



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Miller Elementary

Principal: **Jennifer Bero**

Mission Statement:

The mission of the Miller Elementary Community is to provide opportunities for every student to be actively engaged in learning and strive to be motivated lifelong learners. Our teachers are committed to assessing individual needs and providing interventions in order to build a strong educational foundation.

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): **October 3, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **January 18, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **May 17, 2018**

2017-2018 Campus Status Check all that apply

- Title III English Language Learner Campus
 Non-Title I Campus
 Title I School-wide Campus

TEA Strategic Priorities

Every child, prepared for success in college, a career or the military.			
Goal 1	<u>Recruit, support, and retain</u> Teachers and Principals	Goal 3	Connect high school to <u>career</u> and <u>college</u>
Goal 2	Build a <u>foundation</u> of <u>reading</u> and <u>mathematics</u>	Goal 4	<u>Improve</u> 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/

SBIC Committee

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Matt Mitchell	Faculty Member	2016	❖	❖	❖
Ha Lobo	Faculty Member	2017	❖		❖
Stephanie Houser	Faculty Member	2016			❖
Sally Mooter	Faculty Member	2017	❖	❖	❖
Ashley Davis	Faculty Member	2017		❖	❖
Cindy Reis	Faculty Member, Special Ed	2017	❖	❖	❖
Jennifer Bero	Principal	Continuing 2016	❖	❖	❖
Linda Maddon	District Professional	Continuing 2016			
Rachel Blanton	Campus Professional, Non-teaching	Continuing 2016	❖	❖	❖
Kijafa Tilford	Support Staff Member	2017	❖	❖	❖
Marie Talamini	Parent-Selected by PTA	2017	❖		
Janet McWhinnie	Parent-Selected by Principal	2017			❖
Maverick Uy	Parent	2017			
Mandy Turner	Parent	2017	❖		❖
Amanda Parent	Parent	2017			

Brad Dibble	Parent	2016			
Paul Garrett	Community Member	2017			
Barrett Bishop	Community Member	2016			
Patty Stone	Business Representative	2017			
Chel Van Dover	Business Representative	2016			

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</p>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<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>	<p>1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)</p>	<p>All</p>
<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>	<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 Schoolwide 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.

2. Provide proven interventions/enrichment to assist each student in mastering appropriate learning objectives.

3.

4.

Critical Action 1

Critical Action: Collaborate in teams, focused on curriculum, instruction, and assessment.

Project Lead:	Team Leaders/ Administration							
Staff, Title I Staff:	All Classroom Teachers							
Materials and Resources:	Observations in collaboration meetings/Team PLC's/PLC Notes/ PDH/ TL Meetings/Campus PLC's							
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 • 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
Promote, develop, review or refine lessons as a team: (Provide deep collaboration around the lesson-construction process)	August 2017- June 2018 Weekly PLC Meetings	Planning notes Lesson plans Team Leader notes	Weekly team meetings are being conducted. Teachers plan lessons based on the scope and sequence and student needs. Extended planning time is provided to provide teachers time to collaborate and construct meaningful lessons. Enrichment Team attends meeting to help with planning. Reflection sheets are completed. Information from ALL District Team Leader meetings were shared with each team providing curriculum updates. Teacher reflection: End out the year internal surveys were conducted from Admin team to gain input from teachers for next year focus areas. Summative: Weekly team meetings are utilized to plan and refine meaningful lessons that accomplish scope and sequence. Adjustments are made based on individual student needs. We also use extended

			<p>planning time to make adjustments and collaborate with the enrichment team to support all students</p>
<p>Study student work/assessment results as a team: Provide structured time to collaborate over student work/assessment.</p> <p>Monitor the ongoing development of teams.</p> <ul style="list-style-type: none"> Review team meeting agendas and participate in meetings throughout the year to ensure collaboration and the study/analyze of student work. Instructional coach and the enrichment team modeling and providing teachers with best practices throughout the year. 	<p>August 2017- June 2018 Weekly PLC Meetings TL Meetings (each SW period)</p>	<p>Planning notes Team meeting agendas PLC Meeting notes</p>	<p>Extended planning time is provided to provide teachers time to collaborate and construct meaningful lessons.</p> <p>Teams provide agendas and survey feedback to help with monitoring the alignment during extended planning. Team leader notes are provided to teams from team leader.</p> <p>Leadership and the Enrichment team does a periodic informational in team meetings to discuss goals, objectives, student needs.</p> <p>Kid talks have been conducted throughout the year to discuss student progress and areas of concern. EOY (5/7/2018)</p> <p>Summative: At all team meetings, agendas are provided and utilized to align vertically and ensure information is accessed by all. Teams have provided work samples and assessments during extended planning, team planning, and kid talk. We discuss samples and use them as evidence of progress or to identify areas of improvement. Our instructional specialists have provided us with best practices to use in the classroom and teachers have implemented these strategies in the classroom. Data (interactive notebooks, writing samples, assessments) have shown that these strategies have been effective.</p>

<p>Collaborate with vertical teams: Teachers engage in self-monitoring of instruction and allow for accountability vertically. Specific collaborative times are developed for teachers to vertically collaborate and plan.</p>	<p>August 2017- June 2018 Weekly PLC Meetings Monthly staff meetings</p>	<p>Planning notes Team meeting agendas PLC Meeting Notes</p>	<p>CMIT and Kid Talk meetings are consistently conducted to discuss student progress or areas of concern.</p> <p>Team Leaders Meetings are focused and tailored towards campus needs and information is discussed and shared.</p> <p>PLC's conducted throughout the year; Technology, SEL and curriculum updates.</p> <p>PLC Meetings conducted 09/20/17, 11/29/2017 and 12/12/18 (MOY) where information is shared during the PLC. After PLC's are conducted, teams share out with the grade level on topics learned.</p> <p>Summative: PLC's, Kidtalk, CMIT, TL Meetings and grade level meetings help guide vertical alignment and collaboration. Staff was able to gather data and previous grade level information that helped in the planning of instruction.</p>
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Critical Action 2

Critical Action: Provide proven interventions/enrichment to assist each student in mastering appropriate learning objectives.

Project Lead:		Instructional Specialist, Dyslexia Support, ESL, PACE, Librarian						
Staff, Title I Staff:		All classroom teachers						
Materials and Resources:		Interventions						
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
Provide interventions/enrichment based on learning objectives (TEKS)/ aligned to student needs based on school-wide data.	Weekly PLC Meetings (August 2017-June 2018)	TL Meetings Weekly Meetings/CMIT/504	The Enrichment team provides the following: 3rd Differentiation support provided GT updates training (PACE, SEL lessons) Thinkercise and AAEG Academic accelerated extension groups) K-4 Kid Talk Meetings Summative: By providing training and attending collaborative team meetings, teachers were able to align student needs based on school wide data. Data revealed that Miller needed additional support in the area of writing, spelling and extension. As a campus, Miller was able to focus on these areas. (Spelling Inventory scores, informal surveys with IS and PACE helped to show the connection between teacher improvement and student success.)

<p>Tailored enrichment in every class that will lead to increased student achievement (students on target and above mastery).</p> <ul style="list-style-type: none"> Lead collaborative discussions that help to analyze objectives and align interventions/enrichment needs. 	<p>Weekly PLC Meetings (August 2017-June 2018)</p>	<p>TL Meetings/ Weekly Meetings Observations/Classroom visits</p>	<p>Empowering Writers Kick-Off- 3rd Grade Writing Showcase Meeting-2nd Grade Planned Experiences provided pd on differentiated math stations-1st grade Scope and Sequence focus-3rd Grade I/E time in all grade levels are implemented consistently Enrichment (Advanced) projects provided by PACE.</p> <p>Summative: With the use of extended planning and one on one coaching time with the specialist, teachers enriched and intervened appropriately. This helped to increase student achievement. Examples would include: co-teaching, filming master teachers for the use of modeling writing and spelling lessons, creating individualized student projects and differentiating in stations.</p>
<p>Promote proactive support to teachers in developing and implementing purposeful interventions/enrichment.</p> <ul style="list-style-type: none"> Provide aligned support to ensure purposeful interventions/enrichments are being provided for students 	<p>Weekly PLC Meetings (August 2017-June 2018)</p>	<p>Enrichment Supports (August 2017-June 2018)</p>	<p>Instructional Specialist provides MAP testing training updates-1st and 2nd Grade Mindfulness Breathing Techniques Implementation (SEL) NWEA newsletter- Team Leaders Individualized Brain Research Reading project-3rd Grade PACE CMIT and Kid talk meetings PLC's - Writing Focus All About Spelling training, Tier 3 groups. TPRI intervention guides. I/E implemented across grade levels.</p> <p>Summative: Support was provided to teachers to give them tools, information, and strategies to allow purposeful and intentional instruction. This lead to growth and mastery for students.</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/ Admin. Intern PE Coaches Andrea Sullivan-Nurse	Campus Wellness Plan	Quarterly flyers with health tips Implementation of health activities Fitness testing
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Parent/nurse are included on the team.
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting.	Principal Admin. Intern	Coordinated School Health Curriculum	School Health curriculum delivered at the beginning of the year. TX Health and Wellness curriculum and PISD curriculum will be utilized.
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	Bulletin board located in the gym and in cafeteria.
K-8	Parent Communication	Campus Wellness Captain/Principal	Campus Wellness Plan	Monthly fitness calendars sent in eNews & posted in the gym Health Topic Newsletter sent via eNews
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Both P.E. teachers work to prepare student for the skills necessary.

				Test dates set pre-test completed in November 2017
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	Students test in March Data sent home in May
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 Admin. Intern	Sample daily lesson plans may be provide by P.E./Fitness Teacher	administration conducts walk throughs on an ongoing basis. Students are consistently engaged and plans reflect daily activities and engagement. (135 minutes weekly)
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Pedometers used fall 2017 Heart rate monitors used spring 2018
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 Admin. Intern	Yearly Plan Form Lesson Plans Visible During Class Time Observation	Classroom observations/walkthroughs are being conducted and feedback is provided. Lesson plans are accessible for view. (135 minutes weekly)
K-5	Ensure students are receiving daily unstructured play during recess.	Principal Admin. Intern	Master Schedule, Staff Supervising Schedule	schedules are submitted, administration frequently reviews the schedules and conducts observations to confirm that students are receiving the proper amount of recess.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal Admin. Intern	Resources available upon request	REsources are provided through PDH, the weekly SMORE and during PLC's and Team LEaders meetings. Teachers use brain breaks throughout at set times during the day and when needed
ATTENDANCE:				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal Admin. Intern	Pinnacle, Attendance Sheet	Calls made to students who are reported absent Brag tags used as incentives every nine weeks Grade level incentives for perfect 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	Staff handbook reviewed August 2017.
	Monitor high risk areas.	Principal/Admin Intern/Asst. Principal	Staff assignments/ schedule	Staff handbook reviewed August 2017.
	Follow Campus Rules/Expectations.	Principal	Code of Conduct District Handbook Campus Handbook	Reviewed Code of Conduct/Hnadbook and campus handbook August 2017
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal or Counselor	Handouts/PowerPoint	Videos through Safe school viewed by staff (August 2017) Counselor training PowerPoint (August 2017)
	Review referral process.	Principal or Counselor	Campus referral plan	Staff handbook reviewed August 2017.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Discussion through TL meetings and staff meetings as needed

	Implement campus referral plan.	Principal or designee	Campus Referral Plan	Discussion through TL meetings and staff meetings as needed.
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Administration and staff work together to implement Zones of Regulation and SEL/ Restorative Practice to manage student behavior.

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	Discipline referrals are down, there is a plan in place in each classroom. students display campus rules in their everyday interaction and citizenship awards are being conducted. Weekly social/emotional lessons.
	Monitor high-risk areas.	All staff	Schedule (if necessary)	Counselor and principal are alerted of possible situations
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	Staff Handbook reviewed August 2017 and ongoing throughout the year.
All Students	INTERVENTION:			
	Apply classroom interventions.	All teachers		Discussions occur at team meetings, CMIT, parent conferences and Kid Talk

	Employ discipline interventions.	Designated staff		Special Education staff is utilized to discuss Positive Behavior strategies
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors		Student conferences are used when appropriate
	Conference with parents/students.	Teachers or other staff		ISS staff utilized for observation and feedback

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. Funding Sources: SCE, Title I and Local	All teachers and staff	August 2017 and as the need arises throughout the year	All parents are registered through parent portal . Parents were welcomed to use the office if they did not have access to the internet outside the school.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local	All teachers and staff	August 2017 and as the need arises throughout the year	As the need arises, technology is provided in the library. Weekly packets with information for parents are given out in Take Home Folders. Remind and phone messages used to inform parents.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Lisa Smith	August 2017 and throughout the year	Website is updated regularly with calendar updates, celebrations and general staff and school information.
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Judy Howle	Weekly Communication August 2017-June 2018	eNews is sent to parents and staff weekly.
Utilize social media to keep parents and community informed. Funding source: State and Local	Lisa Smith Principal	August 2017 – June 2018 and as the need arises	Social media is updated for parents and community on an ongoing basis. (Remind, PTA Facebook, ect.)
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	PTA President Principal	August 2017 – June 2018	PTA President along with PTA board meet with principal bi-monthly; Meetings between the principal and PTA president and other members of the PTA board occurred consistently on an as needed basis
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	Rachel Blanton	August 2017 – June 2018	Parent education meetings conducted throughout the year and meeting with the parents as needed.

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.	Rachel Blanton	August 2017 – June 2018	Weekly Guidance Lessons continuously conducted
Parent workshops are offered to all parents.	Rachel Blanton Administrators	October 2017 – June 2018	Review and access for need as a committee as an ongoing process.
Kindergarten staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions)	SPED staff Rachel Blanton Administrators	August 2017 – June 2018	N/A

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 PISD. Funding source: State and Local	August 2017 to May 2018	Miller participated in the PISD job fair and Hiring Practice PD
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. Funding source: State and Local	Monthly Bilingual Stipends, July 2017 to June 2018	Miller participated in the PISD job fair and Hiring Practice PD
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. Funding source: State and Local	August 2017 to May 2018	Miller participated in the PISD job fair and Hiring Practice PD
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. Funding source: State and Local	July 2017 to June 2018	District allows teachers to choose their professional development through various ways such as webinar, flex day learning according to their personal goals. Some teachers chose to attend professional development during the summer.
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. Funding source: State and Local	July 2017 to June 2018	Admin. training in the Hiring Practice procedures and guidelines.