



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Harrington Elementary

Principal: **Ann Irvine**

Mission Statement:

The Harrington Elementary School Community will work as a team to provide a nurturing educational environment where all children will be successful learners.

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, September 26, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Monday, January 29, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting and of goals (by June 8, 2018): **Thursday, May 24, 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			
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	\$ Enter funding \$	Total Funding for	
Parental Engagement	\$ 0	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	\$ 0	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 can be accessed here: 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
Ann Boles	Faculty Member	2015-2016			
Joan Patrick	Faculty Member	2017-2018			
George Arredondo	Faculty Member	2016-2017			
Ashley Thompson	Faculty Member	2017-2018			
Denise Schneider	Faculty Member	2017-2018			
Robyn Regan	Faculty Member, Special Ed	2016-2017			
Ann Irvine	Principal	n/a			
Mary Swinton	District Professional	n/a			
Shanna Kellogg	Campus Professional, Non-teaching	2009-2010			
Norma Groetken	Support Staff Member	2001-2001			
Renia Miller	Parent-Selected by PTA	2017-2018			
Victoria Kearns	Parent-Selected by Principal	2017-2018			
Gregg Huff	Parent	2017-2018			
Annie Furr	Parent	2017-2018			
Devyn Howell	Parent	2017-2018			
Danica Whitlock	Parent	2017-2018			
Kelly Wilson	Community Member	2017-2018			
Medea Peabody	Community Member	2017-2018			
Michelle Oehler	Business Representative	2017-2018			
Kylie Nicolosi	Business Representative	2017-2018			
	Ad Hoc Member ^{Optional}				

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>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.</p>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<p>Violence Prevention and Bullying (Counselor Kellogg)</p>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<p>Parental Involvement: (PTA, SBIC, Parent-Teacher Conference days) 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>1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)</p>	<p>All</p>
<p>Transition: (On campus observations, collaboration with previous campus) 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>1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)</p>	<p>All</p>
<p>State Certified Teachers and Highly Qualified Paraprofessional Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.</p>	<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)</p>	<p>All</p>

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
<p>1. Use allocated time as a tool to maximize learning opportunities (BP8) Focus on growth in 3rd grade & 5th grade reading (AA), 4th grade writing at meets & masters level (All)</p>
<p>2. Discuss student performance results early and often with the team, principal, parents, and students (BP11) Sustain campus procedures of being proactive communicators and embed supports early in the year to accelerate academic and socio emotional growth. Established communication methods are team planning, CMIT, ARDS, Kid Talk, Restorative Practices circles and chats, targeted support through Tiered instruction, ESL, IS, PACE supports, etc.</p>
<p>Critical Actions to Address Missed State Safeguards: <u>Not Applicable</u></p> <ul style="list-style-type: none"> • 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: Use allocated time as a tool to maximize learning opportunities (BP8)

Project Lead:	Ann Irvine, Corinne Dias, Staff							
Staff, Title I Staff:	All grade level general education teachers and targeted special education support staff							
Materials and Resources:	Time and substitute supports							
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: Gen ed special ed

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
Utilize extra planning time provided through PISD board initiative to it maximum effect as collaboration time, data reflection time, study and planning of new and more effective instructional practices	3x/school year teams meet for 3 extra hours Dedicate regular planning times to robust collaboration with teams and across teams to maximize student achievement	Notes, discussion of professional practices and changes in practice, guest presenters from Assessment Dept, lesson plans	<u>Formative Notes:</u> >Completed 2 rounds of extra planning, In process of setting dates for second planning. >Teams meet twice a week to collaborate and plan for the upcoming weeks. <u>Summative notes:</u> All 3 rounds of extra planning were utilized. PISD will continue to support this extra planning expense through the 2018-19 school year.
Establish and revise an extra period or teacher table rotation of tiered support for targeted TEKS and students struggling with those TEKS	Daily/weekly schedules of support Begin a PACE support group for underachievers Review every nine weeks	Calendar Notes Reflections	<u>Formative Notes:</u> >1 st through 5 th grades have dedicated instructional Enrichment (IE) time Monday-Thursday. >.5 Dyslexia specialist added to Harrington Staff. >Grant submitted to obtain additional tutoring support <u>Summative notes:</u> Grant was approved and additional teacher table time began with 2 support sub teachers in February 2018. This support continued through May 30.

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
			Added one .5 position in dyslexia instruction for the spring semester.
Administrative/ team conversations and walk through about schedule changes, new techniques employed, need to observe effective practices in the building or elsewhere	Bimonthly Conversations during planning time with campus adm. and CMIT team. Weekly admin walk through	Reflections Changes in practice Notes from meetings	Formative Notes: >In Process daily and weekly Summative notes: A new Harrington master schedule was crafted around student needs and staffing for the 2018-19 school year. PLCs met from September through mid-January. Changes in practice were noted in more use of TEKS in planning, reflection on assessment results improved planning, and walk throughs revealed adherence to PISD standards of the instructional cycle.

Critical Action 2

Critical Action: Discuss student performance results early and often with the team, principal, parents, and students (BP11)

Project Lead:	Ann Irvine, Corinne Dias, Campus team Leaders							
Staff, Title I Staff:	All instructional staff							
Materials and Resources:	Daily schedules, extended planning times, curriculum 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 2:

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
Each team will develop a detailed understanding of the prerequisite knowledge and skills each student needs to master the current grade level learning objectives	Aug - Folder share Weekly- Kid Talks Administrative meetings PLCs-Monthly Staff meetings- 6x/year in addition to PLC meetings	Edugence, Curriculum, MAP, grade level planning, guest presenters MLP log in	Formative Notes: In Process-MAP is the current data, and any students that are not progressing are supported by tier 2 and 3 instruction. Summative Notes: All students not progressing were monitored by each grade level. Persistent gaps were handled through CMIT, parent conferences, etc.
Teams provide just in time interventions including supplemental tutoring	Weekly planning, Weekly schedules, Welcome plan for all new students enrolling	review of student performance information, Summative notes, tutorials and enrichment/reinforcement time on every schedule	Formative Notes: In Process Summative Notes: The Teacher Table II program worked in all grades 1-5. We varied our focus based on the schedule of the subs, student needs, and the school calendar. There were times they worked in 1-5 grades and

<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>other times they focused in 3-5 or just 4th grade for writing.</p>
<p>Use supplemental instructional staff (IS, ESL and PACE) to support students with significant learning gaps or not performing to their potential</p>	<p>Calendar of services, Rosters of students Weekly Lesson Plans</p>	<p>Support staff schedules Additional ESL funds used for extra instructional support Staff training</p>	<p>Formative Notes: >Extra tutorials begin in January 2018 > Staff retrained in RP January 2018</p> <p>Summative Notes: The IS and ESL instructors are always focused students with learning gaps. PACE focused on building on enhancing thinking rather than closing gaps weekly.</p>
<p>3rd-5th teams will fully understand the gap analysis and their PES/STAAR data as presented on the PISD DASHBOARD and other EDUGENCE links</p>	<p>Study of item analysis, current Edugence data Reviewed as need arises</p>	<p>Calendar of extra planning time dates, Summary documents and proposed goals of each planning session Team leader meetings focused on student performance Summary documents and proposed goals of each planning session</p>	<p>Formative & Summative Notes: Completed during fall extra planning time. 3rd-5th grades completed a STAAR practice test as one additional perspective on their ability to make answer choices in line with their learning and not be distracted by answer patterns.</p> <p>Summative: This remains an area of growth for the campus. Team Leader meetings were balanced in with faculty meetings and PLCs. Team leaders will address if these types of meetings are fruitful and plan for them in 2018-19 at the summer retreat.</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)
	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 PE Coach Thompson	Campus Wellness Plan	Formative Notes: Team meets monthly Summative Notes:
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	August 2017 Parent Amber Lee volunteered as wellness captain. She maintained that role throughout the year.
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	Team plans and adm. Observations > Jogging App. In place awards were given to students- 2017 EOY totals showed children who had jogged 10 miles and more using the app.
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	Developed outside of the fitness room and ongoing in the cafeteria.
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	Bike rodeo Healthy Husky Week Ongoing PE and Fitness lessons 1 group performance in spring 2018 T Tess goal setting
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Completed

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 are 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	Completed
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 by P.E./Fitness Teacher, Jogging APP	Harrington student receive an extra 30-60 minutes each week of physical fitness in addition to recess.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors Lesson Plans	September 2017 Heart Maze for all students Jogging App. Throughout the year Pedometers are an annual part of PE starting in OCT.
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum that has students active at least 70%-90% of class time.	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	Fitness and PE are mutually supportive programs that address the whole child, from nutrition and brain health to physical stamina and exposure to sports rules and techniques.
K-5	Ensure students are receiving daily-unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	Weekly master schedule
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	Daily brain breaks are embedded in every classroom
ATTENDANCE:				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal, Adm Intern and Campus Secretary	Pinnacle, Attendance Sheet Referrals to court and I am present class	Formative Notes: >School attendance officer lets administrator know of high absentee/ Administrator makes call to parents. The annual daily attendance rate will be distributed in June, 2018. The flu outbreak affected our attendance in the winter months.

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.	Principal/Admin Intern/Asst. Principal/Counselor	Staff feedback/survey	Formative Notes: High risk areas have been established: recess, cafeteria and hallways during transition time Summative Notes: Cafeteria and playground continue to be our most common areas of potential bullying.
	Monitor high-risk areas.	Principal Designee	Staff assignments/duty schedule	Formative Notes: New cameras should be installed 2018 Summative notes: All new cameras were installed in March 2018 and completed in early April 2018.
	Follow Campus Rules/Expectations.	Principal Adm Intern Counselor	Code of Conduct, District Handbook Campus Handbook	Formative Notes: >All staff trained on restorative practices- Aug 2017 Summative notes: >Guidelines reviewed January 2018 >Parents and students were continually engaged in Level 2 & 3 interventions with the office team.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	Formative Notes: >Viewed the web based bullying video- August 2017, counselor follow presentation with staff-September 2017
	Review referral process.	Principal or designee	Campus referral plan	Formative Notes: >Bullying Investigatory processes in place Counselor and adm. immediately process outcry. >Guidelines were reviewed January 2018
Staff	INTERVENTION:			

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Formative & Summative Notes: >Restorative Practices in place to address resolution of student conflicts >Campus hosted North Texas Regional Consortium
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	Formative & Summative Notes: >Tier 2 & 3 referral processed through the office via teacher meeting or emails for assistance
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Formative & Summative Notes: >Must report standardized reviewed annually with staff- August 2017 >Administrator Intern reports sent in every nine weeks

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.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Formative & Summative Notes: >In Place and reinforced during circle time in classrooms >Multiple RP agreements support adherence to school and district expectations for behavior
	Monitor high-risk areas.	All staff	Schedule (if necessary)	Formative & Summative Notes: >In Place with adult monitoring schedules on playground and at recess
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	Formative & Summative Notes: >Clarified at PDH time in August and again at staff meeting 9-20-17 and throughout the year at CMIT meetings >Folder share completed with MS feeder on May 29, 2018
All Students	INTERVENTION:			
(Please complete cells below)				
	Apply classroom interventions.	All teachers	Staff, counselor RP groups, Teacher RP PLCs, adm.	Formative & Summative Notes: >Each grade level is incorporating Restorative circles to build empathy and understanding
	Employ discipline interventions.	Designated staff	Teachers, counselor, campus adm.	Formative & Summative Notes: >Restorative chats and follow up agreements >Administrator check in on agreements
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors		Formative & Summative Notes: >All staff trained in restorative practice circles to develop classroom empathy and overcome student-student aggressions. >Staff developed workshop on executive functioning and how reduction in stressors must precede all learning.
	Conference with parents/students.	Teachers or other staff	ARD meetings/ parent phone calls and parent meetings as needed	Formative Notes & Summative Notes: >Fall conferences completed >Spring conferences in February-May >ARD meetings held annually and at parent request

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	Registration process Email reminders from campus PTA website	All parents enrolling students are guided through the parent portal process	Formative Notes: >In Progress Summative Notes: New parents were guided 1:1 on accessing the 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	Campus secretary	As new students enroll	Formative & Summative Notes: In Place
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	CTA Librarian	Start of year website revamped	Formative & Summative Notes: >Each grade level was trained January 2018 to create grade level web page >Additional enhancements should be added in 2018-19
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Harrington HOWLER	Campus newsletter emailed twice per month, Eblasts sent as needed	Formative & Summative Notes: >HOWLER sent home bimonthly >Eblasts and Enews sent out at least 3x/month.
Utilize social media to keep parents and community informed. Funding source: State and Local	Staff grade level twitter and FB pages PTA twitter and FB account Digital Marquee	Events published as occur	Formative & Summative Notes: >On going
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Campus administrator, Librarian, PACE teacher, and PTA board	Monthly PTA meetings and agendas	Formative & Summative Notes: >Ongoing monthly >EOY includes a final budget setting meeting, 2 calendar meetings, and EOY celebrations

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).</p> <p>Funding source: State and Local</p>	<p>Counselor, Librarian, Fitness coach and PTA president and board members</p>	<p>Six programs scheduled</p>	<p>Formative & Summative Notes:</p> <ul style="list-style-type: none"> >Parent night out >Fall festival >Parent RP training >Book fair/read a rama <p>Second semester:</p> <ul style="list-style-type: none"> >Science night >Multicultural night >Parent night out- February >Spring fling & Field Day Celebration

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	Teachers Counselor Administrators	Weekly guidance lessons on targeted topics Small group conferences as needed	Formative & Summative Notes: >Weekly schedule completed excepting for testing periods when the counselor is the CTC
Parent workshops 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. Title I Components: 7 Funding source: State and Local	Teachers Counselor Administrators	Every parent invited to a Kindergarten Kick off Curriculum Nights and Harrington Hello offered to every parent	Formative & Summative Notes: KICK OFF Completed May 8, 2018 HELLO and Curriculum nights occurred prior to school and 1 week after the start of school.
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 Counselor Administrators	Each spring a campus observation conducted at feeder pre K campuses. A transition ARD is held to broaden understanding of goals and objectives	Formative & Summative Notes: All special needs students were observed and transition ARDS held to create the most welcoming atmosphere for each student.

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	Organized by HR department throughout the school year	Formative Notes: n/a Summative Notes:\n/a
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 allocated in August 2017	Formative & Summative Notes: >All bilingual stipends assigned August 2017
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	Job fair and cooperation with universities	Formative & Summative Notes: >Three student teachers placed in fall 2017 (5 th , K and speech) >Hosted two student teacher candidates 2017 >Two more student teachers assigned in fall 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	August curriculum training, digital campus training and monthly staff meetings, monthly PLCs, EAS off campus trainings	Formative Notes & Summative Notes: >OCT 2017 Campus PLCs begin cycle of lessons >PLC's completed January 2018 and learning summaries presented to the faculty. >District calendar shared with all staff >SEA calendar shared for summer workshops
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	Hiring completed through TEAMS processes	Formative & Summative Notes: >In process >In process. New HR procedures were implemented in April-June 2018.