



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

## Memorial Elementary

Principal: **Mary Hardin**

### Mission Statement:

At Memorial Elementary School, we are lifelong learners, adaptive problem-solvers and responsible contributors to society.

### Vision Statement:

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

## 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): **Tuesday, October 10, 2017 @ 2:00 pm**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Thursday, January 18, 2018 @ 3:15 pm**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Tuesday, April 24, 2018 @ 3:15 pm**

## 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>	\$ 346,625	Total Funding for 5 Title I Support Teachers	
<b>Parental Engagement</b>	\$ 500	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
<b>Student and Campus Capacity Building</b>	\$ 4,500	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%20TEA/Welcome%20and%20Overview/TEA%20Strategic%20Plan/)

**SBIC Committee**

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance (10-10-17)	Meeting 2 Attendance (1-18-18)	Meeting 3 Attendance (4-24-18)
Mayra Trejo	Faculty Member	2014-2015	x	x	x
Mirthis Poppe	Faculty Member	2014-2015	x	x	x
Alex Casado	Faculty Member	2017-2018	x	x	x
Maria Duvall	Faculty Member	2017-2018	x	absent	absent
Fannysteen Mays	Faculty Member, Assistant Principal	2016-2017	x	x	x
Allison McCarthy	Faculty Member, Special Ed	2017-2018	x	x	x
Mary Hardin	Principal	2017-2018	x	x	x
Ginger Teaff	District Professional	2017-2018	x	absent	absent
Cecilia Butler	Campus Professional, Non-teaching	2016-2017	absent	x	x
Jennifer Erp	Support Staff Member	2000-2001	x	x	x
Angela Hernandez	Parent-Selected by PTA	2017-2018	x	x	absent
Dina Figueroa	Parent-Selected by Principal	2017-2018	x	x	x
Karla Arredondo	Parent	2017-2018	x	absent	x
Lindsay Cambra	Parent	2017-2018	absent	absent	absent
Ann Romagnolo	Parent	2017-2018	x	x	absent
Maritza Estrada	Parent	2017-2018	absent	absent	absent
Ashley Avendano	Parent	2017-2018	x	absent	absent
Sophia Claytor	Community Member	2016-2017	absent	x	absent
Sandra Barber	Community Member	2016-2017	x	absent	x
John Polito	Business Representative	2017-2018	x	absent	absent
Javier Rivera	Business Representative	2017-2018	absent	absent	absent
Linda Welch	Ad Hoc Member <sup>Optional</sup>	2016-2017	x	x	x

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>	10 (Coordination and Integration)	All
<p><b>Violence Prevention and Bullying</b></p>	10 (Coordination and Integration)	All
<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>	1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)	All
<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>	1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)	All
<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>	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 grade level 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 Grade Level Critical Actions

1. Increase the percentage of all students performing at the Approaches grade level standard to decrease the gap between the campus and district to meet the district average performance in STAAR Reading.
2. Increase the percentage of all students performing at the Approaches grade level standard to decrease the gap between the campus and district to meet the district average performance in STAAR Math.

**Critical Action 1**

**Critical Action (Goal): Increase the percentage of all students performing at the Approaches grade level standard to decrease the gap between the campus and district to meet the district average performance in STAAR Reading.**

<b>Problem Statement:</b>	Overall in STAAR Reading there has been a decrease in the percentage of students performing at the Approaches grade level standard for the campus. The current gaps between 3rd – 5th grade students for the campus and district are: Reading Campus (3rd-67%, 4th-57%, 5th-55%) Reading District (3rd-82%, 4th-79%, 5th-83%)							
<b>Root Cause and Strategy:</b>	(a) We will address the need for effective planning and implementation of the curriculum by ensuring that there are adequate structures and systems are in place to implement planning and instruction with fidelity. (b) We will address the need for consistent implementation of the bilingual program by ensuring adequate structures and systems are in place to implement planning and instruction with fidelity.							
<b>Project Lead:</b>	Campus Administrators, PISD Elementary Content Coordinators, Multilingual Specialists and Curriculum Specialists							
<b>Staff, Title I Staff:</b>	Grade level team teachers, Title 1/ Intervention team, ESL teachers, Academic support team							
<b>Materials and Resources:</b>	District Curriculum, Edugence, Gradebook, PES Growth Roster, STAAR Roster, MAP data, Des Cartes, TELPAS data, MLP							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<input checked="" type="checkbox"/> Other: Monolingual, Bilingual and ESL students and staff

**Strategies for Accomplishing Critical Action 1:**

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	Outcome, Status and Results per Action Step
<b>Root Cause (a) Activities: Monolingual Planning</b> 1. Ensure that all team members are involved in planning all units cooperatively; not separate delegated tasks. <ul style="list-style-type: none"> <li>With the district curriculum and instruction team and Multilingual Team, develop, train and implement a planning (protocol) template teaching intentional strategies in planning sessions.</li> <li>Model, monitor and support implementation with the collaboration of district curriculum team &amp; Multilingual Team.</li> </ul>	1. Weekly team planning meetings, bi-monthly meetings, monthly PLCs, weekly walkthroughs by Admin, bi-weekly walkthroughs by C&I & Multilingual Teams	1. Weekly team planning minutes, MLP sign in, agenda, lesson plans, presentation and materials, campus feedback form	<b>Expected Outcome</b> – Increase student achievement and academic growth by monitoring and adjusting instruction.  <b>Short Term Status:</b> On Track to Make Progress – Lesson plans will begin to include formative and summative assessments of student learning as modeled by the district C&I and Multilingual Team.  <b>Intermediate Status:</b> Some Progress – Lesson plans will continue to include formative and summative assessments to monitor and adjust student learning with consultation from the district.

<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>Outcome, Status and Results per Action Step</b></p>
<p>2. Coordinate with district curriculum department to help grade teams “calibrate” expectations that identify effective strategies consistent with the curriculum plan.</p> <ul style="list-style-type: none"> <li>• Incorporate trainings of understanding of TEKS, ELPS, and Class by RIT.</li> <li>• Instructional support staff will provide modeling of instructional approaches, observations with feedback and planning.</li> <li>• Train and implement strategies related to the book, <u>7 Steps to a Language Rich Interactive Classroom</u> by Bill Perryman and John Seidlitz.</li> </ul> <p>3. Provide training for all grade level teachers, ESL teachers, special education staff, and interventionists on the purpose and use of formative and summative assessments.</p> <p>4. Teachers will establish proficiency criteria for student learning outcomes (SLO) in order to create and administer formative and summative assessments.</p> <ul style="list-style-type: none"> <li>• Each grade level teacher includes SLO proficiency criteria in lesson plans, creates and/or utilizes associated assessments to measure learning.</li> <li>• Bi-weekly instructional support by the C&amp;I and Multilingual Teams (i.e. – ensure lesson plans are reflective and include targeted interventions based upon current assessment data, provide feedback to teachers on formative and summative assessments, instructional approaches, etc.)</li> </ul>	<p>2. Monthly meetings, monthly PLCs, weekly team meetings</p> <p>3. Monthly PLCs, weekly planning</p> <p>4. Weekly grade level team planning</p> <p>5. Weekly grade level team planning, as the need arises in Tier 1 and Tier 2 instruction</p>	<p>2. Meeting minutes, presentation and materials, observation and feedback notes from support staff, MLP sign in, agenda, lesson plans, presentation and materials</p> <p>3. MLP sign in, lesson plans and planning notes</p> <p>4. Team meeting notes</p> <p>5. Planning notes, lesson plans, student data in Edugence and Gradebook</p>	<p>C&amp;I team; and the team discussions will impact future instructional decisions.</p> <p><b>Long Term Status:</b> Significant Progress – Weekly instruction, aligned with the district curriculum, will include formative and summative assessments so that teachers utilize the current data to develop instruction to meet student learning needs.</p> <p><b>Results: ...</b>                      1/4/18 Math district specialist visited with Kinder to train on creating assessments using Pearson to target skills and TEKS taught. He also shared with first grade in December during extended planning. 3<sup>rd</sup> grade is creating their own math common assessments based on TEKS. 5<sup>th</sup> grade is currently evaluating resources and revising assessments as needed. 3<sup>rd</sup> and 4<sup>th</sup> grade are utilizing online, read aloud accommodations for identified students. During extended planning teachers realized McGraw-Hill assessments/programs are not always aligned with TEKS.</p> <p>3<sup>rd</sup> and 4<sup>th</sup> grade attended the writing professional development training to learn research based writing strategies.</p> <p>Intervention/ESL specialists are attending regular and extended planning to give feedback, model, monitor, and support teachers.</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>Outcome, Status and Results per Action Step</b></p>
<p>5. Review both formative and summative student assessment practices and align to targeted student outcomes.</p> <ul style="list-style-type: none"> <li>• Teachers will analyze assessment data and use it to plan for instruction.</li> </ul> <p><b>TEA Strategic Priority: Goals 1, 2 and 4</b>  <b>Title I Component: 1, 2, 3, 4, 8 and 9</b>  <b>Funding: State, Local, Title I Funds</b></p>			<p>ESL and Instructional specialists provided training for ELPS and 7 Steps to a Language Rich Classroom campus-wide.</p> <p>Campus specialists provided training, modeling, monitoring and support for Guided reading, daily 5, word study, and SEL campus-wide.                      4/17/18</p> <p>Assessment protocol training was provided by the district to all staff.</p> <p>Campus-wide training on 7 Steps to a Language Rich Classroom, guided reading, data, and ELPS. Teachers created language objectives specific to their lesson plans.</p> <p>Teachers shared how they are implementing language objectives in their classrooms and gave examples.</p> <p>District provided training on how to use NWEA reports. (STAAR prediction report and projected proficiency report). Grade level teams used the data from these reports to regroup students.</p> <p>During grade level planning sessions teachers are demonstrating more confidence, collaboration, utilization of data and collective efficacy.</p> <p>Training on how to implement comprehension strategies from Next Steps in Guided Reading to strengthen TIER I instruction was provided.</p> <p>Cooperative learning strategies modeled with staff regarding characteristics of an effective reading teacher.</p> <p>Fourth grade teachers attended training on The Patterns of Power and The Writing Strategies Book.</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>Outcome, Status and Results per Action Step</b></p>
			<p>Second and first grade teachers attended a workshop on The Power of Patterns and shared with teams.</p> <p>Teachers attended Data Dig training and used De-cartes to group students to develop instruction to meet students’ learning needs.</p> <p>After participating in Extended planning, teachers adjusted content, instruction, and assessments to align with grade level TEKS. This was evidenced in Unit lesson plans.</p> <p><b>Next Steps: ...</b>                      1/4/18 Training from district of summative/formative assessments and continue to analyze assessments for TEK alignment.</p> <p>A campus-wide observation form has been introduced and will be utilized during walk-throughs to provide teacher feedback. Calibration will occur among colleagues. Structures and procedures have been put in place to encourage teacher self-reflection.</p> <p>4/17/18                      Utilization of Lead4ward Field Guides in planning (daily and during extended planning).                      Teachers will develop proficiency in creation of and utilization of assessments to guide and adjust instruction.                      Learn and implement cross-curricular writing strategies in all grades.                      Teachers will establish proficiency criteria for student learning outcomes (SLO) in order to create</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>Outcome, Status and Results per Action Step</b>
			and administer formative and summative assessments. Using walk-throughs to monitor and offer feedback. SLO protocol training will be completed by the district specialists in August of next year.
<p><b>Root Cause (b) Activities: Bilingual Planning</b></p> <p>1. Ensure that all team members are involved in planning all units cooperatively; not separate delegated tasks.</p> <ul style="list-style-type: none"> <li>With the district curriculum and instruction team and Multilingual Team, develop, train and implement a planning (protocol) template teaching intentional strategies in planning sessions.</li> <li>Model, monitor and support implementation with the collaboration of district curriculum team.</li> </ul> <p>2. Coordinate with district curriculum and multilingual departments to help grade teams “calibrate” expectations that identify effective strategies consistent with the curriculum plan.</p> <ul style="list-style-type: none"> <li>Incorporate trainings of understanding of TEKS, ELPS, ELD and Class by RIT.</li> <li>Instructional support staff will provide modeling of instructional approaches, observations with feedback, and planning.</li> <li>Train and implement strategies related to the book, <u>7 Steps to a Language Rich Interactive Classroom</u> by Bill Perryman and John Seidlitz.</li> </ul>	<p>1. Weekly team planning meetings, bi-monthly meetings, monthly PLCs, weekly walkthroughs by Admin, bi-weekly walkthroughs by C&amp;I and Multilingual Teams</p> <p>2. Monthly meetings, monthly PLCs, weekly team meetings</p> <p>3. Weekly grade level team planning, as the need arises in Tier 1 and Tier 2 instruction</p>	<p>1. Weekly team planning minutes, MLP sign in, agenda, presentation and materials, campus feedback form</p> <p>2. meeting minutes, presentation and materials, observation and feedback notes from support staff, MLP sign in, agenda, presentation and materials</p> <p>3. Planning notes, lesson plans, student data in</p>	<p><b>Expected Outcome</b> – Increase student achievement and academic growth by monitoring and adjusting instruction.</p> <p><b>Short Term Status:</b> On Track to Make Progress – Lesson plans will begin to include formative and summative assessments of student learning and ensure progression of language acquisition as modeled by the district C&amp;I and multilingual team.</p> <p><b>Intermediate Status:</b> Some Progress – Lesson plans will continue to include formative and summative assessments to monitor and adjust student learning with consultation with the district C&amp;I and multilingual team; and the team discussions will impact future instructional decisions and ensure progression of language acquisition.</p> <p><b>Long Term Status:</b> Significant Progress – Weekly instruction, aligned with the district curriculum, will include formative and summative assessments so that teachers utilize the current data to develop instruction to meet student learning needs and ensure progression of language</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>Outcome, Status and Results per Action Step</b></p>
<p>3. Provide training for all grade level teachers, special education staff, and specialists on the purpose and use of formative and summative assessments.</p> <p>4. Teachers will establish proficiency criteria for student learning outcomes (SLO) in order to create and administer formative and summative assessments.</p> <ul style="list-style-type: none"> <li>• Each grade level teacher includes SLO proficiency criteria in lesson plans, creates and/or utilizes associated assessments to measure learning.</li> <li>• Weekly instructional support by the C&amp;I and Multilingual Teams (i.e. – ensure lesson plans are reflective and include targeted interventions based upon current</li> </ul> <p>5. Review both formative and summative student assessment practices and align to targeted student outcomes.</p> <ul style="list-style-type: none"> <li>• Teachers will analyze assessment data and use it to inform instruction when planning and ensure progression of language acquisition.</li> </ul> <p><b>TEA Strategic Priority: Goals 1, 2 and 4</b>  <b>Title I Component: 1, 2, 3, 4, 8 and 9</b>  <b>Funding: State, Local, Title I Funds</b></p>	<p>4. Weekly grade level team planning</p> <p>5. Weekly grade level team planning, as the need arises in Tier 1 and Tier 2 instruction</p>	<p>Edugence (RTI) and Gradebook,</p> <p>4. Team meeting notes</p> <p>5. Planning notes, lesson plans, student data in Edugence and Gradebook</p>	<p>acquisition and growth towards on grade level performance.</p> <p><b>Results: ...</b>                      1/4/18 Math district specialist visited with Kinder to train on creating assessments using Pearson to target skills and TEKS taught. He also shared with first grade in December during extended planning. 3<sup>rd</sup> grade is creating their own math common assessments based on TEKS. 5<sup>th</sup> grade is currently evaluating resources and revising assessments as needed. 3<sup>rd</sup> and 4<sup>th</sup> grade are utilizing online, read aloud accommodations for identified students. During extended planning teachers realized McGraw-Hill assessments/programs are not always aligned with TEKS.</p> <p>3<sup>rd</sup> and 4<sup>th</sup> grade attended the writing professional development training to learn research based writing strategies.</p> <p>Intervention/ESL specialists are attending regular and extended planning to give feedback, model, monitor, and support teachers.</p> <p>ESL and Instructional specialists provided training for ELPS and 7 Steps to a Language Rich Classroom campus-wide.</p> <p>Bilingual teachers are attending monthly district bilingual meetings.</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>Outcome, Status and Results per Action Step</b></p>
			<p><b>Next Steps: ...</b>                      1/4/18 Training from district of summative/formative assessments and continue to analyze assessments for TEK alignment.</p> <p>A campus-wide observation form has been introduced and will be utilized during walk-throughs to provide teacher feedback. Calibration will occur among colleagues. Structures and procedures have been put in place to encourage teacher self-reflection.</p> <p>4/17/18                      Utilization of Lead4ward Field Guides in planning (daily and during extended planning).                      Teachers will develop proficiency in creation of and utilization of assessments to guide and adjust instruction.                      Learn and implement cross-curricular writing strategies in all grades.                      Teachers will establish proficiency criteria for student learning outcomes (SLO) in order to create and administer formative and summative assessments.                      Using walk-throughs to monitor and offer feedback. SLO protocol training will be completed by the district specialists in August of next year.</p>

### Critical Action 2

**Critical Action (Goal): Increase the percentage of all students performing at the Approaches grade level standard to decrease the gap between the campus and district to meet the district average performance in STAAR Math.**

<b>Problem Statement:</b>	Overall in STAAR Math there has been a decrease in the percentage of students performing at the Approaches grade level standard for the campus. The current gaps between 3rd – 5th grade students for the campus and district are: Math Campus (3rd-74%, 4th-58%, 5th-82%) Math District (3rd-86%, 4th-79%, 5th-88%)							
<b>Root Cause and Strategy:</b>	(a) We will address the need for effective planning and implementation of the curriculum by ensuring that there are adequate structures and systems are in place to implement planning and instruction with fidelity. (b) We will address the need for consistent implementation of the bilingual program by ensuring adequate structures and systems are in place to implement planning and instruction with fidelity.							
<b>Project Lead:</b>	Campus Administrators, PISD Elementary Content Coordinators, Multilingual Specialists and Curriculum Specialists							
<b>Staff, Title I Staff:</b>	Grade level team teachers, Title 1/ Intervention team, ESL teachers, Academic support team							
<b>Materials and Resources:</b>	District Curriculum, Edugence, Gradebook, PES Growth Roster, STAAR Roster, MAP data, Des Cartes, TELPAS data, MLP							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<input type="checkbox"/> Other:

#### Strategies for Accomplishing Critical Action 2:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
<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>Root Cause (a) Activities: Monolingual Planning</b></p> <p>1. Ensure that all team members are involved in planning all units cooperatively; not separate delegated tasks.</p> <ul style="list-style-type: none"> <li>With the district curriculum and instruction team, develop, train and implement a planning (protocol) template teaching intentional strategies in planning sessions.</li> <li>Model, monitor and support implementation with the collaboration of district curriculum team.</li> </ul> <p>2. Coordinate with district curriculum department to help grade teams “calibrate” expectations that</p>	<p>1. Weekly team planning meetings, bi-monthly meetings, monthly PLCs, weekly walkthroughs by Admin, bi-weekly walkthroughs by C&amp;I &amp; Multilingual Teams</p> <p>2. Monthly meetings, monthly PLCs,</p>	<p>1. Weekly team planning minutes, MLP sign in, agenda, presentation and materials, campus feedback form</p> <p>2. Meeting minutes, presentation and materials, observation and feedback notes</p>	<p><b>Expected Outcome</b> – – Increase student achievement and academic growth by monitoring and adjusting instruction.</p> <p><b>Short Term Status:</b> On Track to Make Progress – Lesson plans will begin to include formative and summative assessments of student learning as modeled by the district C&amp;I and Multilingual Team</p> <p><b>Intermediate Status:</b> Some Progress – Lesson plans will continue to include formative and summative assessments to monitor and adjust student learning with consultation from the district C&amp;I team;</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>Outcome, Status and Results per Action Step</b></p>
<p>identify effective strategies consistent with the curriculum plan.</p> <ul style="list-style-type: none"> <li>• Incorporate trainings of understanding of TEKS, ELPS, and Class by RIT.</li> <li>• Instructional support staff will provide modeling of instructional approaches, observations with feedback, and planning.</li> <li>• Train and implement strategies related to the book, <u>7 Steps to a Language Rich Interactive Classroom</u> by Bill Perryman and John Seidlitz.</li> </ul> <p>3. Provide training for all grade level teachers, ESL teachers, special education staff, and interventionists on the purpose and use of formative and summative assessments.</p> <p>4. Teachers will establish proficiency criteria for student learning outcomes (SLO) in order to create and administer formative and summative assessments.</p> <ul style="list-style-type: none"> <li>• Each grade level teacher includes SLO proficiency criteria in lesson plans, creates and/or utilizes associated assessments to measure learning.</li> <li>• Weekly instructional support by the C&amp;I and Multilingual Teams (i.e. – ensure lesson plans are reflective and include targeted interventions based upon current</li> </ul> <p>5. Review both formative and summative student assessment practices and align to targeted student outcomes.</p>	<p>weekly team meetings</p> <p>3. Weekly grade level team planning, as the need arises in Tier 1 and Tier 2 instruction</p> <p>4. Weekly grade level team planning,</p> <p>5. Weekly grade level team planning, as the need arises in Tier 1 and Tier 2 instruction</p>	<p>from support staff, MLP sign in, agenda, presentation and materials</p> <p>3. Planning notes, lesson plans, student data in Edugence (RTI) and Gradebook</p> <p>4. Team planning notes</p> <p>5. Planning notes, lesson plans, student data in Edugence and Gradebook</p>	<p>and the team discussions will impact future instructional decisions.</p> <p><b>Long Term Status:</b> Significant Progress – Weekly instruction, aligned with the district curriculum, will include formative and summative assessments so that teachers utilize the current data to develop instruction to meet student learning needs.</p> <p><b>Results:</b> ... 4/17 Math manipulatives inventory was made and more were purchased.</p> <p><b>Next Steps:</b> ... 1/4/18 training of usage of math manipulatives</p> <p>Inventory of math tools and manipulatives available in the grade levels will be done. Data report of utilization of Dreambox reported to staff to encourage use in classrooms by individual students.</p> <p>4/17 training of usage of math manipulatives and vocabulary and language usage. Dreambox usage improved in classrooms. SLO protocol training will be completed by the district specialists in August of next year.</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>Outcome, Status and Results per Action Step</b></p>
<ul style="list-style-type: none"> <li>• Teachers will analyze assessment data and use it to plan for instruction.</li> </ul> <p><b>TEA Strategic Priority: Goals 1, 2 and 4</b>  <b>Title I Component: 1, 2, 3, 4, 8 and 9</b>  <b>Funding: State, Local, Title I Funds</b></p>			
<p><b>Root Cause (b) Activities: Bilingual Planning</b></p> <ol style="list-style-type: none"> <li>1. Ensure that all team members are involved in planning all units cooperatively; not separate delegated tasks. <ul style="list-style-type: none"> <li>• With the district curriculum and instruction team, develop, train and implement a planning (protocol) template teaching intentional strategies in planning sessions.</li> <li>• Model, monitor and support implementation with the collaboration of district curriculum team.</li> </ul> </li> <li>2. Coordinate with district curriculum and multilingual departments to help grade teams “calibrate” expectations that identify effective strategies consistent with the curriculum plan. <ul style="list-style-type: none"> <li>• Incorporate trainings of understanding of TEKS, ELPS, and Class by RIT.</li> <li>• Instructional support staff will provide modeling of instructional approaches, observations with feedback, and planning.</li> <li>• Train and implement strategies related to the book, <u>7 Steps to a Language Rich Interactive Classroom</u> by Bill Perryman and John Seidnitz.</li> </ul> </li> <li>3. Provide training for all grade level teachers, ESL teachers, special education staff, and</li> </ol>	<ol style="list-style-type: none"> <li>1. Weekly team planning meetings, bi-monthly meetings, monthly PLCs, weekly walkthroughs by Admin, bi-weekly walkthroughs by C&amp;I &amp; Multilingual Teams</li> <li>2. Monthly meetings, monthly PLCs, weekly team meetings</li> <li>3. Weekly grade level team planning, as the need arises in Tier 1 and Tier 2 instruction.</li> <li>4. Weekly grade level team planning,</li> <li>5. Weekly grade level team planning, as</li> </ol>	<ol style="list-style-type: none"> <li>1. Weekly team planning minutes, MLP sign in, agenda, presentation and materials, campus feedback form</li> <li>2. Meeting minutes, presentation and materials, observation and feedback notes from support staff, MLP sign in, agenda, presentation and materials</li> <li>3. Planning notes, lesson plans, student data in Edugence (RTI) and Gradebook</li> </ol>	<p><b>Expected Outcome</b> – – Increase student achievement and academic growth by monitoring and adjusting instruction.</p> <p><b>Short Term Status:</b> On Track to Make Progress                      -Lesson plans will begin to include formative and summative assessments of student learning and ensure progression of language acquisition as modeled by the district C&amp;I and multilingual team –</p> <p><b>Intermediate Status:</b> Some Progress                      – Lesson plans will continue to include formative and summative assessments to monitor and adjust student learning with consultation with the district C&amp;I and multilingual team; and the team discussions will impact future instructional decisions and ensure progression of language acquisition</p> <p><b>Long Term Status:</b> Significant Progress                      – Weekly instruction, aligned with the district curriculum, will include formative and summative assessments so that teachers utilize the current data to develop instruction to meet student learning needs and ensure progression of language acquisition and growth towards on grade level performance.</p> <p><b>Results:</b> ...4/17 Math manipulatives inventory was made and more were purchased.</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>Outcome, Status and Results per Action Step</b></p>
<p>interventionists on the purpose and use of formative and summative assessments.</p> <p>4. Teachers will establish proficiency criteria for student learning outcomes (SLO) in order to create and administer formative and summative assessments.</p> <ul style="list-style-type: none"> <li>• Each grade level teacher includes SLO proficiency criteria in lesson plans, creates and/or utilizes associated assessments to measure learning.</li> <li>• Weekly instructional support by the C&amp;I and Multilingual Teams (i.e. – ensure lesson plans are reflective and include targeted interventions based upon current</li> </ul> <p>5. Review both formative and summative student assessment practices and align to targeted student outcomes.</p> <ul style="list-style-type: none"> <li>• Teachers will analyze assessment data and use it to inform instruction when planning and ensure progression of language acquisition.</li> </ul> <p><b>TEA Strategic Priority: Goals 1, 2 and 4</b>  <b>Title I Component: 1, 2, 3, 4, 8 and 9</b>  <b>Funding: State, Local, Title I Funds</b></p>	<p>the need arises in Tier 1 and Tier 2 instruction</p>	<p>4. Team planning notes</p> <p>5. Planning notes, lesson plans, student data in Edugence and Gradebook</p>	<p><b>Next Steps: ...</b>                      1/4/18 training of usage of math manipulatives</p> <p>Inventory of math tools and manipulatives available in the grade levels will be done.                      Data report of utilization of Dreambox reported to staff to encourage use in classrooms by individual students</p> <p>4/17 training of usage of math manipulatives and vocabulary and language usage.</p> <p>Dreambox usage improved in classrooms.                      SLO protocol training will be completed by the district specialists in August of next year.</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: October 2017 Campus Wellness Team and Captain were established. Meeting dates were agreed upon as well as measureable goals. December 2017 Campus Wellness Team met to review progress toward goals.  Summative Notes: In each professional learning with staff throughout the year, staff wellbeing and wellness quick checks occurred.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	October 2017 A parent was identified to participate on the Campus Wellness Team
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	August 2017-present Components of the Coordinated School Health Curriculum are delivered in the appropriate setting (classroom and or gym)
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	September 2017-Healthy Habits are posted on the gym doors for students, staff and parents to view.
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	September 2017- present parents are notified of events via School Messenger (messaging system), PTA newsletters, school marquees and district webpage.
	<b>FITNESS:</b>			

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	All students participate in the Fitness Gram Test. Exemptions and/or accommodations are given to students receiving Adapted PE (APE) when applicable.
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	Students in 3 <sup>rd</sup> -5 <sup>th</sup> grades participate in FitnessGram and reports are sent home to parents.
<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 provided by P.E./Fitness Teacher	August 2017-present The building schedule allows for students to receive the required class minutes in physical education for the school year and moderate to vigorous physical activity occur during the physical education class.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	September 2017- present After students complete a running activity, the Pulse Bar is used to monitor their heart rate.
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	August 2017-present The curriculum used in physical education class provides the opportunity for students to be active at least 70% of the class time.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	August 2017-present The building and grade level schedules identify daily unstructured play during recess.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	August 2017-present Established practice observed throughout the building (i.e. Social Emotional Strategies-breathing ball, calming strategies, etc.)
<b>ATTENDANCE:</b>				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	9 week attendance reports are run. Follow up with teachers and parents as needed.

## Violence Prevention and Bullying

**Critical Action:** VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (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)
<b>Staff</b>	<b>PREVENTION:</b>			
	Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Formative Notes: Staff has identified areas and times in need of supervision. Duty schedules and rosters have been created. Summative Notes: Cameras have been checked throughout the school year and adjustments have been made so that students are in view of the cameras.
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	Duty schedule and roster are established.
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	September 2017- present Use Memorial Roar and pledge as reminders of school expectations. Also a school wide discipline committee was established to create common practices.
<b>Staff</b>	<b>EDUCATION:</b>			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	August 2017- present Training provided to staff by counselor. January 2018 Meet to plan a Spring follow up training. Training occurred in February 2018.
	Review referral process.	Principal or designee	Campus referral plan	Process reviewed during CMIT/Kid-Talk Meetings. School wide discipline committee also established referral process.
<b>Staff</b>	<b>INTERVENTION:</b>			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	SEL practices implemented school-wide include Morning Meetings, and classes with SEL coach. Classrooms conducted own community circles as well.

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	Need to revise current referral process and input sought from discipline committee. Common reporting procedures established for K-2 and another for 3-5.
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	SEL and de-escalation strategies provided during staff meetings.

**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	Campus Pledge reinforced on a daily basis Classroom expectations and routines posted in every classroom, rest rooms and hallways.
	Monitor high risk areas.	All staff	Schedule (if necessary)	Staff duty schedule has been modified depending on needs.
<b>All Students</b>	<b>EDUCATION:</b>			
	Explain referral process/contacts.	All teachers	Referral Plan	Need to revise and establish an office referral documentation system.
<b>All Students</b>	<b>INTERVENTION:</b>			
	(Please complete cells below)			
	Apply classroom interventions.	All teachers	Curriculum Team, Counselors, SEL Coach, Administrators	SEL practices in place throughout the building.
	Employ discipline interventions.	Designated staff	SEL Coach, Counselors, and Administrators	De-escalation strategies taught in professional learning
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Counselors, Administrators	More CORE team members assigned and attended CPI training.

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Conference with parents/students.	Teachers or other staff	Counselors, Administrators	More parent conferences with teachers need to occur in discipline matters.

## 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>	Parent Liaison, Teachers, Paraprofessionals, Administrators	Back to School Events, Meet the Teacher Nights, parent/teacher conferences, as the need arises	Formative Notes: August 2017-present Parent Liaison helps parents access Parent Portal upon registration. Hosted registration fair in August 2017. Mobile Lab also scheduled throughout the year.  Summative Notes: Parents were encouraged throughout the year to access grades through parent portal in CMIT meetings.
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>	Parent Liaison, classroom teachers, Registrar	Back to School Events, Meet the Teacher Nights, parent/teacher conferences, as the need arises	August 2017-present Hard copies of school information are sent home. Also school messenger (phone messenger) is utilized for parents without internet.
Upgrade and maintain the campus website for easy access and increased communication with the community. <b>Funding source: State and Local</b>	CTA, Administrators, or designee	Monthly review	August 2017-present Campus Admin, CTA, and instructional specialists are working to update and maintain the school website.
Communicate information through eNews and through hard copies when internet access is not available. <b>Funding source: State and Local</b>	Administrators	Weekly/Monthly Updates	August 2017-present School Messenger has been a more effective tool in reaching our families. Messages are sent 1-2 per week. Also, use of Remind 101 and class dojo have increased in classrooms.
Utilize social media to keep parents and community informed. <b>Funding source: State and Local</b>	Teachers, CTA, Administrators, or designee	Weekly/Monthly Updates	Social Media is used to highlight special guests and student successes.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. <b>Funding source: State and Local</b>	PTA representatives and Administrators	Monthly Meetings	July 2017-present planning meetings were held with PTA president, Parent Liaison, and Admin Team.

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) <b>Funding source: State and Local</b>	PTA representatives, PTA President, Administrators, Counselors	Back to School Events, PTA Board Meetings, PTA General Meetings, and President/Principal Meetings	August 2017 to present Parent Liaison works with the District and community to offer parental programs/classes and information to families. A variety of Parent Education classes have been offered.

## Transition

**Critical Action Step:** The campus will assist students in making a successful transition between early childhood schools to elementary schools and the transition between elementary to middle school.

### Strategies for Accomplishing Transition Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Elementary counselors deliver guidance lessons that support and promote the learning process. <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	Counselors, District Guidance Curriculum, SEL Coach	August 2017-June 2018	Formative Notes: October 2017- PreK teachers observe in Kinder classrooms. December 2017- Settle Your Glitter curriculum is shared with Kinder teachers so that they are familiar with lessons. Summative Notes: SEL teacher observes and coaches PreK teachers on use and implementation of Settle Your Glitter curriculum.
Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in pre-kindergarten activities and are encouraged to work with their children at home. All participants go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep. <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	PreK and Kindergarten Teachers, paraprofessionals, Instructional Specialists, SpED staff RAMP Up kits, Transition Books	October 2017- June 2018	RAMP Up sessions held for parents in September 2017 and again in May 2018. Sessions to utilize manipulatives was held in November 2017.
Kindergarten staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	PreK and Kindergarten Teachers, paraprofessionals, Instructional Specialists	August 2017- June 2018	October 2017- PreK teachers observe in Kinder classrooms. December 2017- Settle Your Glitter curriculum is shared with Kinder teachers so that they are familiar with lessons. PreK teachers share student portfolios and written records of student learning.
<b>Elementary campuses with full day Pre-K Classes –</b> Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment. <b>Title I Components: 7</b>	PreK and Kindergarten Teachers, paraprofessionals, Instructional Specialists	November 2017 – June 2018	Pre K classes visit Kinder classes and specials in August, September, December of 2017 and again in March and May of 2018. PreK teachers begin teaching students Kinder expectations and Kinder



Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Funding source: State and Local			teachers visit PreK classes. Parent meetings are also held in April 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: Administrators attend Job Fairs to interview potential candidates.  Summative Notes: Administrators reviewed and implemented best practices in the hiring process.
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	Bilingual teachers received the salary stipend.
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	Memorial hosted 3 student teachers for the 2017-2018 school year and we are scheduled to host 3 more for the next year.
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	All staff has attended professional learning from the district, regional service center, and campus level.
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 staff members met the highly qualified standards and were hired following the correct procedures.