



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Bethany Elementary

Principal: **Bryan Bird**

Mission Statement:

The Bethany community values the lifelong learning of each child by supporting individual social, emotional, ethical, and academic development.

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 03, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Tuesday, January 30, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Tuesday, May 22, 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 # Title I Support Teachers	
Parental Engagement	\$ Enter funding \$	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	\$ Enter funding \$	Additional Title I Funding (i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities)	

TEA Strategic Priorities

Every child, prepared for success in college, a career or the military.			
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
Rebecca Vanderbrook	Faculty Member	2017	x	x	x
Emily Melton	Faculty Member	2017	x		x
Shannon Compere	Faculty Member	2017	x	x	x
Sabrina McElligott	Faculty Member	2017	x	x	x
Wendy Miller	Faculty Member	2017	x	x	x
Nicole Christensen	Faculty Member, Special Ed	2016	x	x	
Bryan Bird	Principal	2010	x		x
M'Cheyl Herrera	District Professional	2016		x	
Andi Goldsticker	Campus Professional, Non-teaching	2017	x	x	x
Melissa Tapia	Support Staff Member	2017	x		x
Anna Hulse	Parent-Selected by PTA	2016		x	
Latasha Luckey	Parent-Selected by Principal	2017			
Ryan Gehrke	Parent	2017	x		
Nirav Chokshi	Parent	2016	x	x	
Felecia Kendall	Parent	2016			
Chunxia Jiang	Parent	2017	x		
Julie Kilgore	Community Member	2017	x	x	
Lori Baker	Community Member	2017			
Mark Letterer	Business Representative	2017	x		
Heather Derrick	Business Representative	2017			
	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>	10 (Coordination and Integration)	All
<p>Violence Prevention and Bullying</p>	10 (Coordination and Integration)	All
<p>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.</p>	1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)	All
<p>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.</p>	1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)	All
<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>	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. Collaborate in teams focused on curriculum, instruction, and assessment. (PPPA SW#4)
2. Increase targeted writing instruction for all students. (Gap Analysis)
3. Provide targeted instruction in the areas of reading, math, writing, and science for our economically disadvantaged students. (Comprehensive Needs Assessment)

Critical Action 1

Critical Action: Collaborate in teams focused on curriculum, instruction, and assessment. PPPA SW#4

Project Lead:	Campus Principal							
Staff, Title I Staff:	Grade Level Team Members, Specialists, Specials, Special Education, Administrators							
Materials and Resources:	TEKS, PISD Curriculum, Edugence, State and Local Assessments							
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
1. Meet weekly as grade level or subject-area teams to thoroughly analyze the academic objectives in the district's written curriculum.	Weekly team meetings	Meeting notes	Teams met weekly to study the UbD for each unit and determine which activities best support the standards of the unit.
2. Have each grade-level or subject-area team identify a learning objective or academic standard in an upcoming unit. Collaborate to construct the lesson plan for the identified objective. Meet as a team after the lesson has been taught to discuss what did/did not work in each classroom.	Weekly team meetings at the beginning of a unit	Meeting notes, lesson plans	Teams had the opportunity for extended planning to dig deep into the standards and plan for instruction. (10/30, 1/23, 2/27, 3/20, 4/24)
3. Study and analyze student work samples as a team or subject-area relative to a common academic objective that has been taught.	Weekly team meetings in the middle and at the end of a unit	Meeting notes, student work samples	Teams met during grade level planning and during extended planning to review pre-assessment data, post-assessment data, and student work samples. Teams analyzed MAP data after winter MAP to plan for instruction.
4. Meet with teachers across grade levels and subjects to discuss students' level of preparation for each grade and subject.	January 2018	Meeting notes, Meeting sign-in sheet	Teachers met with grade levels above and below to discuss academic needs and to determine which TEKS in core subject areas are a struggle for students. (4/11)

Critical Action 2

Critical Action: Increase targeted writing instruction for all students. (Gap Analysis)

Project Lead:	Principal							
Staff, Title I Staff:	Administrators, Specialists, Special Education, Grade Level Team Members							
Materials and Resources:	PISD Curriculum, TEKS, Edugence, MAP							
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
1. Teachers will understand the writing standards for their grade level according to the writing scope and sequence from the curriculum planner.	October 2017	Meeting notes	Teachers examined the vertical alignment document and discussed how it could be used to scaffold instruction as well as to look ahead. (October team planning meetings)
2. Teachers across grade levels will meet to unpack the writing standards and make grade level commitments.	January 2018	Meeting notes, Meeting sign-in sheets, commitment statements	Teachers met in teams to discuss what students are able to do at the beginning and at the end of the year. From that information, teachers examined the vertical alignment and made a commitment to one writing concept for the remaining of the year. (4/11)
3. Teachers will meet as a team to develop lessons that incorporate writing across all content areas and that allow for writing daily.	Weekly meetings	Meeting notes, lesson plans	Teachers collaborated during weekly meetings and created assignments in all subject areas that allow for writing daily. Ex: math projects, reflections in science and social studies, and an opportunity to write a written explanation in math. The ESL specialist shared the Talk, Read, Talk, Write lesson planning strategy that elicits daily writing.(12/7)

Critical Action 3

Critical Action: Provide targeted instruction in the areas of reading, math, writing, and science for our economically disadvantaged students. (Comprehensive Needs Assessment)

Project Lead:	Principal							
Staff, Title I Staff:	Administrators, Specialists, Special Education, Grade Level Team Members							
Materials and Resources:	PISD Curriculum, TEKS, Edugence, Local and State Assessments							
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
1. Analyze assessment data to identify individual student academic needs.	October 2017	Meeting notes, flexible groups formed in each classroom	Teachers met in Grade Level teams to complete a comprehensive needs analysis. Teachers completed assessments throughout the year (MAP, TPRI, IRIs, Spelling Inventory, and writing samples) and used these assessments to determine the academic needs of each student. (August, ongoing) Students needing additional differentiation who are not PACE received extra instruction from the PACE specialist.
2. Complete and analyze pre-assessments to determine what support is needed in each new unit of study. Plan as a team to determine how these pre-requisite skills will be taught to students needing them.	Weekly meetings at the beginning of a unit	Meeting notes, student work samples	Teachers created pre-assessments and analyzed results to determine instructional priorities. The ESL specialist assessed background knowledge prior to a unit of study.
3. Work collaboratively with teachers to identify a set of high-yield instructional strategies that all teachers will master and use in their classrooms.	Monthly I Wanna Know meetings, weekly meetings	Meeting notes, lesson plans	Teachers used mentor sentences to model grammar. Teachers used Empowering writers to define the instructional roles of each grade level and to create a scope and sequence. Second grade used non-linguistic representations in vocabulary, math, social studies, and writing. Students worked in collaborative groups, used technology, and worked on hands on engineering units. Teachers differentiated lessons and used different instructional strategies based on the needs of the student groups. Teams met weekly to discuss instructional strategies and to collaborate with

Action Step • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
			specialists. The ESL specialist reviewed instructional routines with teachers that could be used in any lesson. Specialists pushed into classrooms to assist with instructional strategies and to pull additional small groups.
4. Conduct classroom visits and make note of high yield instructional strategies. Discuss during team planning meetings with teachers.	Classroom observations, weekly meetings	Observation notes, meeting notes	Administrators conducted regular classroom visits and discussed strategies with teachers during team meetings and individually.

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	The Campus Wellness team with Nurse Jill as Wellness Captain was established and goals for the year were set. Meetings were held on 11/29, 2/28, 3/5, and 4/4.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	The Wellness team was unable to find a parent for the 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	Completed – grade level teachers ensured that Coordinated School Health Curriculum was taught within the Science block.
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	Completed 3/8/18, updated as needed.
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	Completed – as needed via marquee and grade level newsletters (ex: Bike Rodeo)
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Fitnessgram completed twice/year for Grades 3-5.
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	Upon conclusion of FitnessGram assessments, data was entered. Report cards were sent home with students. Data was input but not included on parents reports for the second round of the Fitnessgram assessment due to software issues.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
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	Ongoing – PE classes are constructed to maximize the amount of time students are engaged in moderate to vigorous physical activity.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Ongoing – Pedometers and heart rate monitors are used when supported by the curriculum.
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	Ongoing – students are active for a minimum of 70% class time.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	Ongoing – every grade level has 30 minutes of unstructured play via recess in their schedule.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	Ongoing – teachers use brain breaks as the need arises.
ATTENDANCE:				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Ongoing – the Principal and Attendance Clerk monitor student absences regularly.

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	Staff feedback/survey	Areas identified with teams including hallways, bathrooms, recess, gym, lunchroom, and transitions; met with teams as needed.
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	Increase supervision of identified areas and make appropriate adjustments. High risk areas were monitored throughout the year. Adjustments were made during recess to closely monitor areas of high activity and team sports.
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	August 2017 – Staff required to review and sign that they will follow campus rules and expectations.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	Professional learning August 2017 – completed.
	Review referral process.	Principal or designee	Campus referral plan	Professional learning August 2017 – completed.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	August 2017 – completed; behaviors reviewed and adjusted throughout the school year based on current needs.
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	August 2017 – completed.
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Ongoing – staff implemented and utilized Zones of Regulation, conducted daily class meetings, and held restorative

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				conversations when necessary. Principal and Administrative Intern attended monthly student management 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)
All Students	PREVENTION:			
	Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	August 2017 – completed, ongoing.
	Monitor high risk areas.	All staff	Schedule (if necessary)	Ongoing – identify high risk areas at the beginning of the year and reassess throughout the school year.
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	August 2017 – completed.
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions.	All teachers	Campus and district discipline management plans	Anti-bullying Guidance Lessons provided for each grade K-5; small group counseling for friendships, social skills, zones of regulation, and other areas as needed to prevent bullying provided. Staff applied classroom interventions as instructed when situations arose. Restorative discipline was utilized to solve peer conflicts and restore relationships. All classroom teachers began daily morning circles at the beginning of the school year. The counselor provided a calendar of topics for classroom teachers. Positive feedback was given by staff and students.
	Employ discipline interventions.	Designated staff	Campus and district discipline management plans	Daily classroom community circles and positive discipline were utilized as intervention and preventative methods. Restorative discussions were held as needed.
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	CMIT/504, Campus and district discipline management plans	Ongoing – appropriate behavior interventions and accommodations were applied and written into 504/CMIT paperwork. Restorative conversations were held as needed to resolve conflicts.

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Conference with parents/students.	Teachers or other staff	Adequate time for conferencing	Ongoing – teachers conferenced with parents/students as needed throughout the school year.

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	Principal, Administrative Intern, Office staff, Librarian, Campus Technology Assistant, various PTA representatives	As the need arises	All parents were encouraged via School Messenger, packet pick-up, grade level newsletters, and phone calls from staff members to register on Parent Portal to access student information and other tools available on Parent Portal. Computers were made available at packet pickup and beginning of the year meetings.
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	Office staff, homeroom teachers	September 2017 and as the need arises	N/A
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Principal, Campus Technology Assistant	As the need arises	Ongoing – campus website and social media sites are used to increase communication with the Bethany community.
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Principal, Administrative Intern, Librarian, Campus Technology Assistant	Weekly and as the need arises	Ongoing – information is communicated as needed through eNews; grade levels send weekly newsletters.
Utilize social media to keep parents and community informed. Funding source: State and Local	Principal	As the need arises	Ongoing – Bethany communicates via Facebook and Twitter.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Various PTA representatives, Principal	Monthly and as the need arises	Completed – meetings occurred monthly.

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...). Funding source: State and Local	Various PTA representatives, Principal, Administrative Intern, Counselor, Office Manager	November, March, April, May	The counselor hosted parenting classes on 11/14, 2/7, 3/28, and 5/1 that focused on social emotional learning, positive discipline, helping children with anxiety, and the digital age.

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	Counselor, Classroom teachers	Regularly scheduled guidance lessons	Students attended guidance classes regularly. Lessons focused on the brain, emotional regulation, and strategies for being successful at school.
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	Kindergarten teachers	August, 2017	Parents were invited to a Kindergarten meeting at the beginning of the school year to learn about Kindergarten and how they could support their child’s learning at home. (8/22)
Kindergarten staff work collaboratively with Pre-K staff throughout the school year. Fifth grade staff work collaboratively with middle school staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) Title I Components: 7 Funding source: State and Local	Kindergarten teachers, Fifth grade teachers, special education teachers	As the need arises	Kindergarten teachers met with Pre-K staff as needed to discuss incoming Kindergarten students. Fifth grade staff met with middle school staff to discuss students who are transitioning to middle school.

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	Bethany staff was not invited to attend recruiting trips, but did attend the job fair in the spring.
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	Bethany is not a bilingual campus.
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	Bethany hosted two student teachers in the fall semester.
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	Bethany staff attended professional development throughout the school year.
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	Campus administrators follow district hiring procedures. Campus administrators attending hiring training in April.