



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Weatherford Elementary

Principal: **Ben Benavides**

Mission Statement:

The Weatherford community inspires all students to achieve their personal best.



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, September 27, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Wednesday, January 25, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Wednesday, May 24, 2017**

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			
1 (CNA)	Comprehensive Needs Assessment	6 (PI)	Strategies to Increase Parental Involvement
2 (RS)	Reform Strategies	7 (Tran)	Transition
3 (HQ)	Instruction by State Certified Teachers	8 (A)	Teacher Decision-Making Regarding Assessments
4 (PD)	High-Quality Professional Development	9 (M)	Effective and Timely Assistance to Students
5 (R/R)	Strategies to Attract State Certified Teachers	10 (Coord)	Coordination and Integration
Program Funding			
Staffing	\$ 120,000	Total Funding for # Title I Support Teachers	
Parental Engagement	\$ 2,000	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	\$ 5,000	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.			
Goal 1	Recruit, support, and retain Teachers and Principals	Goal 3	Connect high school to career and college
Goal 2	Build a foundation of reading and mathematics	Goal 4	Improve 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	Meeting 2 Attendance	Meeting 3 Attendance
Monica Luna, Julie Webster	Faculty Member	2005-2006	x	x	x
Shannon Wassberg	Faculty Member	2014-2015	x	x	x
Ericka Manning	Faculty Member	2011-2012	x	x	x
Dawn Robershaw	Faculty Member	2016-2017	x	x	x
Kristin Wright	Faculty Member	2014-2015	x	x	x
Erika Cossette	Faculty Member, Special Ed	2016-2017	x	x	x
Ben Benavides	Principal	2012-2013	x	x	x
Tita Alarcon	District Professional	2010-2011			
Kristen Fislar	Campus Professional, Non-teaching	2014-2015	x		x
Guadalupe Alvarenga	Support Staff Member	2016-2017	x	x	x
Molly Chandler	Parent-Selected by PTA	2013-2014			
Soumeya Lehachi	Parent-Selected by Principal	2014-2015			
Ada Luz Sanchez	Parent	2013-2014			
Adriana Salazar	Parent	2012-2013			
Andrea Erwin	Parent	2013-2014	x	x	x
Leslie Meadows	Parent	2014-2015	x	x	x
Lane Thomas	Community Member	2015-2016	x	x	x
Sara Hutchinson	Community Member	2014-2015	x	x	
Jean Sills	Business Representative	2001-2002	x	x	x
Nicholas Cox	Business Representative	2017-2018	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
Health, Fitness and Attendance: The campus will utilize their coordinated health program and analyze their student fitness data to set goals and objectives to encourage the health, fitness and attendance of their students.	10 (Coordination and Integration)	All
Violence Prevention and Bullying	10 (Coordination and Integration)	All
Parental Involvement: The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.	1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)	All
Transition: The campus will assist students in making a successful transition between: early childhood to elementary; elementary to middle school; middle school to high school; and high school/sr. high school to college, the workplace or the military.	1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)	All
State Certified Teachers and Highly Qualified Paraprofessional Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.	1 (Comprehensive Needs Assessment) 3 (Instruction by State Certified Staff) 4 (High-Quality Professional Development) 5 (Strategies to Attract State Certified Teachers) 10 (Coordination and Integration)	All

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 (P³A 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. Analyze and discuss student performance data, including teaching students to monitor their own progress. PPPA CL #12

2. Define and reinforce high-yield instructional strategies as tools to support rigorous learning. PPPA SW #11

3. Supplement classroom interventions with targeted support for students who perform below grade level. PPPA SW #17

Critical Actions to Address Missed State Safeguards:

- Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P³A Best Practice #17)
- Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P³A Best Practice #13)
- Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P³A Best Practice #14)

Critical Action 1

Critical Action:

Project Lead:	Principal							
Staff, Title I Staff:	Grade level teachers, Instructional Specialist, Bilingual Instructional Specialist, Title I instructional Support Staff, PACE, ESL, and Dyslexia Instructional Staff							
Materials and Resources:	PISD curriculum , MAP, Edugence							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 1:

Action Step <ul style="list-style-type: none"> TEA Strategic Priorities Goal # per Action Step (If Applicable) Title I Component # and Funding Amounts per Action Step 	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Teach students to self-monitor learning and self-monitor multiple performance indicators.</p> <p>1. Grade level and vertical teams will determine and share exact strategies teachers will use to communicate the academic objectives to students and what tracking tools will be utilized for students to track their performance.</p> <p>(Components 1, 2, 8, 9) Funding Source: Title I, SCE, State and Local TEA Strategic Priorities Goal 1</p>	<p>Weekly grade level team meetings Monthly vertical team meetings Daily Instruction</p>	<p>Meeting notes Planning notes Student data tracking tool</p>	<p>Formative Notes: Grade levels meet weekly and are communicating performance results to students who are using tracking tools to evaluate their progress</p> <p>Summative Notes: Grade level teams met weekly all year and shared performance results. Students used varied tracking tools to measure their progress.</p>
<p>Teach students to set specific learning goals and monitor progress toward goals.</p> <p>1. Grade level teams will determine how to help all students, especially at-risk students, establish and promote academic goals as well as procedures to monitor progress on academic achievements.</p> <p>(Components 1, 2, 8, 9) Funding Source: Title I, SCE, State and Local TEA Strategic Priorities Goal 2 & 4</p>	<p>Weekly grade level team meetings Daily Instruction</p>	<p>Meeting notes Planning notes Student data tracking tool</p>	<p>Formative Notes: Teachers are promoting academic goals and procedures to help all students especially those students at risk to increase academic achievement</p> <p>Summative Notes: Teachers promoted academic goals and worked specifically with at-risk students to increase academic achievement. Benchmark performance was monitored and instruction adjusted to meet student needs.</p>

Critical Action 2

Critical Action:

Project Lead:	Principal							
Staff, Title I Staff:	Grade level teachers, Instructional Specialist, Bilingual Instructional Specialist, Title I instructional Support Staff, PACE, ESL, and Dyslexia Instructional Staff							
Materials and Resources:	PISD curriculum , MAP, Edugence							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 2:

Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<ul style="list-style-type: none"> TEA Strategic Priorities Goal # per Action Step (If Applicable) Title I Component # and Funding Amounts per Action Step <p>Identify and promote common understanding of best instructional practices.</p> <p>1. Teachers will conduct peer classroom visits with a focus on identifying high-yield instructional strategies</p> <p>(Components 1, 2, 3, 4) Funding Source: Title I, SCE, State and Local TEA Strategic Priorities Goal 1</p>	Peer observations once per semester	Peer observation notes	<p>Formative Notes: Teachers are conducting peer classroom observations within the building</p> <p>Summative Notes: Teachers observed each other within the building and completed observational reflections.</p>
<p>Implement high-yield instructional practices based on student performance data</p> <p>1. Teachers will share and reinforce these instructional strategies during grade level team meetings and faculty meetings.</p> <p>2. Teachers will implement high yield instructional practices and reflectively share observations and student performance data.</p> <p>(Components 1, 2, 3) Funding Source: Title I, SCE, State and Local TEA Strategic Priorities Goal 1 & 4</p>	Weekly team meetings and monthly staff meetings Daily instruction	Meeting notes Planning notes Student data	<p>Formative Notes: Teachers are sharing and using best practices as defined in the grade level team meetings and faculty meetings.</p> <p>Summative Notes: Teachers used Google Classroom to share and compare best practices, in particular those incorporating Social and Emotional needs of students.</p>

Critical Action 3

Critical Action:

Project Lead:	Principal							
Staff, Title I Staff:	Grade level teachers, Instructional Specialist, Bilingual Instructional Specialist, Title I instructional Support Staff, ESL, and Dyslexia Instructional Staff, Special Education Staff							
Materials and Resources:	PISD curriculum and resources							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input type="checkbox"/> 3 rd grade	<input type="checkbox"/> 4 th grade	<input type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 3:

Action Step <ul style="list-style-type: none"> TEA Strategic Priorities Goal # per Action Step (If Applicable) Title I Component # and Funding Amounts per Action Step 	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Proactively develop intervention plans for students performing below grade level and Special Education students.</p> <p>1. Use student assessment data and teacher input to identify the students at each grade level who are going to require additional instructional supports from the first day of the school year. Ensure that these students receive these services.</p> <p>(Components 1, 2, 3, 4, 9, 10) Funding Source: Title I, SCE, State and Local TEA Strategic Priorities Goal 2 & 4</p>	Beginning of the year grade level analysis of student data; monthly Kid Talk/CMIT/ARD meetings, Weekly grade level meetings	Meeting notes Planning notes Student data	<p>Formative Notes: Teachers are reviewing assessment data on a weekly basis and adjusting instruction and implementing interventions for at-risk students.</p> <p>Summative Notes: Teachers reviewed assessment data on a weekly basis and adjusting instruction and implementing interventions for at-risk students. Teachers and specialists met at monthly Kid Talk meetings, and periodic CMIT and ARD meetings.</p>
<p>Provide proactive support for students performing below grade level and Special Education students.</p> <p>1. Structure specific instruction opportunities for the prerequisite skills in classroom tutorial or small group sessions that precede the new unit of study. In K-3 we will have students from across classrooms who need this instruction take part in the instruction. Students in 3-5 will receive this instruction in small group lessons from subject teachers. Special Education students will</p>	Daily as needed	Planning notes Student data	<p>Formative Notes: Teachers are providing classroom tutorial sessions during class time, intervention and enrichment blocks and one on one training with a Special Education staff member.</p> <p>Summative Notes: Teachers provided intervention in flexible small groups during class time, intervention and enrichment blocks, and after school tutoring. Adult temp tutors were utilized to reinforce targeted instructional materials for students performing below grade level.</p>

<p>Action Step</p> <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step 	<p>Implementation Timeline per Action Step</p>	<p>Implementation Evidence per Action Step</p>	<p>Formative & Summative Notes per Action Step</p>
<p>receive this instruction in small groups or one on one with a Special Education staff member.</p> <p>(Components 1, 2, 3, 9, 10) Funding Source: Title I, SCE, State and Local TEA Strategic Priorities Goal 1 & 2</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 P³A Best Practice #17)
- Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P³A Best Practice #13)
- Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P³A Best Practice #14)

Project Lead:	Principal							
Staff, Title I Staff:	Grade level teachers, Instructional Specialist, Bilingual Instructional Specialist, Title I instructional Support Staff, ESL, and Dyslexia Instructional Staff, Special Education Staff							
Materials and Resources:	PISD curriculum and resources							
Targeted Area:	<input type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input checked="" type="checkbox"/> 3 rd grade	<input checked="" type="checkbox"/> 4 th grade	<input checked="" type="checkbox"/> 5 th grade	<input checked="" type="checkbox"/> Other: Reading, Writing, Math

Strategies for Accomplishing Critical Actions to Address Missed State Safeguards:

Action Step <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step 	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
SW #17 - Proactively develop intervention plans for students performing below grade level We will use assessment data to provide targeted interventions to improve student performance in Writing, Reading, and Math.	Beginning of the year grade level analysis of student data; monthly Kid Talk/CMIT/ARD meetings, Weekly grade level meetings	Meeting notes Planning notes Student data	Formative Notes: Teachers are reviewing assessment data and providing targeted interventions for at-risk students in Writing, Reading and Math. Summative Notes: Teachers provided intervention in flexible small groups during class time, intervention and enrichment blocks, and after school tutoring. Adult temp tutors were utilized to reinforce targeted instructional materials for students performing below grade level.
SW #17 - Provide proactive support for students performing below grade level We will provide tutorials as well as small group instruction to provide targeted instruction based on student needs.	Daily as needed	Planning notes Student data	
SW #17 - Provide academic support aligned with the district curriculum We will work with grade level teachers and the vertical teams to provide support to specific instruction on grade level TEKS that need to be mastered.	Weekly grade level team meetings Monthly vertical team meetings	Meeting notes Planning notes Student data tracking tool	

Action Step <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step 	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
	Daily Instruction		
SW #17 - Evaluate the effectiveness of student interventions Teachers will analyze data collected during tiered interventions to track the progress of each student's needs.	Daily instruction Weekly grade level team meetings	Student data tracking tool	
CL #13 - Provide tutorials that target specific objectives We will provide tutorials before or after school to reinforce and teach academic goals that are below grade level.	Daily as needed	Planning notes Student data	
CL #13 - Train and use peer tutors to support student We will train and use peer tutors to work with students who need support on specific academic goals.	Daily as needed	Student data and feedback	
CL #14 - Seek support from team members to assist students performing below grade level Grade level teachers will collaborate during teams meetings to share instructional strategies that have been effective.	Daily instruction Weekly grade level team meetings	Peer observation Notes Planning notes	
CL #14 - Seek support from multiple staff members Grade level teachers will collaborate with instructional specialists and vertical teams to share and reflect on student performance.	Weekly grade level team meetings Monthly vertical team meetings Daily Instruction	Meeting notes Planning notes Student data tracking tool	
CL #14 - Seek support from parents We will offer tutorials and parent teacher conferences for support in areas of academic need.	As needed	Student data Teacher documentation	

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)
	COORDINATED SCHOOL HEALTH:			
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.	Principal	Campus Wellness Plan	Formative Notes: Campus Wellness Captain are in place and are actively promoting health and wellness. Summative Notes: Campus Wellness Team promoted health and wellness on morning broadcast announcements and with posters throughout the building.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	
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	
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	
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	
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
4 th & 7 th	Ensure all data for 3 rd - 8 th 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	
PHYSICAL ACTIVITY REQUIREMENTS:				
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.	Principal	Sample daily lesson plans may be provided by P.E./Fitness Teacher	
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	
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	
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	
ATTENDANCE:				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	

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	PREVENTION:			
	Identify high risk areas. (Required)	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Formative Notes: Violence Prevention and Anti-Bullying expectations are highly effectively communicated and vigilantly upheld. Summative Notes: Violence Prevention and Anti-Bullying expectations are effectively communicated and vigilantly upheld. Concerns during the year were immediately addressed with students, staff, and parents.
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	
	Review referral process. (Required)	Principal or designee	Campus referral plan	
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	PREVENTION:			
	Clearly state student expectations/campus rules/citizenship. (Required)	Principal or designee	Code of Conduct/ Student-Parent Handbook	
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	
All Students	INTERVENTION:			
	Apply classroom interventions. (Required)	All teachers	Student Data Meeting Notes	
	Employ discipline interventions. (Required)	Designated staff	Referral Plan/Code of Conduct/Student-Parent Handbook	
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Referral Plan	
	Conference with parents/students. (Required)	Teachers or other staff	Student data	

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. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Office staff/Parent Portal	Beginning July 2017 and continuing as needed	Formative Notes: All parents have access to and are registered in the Parent Portal Summative Notes: All parents have access to and are registered in Parent Portal.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Principal, teachers, office staff	Beginning July 2017 and continuing as needed	
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Principal, teachers, office staff	Beginning July 2017 and continuing as needed	
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Principal or designee	Weekly	
Utilize social media to keep parents and community informed. Funding source: State and Local	Principal or designee	Beginning July 2017 and continuing as needed	
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Principal or designee	Monthly	
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	Principal or designee	As the need arises	

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. Title I Components: 7 Funding source: State and Local	Counselors	Every other week	
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. Title I Components: 7 Funding source: State and Local	Counselors, Teachers	August 2017- May 2018	
Kindergarten staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) Title I Components: 7 Funding source: State and Local	Teachers	August 2017- May 2018	
Elementary campuses with full day Pre-K Classes – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment. Title I Components: 7 Funding source: State and Local	Teachers	August 2017- May 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.

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

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

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. Title I Component 5 Funding source: State and Local	August 2017 to May 2018	Formative Notes: Administrators and Staff will attend April 21 st PISD Job Fair Summative Notes: Administrators and Staff attended April 21 st PISD Job Fair. Hiring practices were in compliance with District hiring protocols.
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. Title I Component 5 Funding source: State and Local	Monthly Bilingual Stipends, July 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. Title I Component 5 Funding source: State and Local	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. Title I Component 4 and 5 Funding source: State and Local	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. Title I Component 5 Funding source: State and Local	July 2017 to June 2018	