p>	<p>Formative Notes:                      * Opened school on 3 occasions with various times provided for parents to register students before the start of school</p> <p>Summative Notes:                      * Added Saturday band instrument drive to the master schedule                      * Added Volunteer luncheon to schedule                      * Added multiple Mentor/Mentee meetings and breakfasts to the master schedule                      * Continue to provide additional alternate dates/times other than normally scheduled pick up for parents to attend and register</p>
<p>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></p>	<p>Staff, Administrators</p>	<p>August, and as the need arises</p>	<p>Formative:                      * Worked with CTE to help parents get computers at home if needed</p> <p>Summative: Less than 5 parents utilized the computer resource, most requests were for help with internet services not just computers</p>
<p>Upgrade and maintain the campus website for easy access and increased communication with the community.  <b>Funding source: State and Local</b></p>	<p>Librarian, AP</p>	<p>Updated weekly and as needed</p>	<p>Formative:                      * Assigned staff member to monitor website</p> <p>Summative:                      * Website updated regularly to include campus highlights</p>
<p>Communicate information through eNews and through hard copies when internet access is not available.  <b>Funding source: State and Local</b></p>	<p>Librarian, Staff, Administrators</p>	<p>Weekly eNews</p>	<p>Formative:                      * Weekly e-news sent to parents/guardians weekly and as need for special messages</p> <p>Summative:                      Parents usually responded with positive feedback.</p>

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>Utilize social media to keep parents and community informed.  <b>Funding source: State and Local</b></p>	<p>AP            Twitter, eNews,            Website</p>	<p>Weekly</p>	<p>Formative;            * Consistently used Twitter and remind to keep parents informed</p> <p>Summative:            * Staff and administrators utilized Twitter, email, messenger, FMS website, Remind 101 to provide information to the community</p>
<p>PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.  <b>Funding source: State and Local</b></p>	<p>Principal, PTA</p>	<p>Scheduled PTA meetings</p>	<p>Formative:            * Attend monthly PTA meetings as well as individual meetings with president to discuss issues and activities</p> <p>Summative:            * Will continue to share more positive information and campus celebrations at each meeting</p>
<p>Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...)  <b>Funding source: State and Local</b></p>	<p>Counseling Department, PTA</p>	<p>2 each semester</p>	<p>Formative:            * Conducted two programs coordinated by the counseling department for parent education</p> <p>Summative:            * Multicultural Night            * Academic Night</p>



**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	August 2017 to May 2018	Formative Notes:  Summative Notes:
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>	Counselors and PBIS Team	August 2017 to May 2018	
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	August 2017 to June 2018	
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	August 2017 to June 2018	

**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	