



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Gulledge Elementary

Principal: **Denise Bleggi**

Mission Statement:

The Gulledge family, as an inclusive community, ensures the social emotional and academic success of each child by building trusting relationships as an inclusive community which empower leadership capacity through family engagement.

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): **Tuesday, January 23, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Tuesday, May 29, 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
Amy Cox	Faculty Member	2017-2018	x	X	X
Jeff Thrasher	Faculty Member	2017-2018	x	X	X
Jamie McClendon	Faculty Member	2016-2017	x	X	X
Denise Goodwyn	Faculty Member	2016-2017	x	X	X
Anna Dinucci	Faculty Member	2017-2018	x	X	X
Michere Fields	Faculty Member, Special Ed	2017-2018	x	X	X
Deni Bleggi	Principal	2011-2012	x	X	X
Sharon Bradley	District Professional	2017-2018	x	X	X
Patricia Hempstead	Campus Professional, Non-teaching	2016-2017	x	X	X
Sarah Huechteman	Support Staff Member	2016-2017	x	X	X
Erin Sears	Parent-Selected by PTA	2017-2018	x	X	X
Buffy Bynum	Parent-Selected by Principal	2016-2017	x	X	X
Radhika Dundra	Parent	2017-2018			
Peter Hoh	Parent	2017-2018	x	X	X
Jason Choe	Parent	2017-2018	x	X	
Nalini Joshi	Parent	2017-2018	x	X	
Juan Pedroza	Community Member	2017-2018			
Gene Bynum	Community Member	2017-2018		X	X
Mischele McIntyre	Business Representative	2017-2018	x	X	
Steve Bleggi	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>	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. Define high-yield instructional strategies and reinforce their use in all classrooms (PPPA Critical Action 11 and Comprehensive Needs Data)
2. Model and promote substantive collaboration to foster a learning community (PPPA Critical Action 9 and Comprehensive Needs Data)

Critical Action 1

Critical Action: Define high-yield instructional strategies and reinforce their use in all classrooms

Project Lead:	Principal, Assistant Principal & Team Leadership Members							
Staff, Title I Staff:	Grade Level Team Members, Specials Teachers, Special Education Teachers, & District Curriculum Support Specialists							
Materials and Resources:	TEKS, Lesson Plans, Local, State & District Assessment Data, PISD Curriculum, & Professional Development Plan							
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	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>Promote an understanding of high-yield instructional strategies</p> <ul style="list-style-type: none"> • Mastery teaching based on assessment; student reflection/self-assessment. Teachers will plan for support and provide during enrichment time • Development of higher level questioning • Flexible grouping • UbD • Marzano • 7 Steps to Language Rich-Interactive Classroom 	<ul style="list-style-type: none"> • Daily • Weekly planning 	<ul style="list-style-type: none"> • Tiered Instruction • IEP 	<p>1. Formative: Paperless in 4th –students graded on Google Classroom and forms - insight as assessment</p> <ul style="list-style-type: none"> • Digital citizenship and workmanship - thinking of tech as resource • UBD look at big pic and put in pieces - the how <ul style="list-style-type: none"> ○ Unit pre-assessment to see where kids are and teach guided math and kids rotate through stations (TT) to differentiate • 7 Steps ex 6 academic vocab; complete sentences; instead of I don't know <p>Summative: The teams planned using the UbD design and shared that the discussion during grade level planning broadened their outlook and provided dialogue to challenge student activities.</p>
<p>Reinforce the use of high yield instructional strategies</p> <ul style="list-style-type: none"> • Team leaders will be guiding lesson planning sessions to include high-yield strategies in daily lesson plans • Principals and staff report out and share summaries of classroom visitations and best practices • Provide support to ensure that students have the specific skills needed before they are introduced to new content. 	<ul style="list-style-type: none"> • Weekly Grade Level Team Planning 	<ul style="list-style-type: none"> • Daily Tiered Instruction • IEP 	<p>Formative: Teams met to plan interactive lessons each week and worked in PLCs to share the use of high yielding instructional strategies.</p> <p>Summative: Although many teachers submitted lesson plans to administrators each week. For the next school year, all teams will submit lesson plans for review and discussion with administrators.</p>

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
Identify best instructional practices based on student performance data <ul style="list-style-type: none"> • Staff observations in other classrooms focusing on high yield strategies, ESL strategies, and Plano Walk Through • Teams plan common assessments using district curriculum and hold collaborative conversations for alignment • Reflect on students learning by using formative assessments that are imbedded into teacher’s lessons. The data will be used to alter instruction and reflect in lesson plans to front load or re-teach. 	<ul style="list-style-type: none"> • 2 per sem. • Monthly mtgs 	<ul style="list-style-type: none"> • Observation sheets • Data 	<p>Formative: Teams integrating best practices using formative assessments and district designed end of unit assessments. Administrators reviewed school wide surveys regarding instructional practices at Gulledge.</p> <p>Summative: Goal setting through TTESS provided a guide to determine what is best for student performance.</p>

Critical Action 2

Critical Action: Model and promote substantive collaboration to foster a learning community

Project Lead:	Principal, Assistant Principal & Team Leadership Members							
Staff, Title I Staff:	Grade Level Team Members, Specials Teachers, Special Education Teachers, & District Curriculum Support Specialists							
Materials and Resources:	TEKS, Lesson Plans, Local, State & District Assessment Data, PISD Curriculum, & Professional Development Plan							
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>Participate actively in teacher team meetings</p> <ul style="list-style-type: none"> • Administrators will attend grade level/team meetings • Instructional Support Team will work with grade level and special education teachers to align TEKS and to scaffold instruction • Intervention teams (Kid Talk, CMIT) will incorporate administration, specialist, and team members 	<ul style="list-style-type: none"> • Weekly Grade Level Planning 	<ul style="list-style-type: none"> • Meeting Agendas 	<p>Formative: Extended planning - essential pc instruction is lesson planning and preparation/rigor</p> <ul style="list-style-type: none"> ○ Guided reading - ○ Quality of rigor ○ Take PD and put into action - plan for family metaphor, content <p>Summative Notes: Extended planning feedback was positive. Staff hopes that this will be an option for next year as it provided extended time to focus on rigorous learning activities.</p>
<p>Build teachers' capacity for collaboration</p> <ul style="list-style-type: none"> • Special Education teachers will attend district trainings and work with district SPED curriculum staff to learn about the different curriculums used for targeted instruction within the SPED classroom • PLCS will be formulated based off teacher's interest and opportunity areas for growth • Staff will build professional capacity of staff and their commitment to the mission of public schools through the Gulledge Family Engagement Initiative 	<ul style="list-style-type: none"> • Monthly trainings • Monthly meetings • December 2017 	<ul style="list-style-type: none"> • Agendas • Google Presentations 	<p>Formative: Circles</p> <ul style="list-style-type: none"> • New teachers • Difficulties connecting us as solution focused • Observation of one another - Pineapple • Student teachers • Extended learning SLO ties to planning and KID FIRST • 2 SEL experts <p>Summative: PLCs that were based on the SLO were effective. Staff would like to continue this practice</p>

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
			to build leadership capacity and share ideas to continue building family engagement.
Promote collaboration through structured peer classroom visits <ul style="list-style-type: none"> • Provide opportunities for teachers to observe peer instruction and meet following the observation to reflect on the instructional strategies that were observed 	<ul style="list-style-type: none"> • 2 observations each semester 	<ul style="list-style-type: none"> • Observation sheets • Data 	Formative: Team peer observation-use of classroom observation and personal reflections of lessons. Summative: Teacher feedback showed the need to continue collaborative teams of teachers. Teacher peer observations with identified targeted goals including student response to identified research based instructional practices will be used for the next school year.

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: 9/19/, 10/24, 1/23, 3/6 Color Run and Gatorthon <ul style="list-style-type: none"> SEL - Happy Healthy Me Week with friendship week Summative Notes: Parents and students determined that the Color Run should be scheduled for the next year, however the students preferred the event to be smaller. The large crowd was overwhelming.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Sandra Cooper
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	Used during fitness class
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	Located inside gym
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.	Campus Wellness Captain/Principal	Campus Wellness Plan	
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Spring 2018

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	Grades with report cards and fitness gram sent home once 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 may be provide by P.E./Fitness Teacher	PE team submitted lesson plans each week to assistant principal.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	<ul style="list-style-type: none"> • Fitness gram • Gatorthon
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	Registrar and assistant principal collaborated to monitor attendance and communicate with parents to ensure attendance. Ms. Hempstead met with parents and provided an attendance behavior plan as an intervention to improve attendance.

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	Administrators and Leadership team identified high-risk areas and assigned staff to monitor.
	Monitor high risk areas.	Principal/Asst. Principal	Staff assignments/schedule	Administrators are visible throughout the school day to monitor discipline and safety.
	Follow Campus Rules/Expectations.	All Staff	Code of Conduct, District Handbook Campus Handbook	
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Assistant Principal	Handouts/PowerPoint	All staff participated in bully/sexual harassment through the Safe Schools website and training by the guidance counselor.
	Review referral process.	Counselor/Instr. Spec./SPED TL and Speech Path.	Campus referral plan	
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus.	Principal/Assistant Principal	Discipline Management Plan	The use of community circles and restorative circles was a positive intervention for bullying prevention.
	Implement campus referral plan.	Counselor	Campus Referral Plan	
	Utilize Discipline Management strategies.	Counselor/SPED TL	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.	Administrators	Code of Conduct/ Student-Parent Handbook	Review 4 R's/Expectations and Bully prevention strategies each week during spirit assemblies.
	Monitor high risk areas.	All staff	Duty Schedule	At the beginning of the school year, the administrators created a schedule to provide additional staff during morning duty to help supervise students in carpool and gym.
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan, Think Sheets, Goal Setting, Office Referral (major/minor) form	Discipline data was collected by the use of office referral forms. The use of restorative circles were beneficial this year as they were a form of problem solving with students. Student feedback informed administrative staff that morning circles and restorative circles minimized major discipline issues.
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions.	All teachers	Gulledge Handbook 4 R's posted, Friday Morning Live.	
	Employ discipline interventions.	Counselor/Leadership Team	Gulledge Handbook, Positive Behavior Supports	Counselor and administrators collaborated to support positive behavior plans.
	Use other intervention strategies as necessary/appropriate.	Counselor/Leadership Team	Gulledge Handbook, Positive Behavior Supports	
	Conference with parents/students.	All Teachers	K-2 Substitute codes, K-5 Tier data collection, communication cards and parent contact log	

Parent Involvement

Critical Action: The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local</p>	<p>Office Staff and Grade level Teachers</p>	<p>Upon registrant and follow up two weeks following start date.</p>	<ul style="list-style-type: none"> • Formative Notes: How to reach parents: varied communication tools. • Chrome Pads Google- provided information to invite parents to learn Gulledge management system • Agendas- should we use? Break down each student different-time management class when teaching how. <p>Counselor- PARENTS INFO SESSION</p> <ol style="list-style-type: none"> 1. System-used: communicate, grade, interview Cornell notes and interactive notebook and revisit 2. ATP- parents supported did and those who did not- spectrum of comparison and gauges where child is- suggestion one meeting a year and face to face one time per year; constant update through Remind and Chrome. 3. Convey advantage of using and the information. Once parents know what to do, resources efficacy and teachers hard; nature nurture- system math question on-line and math teacher answered. <p>Summative Notes:</p>

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
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	Communications committee and Grade Level Teachers	Upon Registration	Classroom teachers met with families and verified on Oct. 10, 2017.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Librarian/Teams	August - June	Administrators and Ms. Felts provided monthly reminders for the school community.
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Librarian	August - June	Provided weekly information regarding academics, school events, and opportunities for parents to volunteer.
Utilize social media to keep parents and community informed. Funding source: State and Local	Communications Committee	August - June	Administrators shared events and achievements on Twitter. Discussed the possibility of creating an Instagram page for the 2018-2019 school year.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Principal	August - June	Ms. Bleggi and Ms. Sears collaborated throughout the year to discuss school needs and used a focus group of parents to provide insight.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	Principal	August - June	Administrators met with PTA officers to establish routine meeting dates for the 2017-2018 school year. This group will meet on June 18, 2018 to schedule dates and parental programs for the 2018-2019 school year.

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		Formative Notes: Summative Notes:
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	Counselor		
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	Kindergarten Team		
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	Kindergarten Team		

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 Grade level teams attended Plano ISD job Fair April 21, 2018. Summative Notes: Administrators and Grade Level teams will attend Plano Job fair on June 12, 2018.
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	Four student teachers served at Gulledge during the fall and spring semesters. These teachers were acknowledged at the last spirit assembly of the year.
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators. Title I Component 4 and 5 Funding source: State and Local	July 2017 to June 2018	Administrators attended Plano ISD Hiring Practice training during the spring semester and trained appropriate staff who participated on interview panels.
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	