



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Centennial Elementary

Principal: **Sara Stewart**

Mission Statement:

We, Centennial Elementary, with the support of family and community, commit to academic excellence and to the development of life-long learners today, who will become responsible citizens of tomorrow.

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 08, 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
Feri Nia	Faculty Member	2017	X	X	X
Sarah Vartabedian	Faculty Member	2016	X	X	X
Julie Moreno	Faculty Member	2016	X		X
Miya Switser	Faculty Member	2017	X	X	X
Susan Stow	Faculty Member	2016	X		X
Ruchi Bhatia	Faculty Member, Special Ed	2017	X	X	
Sara Stewart	Principal	2016	X	X	
M'Cheyl Herrera	District Professional	2017	X	X	
Leigh Ann Earnhart	Campus Professional, Non-teaching	2016	X	X	X
Paula Parmley	Support Staff Member	2016	X		X
Ashley Hamilton	Parent-Selected by PTA	2017			X
Ramin Belivan	Parent-Selected by Principal	2017	X		X
Julie Traub	Parent	2016	X		X
Teranne Keogh	Parent	2016			
Sara O'Connell	Parent	2016			X
Niloofer Khaled	Parent	2017	X	X	
Betty Bonnett	Community Member	2017	X	X	X
Michele Erickson	Community Member	2017			
Legends Popcorn	Business Representative	2017			
Groggy Dog- Jared Pinneo	Business Representative	2017	X		
Jennifer Kay	Ad Hoc Member ^{Optional}	2017	X	X	X

Information regarding the SBIC Committee, membership, terms, etc. (BQB Local) may be accessed here: <http://pol.tasb.org/Policy/Code/312?filter=BQB>

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Brittany Jenkins	Faculty Member	2017	X	X	X
Michelle Brock	Faculty Member	2017	X	X	X
Natalie Tarver	Faculty Member	2017	X	X	X

District-Wide Goals

1. Increase the percentage of students meeting STAAR Satisfactory performance rates.
2. Ensure that all students meet STAAR and MAP Growth Standards in all subject areas.
3. Increase Satisfactory and Advanced performance rates for Economically Disadvantaged student group – Closing Performance Gaps.
4. Increase the percentage of students meeting STAAR Advanced performance rates.
5. Increase high school graduation rates and ensure students are on track to graduate.
6. Ensure that all students graduate College and Career Ready or are on track to College and Career Readiness.
7. Ensure that all student groups (7 race/ethnicity and Sp.Ed, ELL, ED) meet the Accountability Safeguard measures (60% meet the Approaches Grade Level Standard on STAAR/EOC).

District-Wide Goals	Title I Components	Applicable Student Groups
Health, Fitness and Attendance: The campus will utilize their coordinated health program and analyze their student fitness data to set goals and objectives to encourage the health, fitness and attendance of their students.	10 (Coordination and Integration)	All
Violence Prevention and Bullying	10 (Coordination and Integration)	All
Parental Involvement: The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.	1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)	All
Transition: The campus will assist students in making a successful transition between: early childhood to elementary; elementary to middle school; middle school to high school; and high school/sr. high school to college, the workplace or the military.	1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)	All
State Certified Teachers and Highly Qualified Paraprofessional Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.	1 (Comprehensive Needs Assessment) 3 (Instruction by State Certified Staff) 4 (High-Quality Professional Development) 5 (Strategies to Attract State Certified Teachers) 10 (Coordination and Integration)	All

Summary of Critical Actions

The areas for school-wide and/or targeted grade level Critical Actions were identified using the following sources:

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P³A School Wide and Classroom Level diagnostic);
- STAAR/EOC GAP Analyses;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

School Wide and/or Targeted Grade Level Critical Actions

1. Monitor instructional practice using student performance data and classroom observations. (School Wide P³A Best Practice #15)

2. Model and promote substantive collaboration to foster a learning community. (School Wide P³A Best Practice #9)

Critical Actions to Address Missed State Safeguards: NA

- 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: Monitor instructional practice using student performance data and classroom observations. (School Wide P³A Best Practice #15)

Project Lead:	Principal, Assistant Principal							
Staff, Title I Staff:	Classroom Teachers, Support Staff							
Materials and Resources:	Campus created electronic walkthrough forms and data, 7 Steps to a Language Rich Interactive Classroom, warm/cool feedback guide form							
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
Conduct frequent and focused classroom walkthroughs <ol style="list-style-type: none"> Develop/implement electronic walkthrough form based on TTESS/ <u>7 Steps to a Language Rich Interactive Classroom</u> used by administrators Create/implement electronic walkthrough form based on warm/cool feedback Review/discuss walkthrough data at faculty meetings 	<ul style="list-style-type: none"> Weekly Weekly Once per semester 	<ul style="list-style-type: none"> Walkthrough data Walkthrough data Faculty meeting notes 	Formative Notes: <ul style="list-style-type: none"> Administration observes teachers' classrooms and uses an electronic walkthrough form based on TTESS/ 7 Steps to a Language Rich Interactive Classroom to gain new insights and provide constructive feedback Summative Notes: <ul style="list-style-type: none"> All campus staff received walkthrough data as feedback from administration throughout the year. Centennial will implement a peer walkthrough next year to gain new learning from their peers.
Use formal follow-up activities to ensure professional development application <ol style="list-style-type: none"> Begin to develop the format to allow teachers to share classroom applications following professional development activities, such as formal demonstrations offered by a number of teacher during faculty meetings 	<ul style="list-style-type: none"> Monthly staff meetings 	<ul style="list-style-type: none"> MLP login Make and Take activities provided by the teachers 	Formative Notes: <ul style="list-style-type: none"> All staff share out learned strategies from our book study <u>7 Steps to a Language Rich Interactive Classroom</u> and teachers from our Tech PLC share out new strategies that can be implemented school wide Summative Notes: <ul style="list-style-type: none"> All staff gained new ideas to build a language rich interactive classroom that made a positive impact on student achievement and participation.

<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>Use student performance data to monitor instruction</p> <ol style="list-style-type: none"> 1. Examine the extent to which your current school leaders use student performance data to monitor the use of specific instructional strategies 2. Discuss how to use performance data to monitor specific instructional practices with staff and leadership team 	<ul style="list-style-type: none"> • Monthly staff meetings • Monthly Kid Talk meetings • Monthly team leader meetings 	<ul style="list-style-type: none"> • MLP login • Data binders 	<p>Formative Notes:</p> <ul style="list-style-type: none"> • Analyze data beginning in the summer to determine areas of strength and growth • Discuss/share instructional practices based on data <p>Summative Notes:</p> <ul style="list-style-type: none"> • After analyzing data, we observed that in grades 3 to 4, our STAAR data compared to the district showed a lower percentage of students transitioning from the approaches to meets category and meets to masters category. Teachers graphed BOY and EOY MAP data to guide instruction and implement instructional strategies based on the needs of their students. (see Google Slides)

Critical Action 2

Critical Action: Model and promote substantive collaboration to foster a learning community. (School Wide P³A Best Practice #9)

Project Lead:	Principal, Assistant Principal							
Staff, Title I Staff:	Classroom Teachers, Support Staff							
Materials and Resources:	Campus/grade level established norms, warm/cool feedback guide form, campus created electronic walkthrough forms and data							
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
<p>Participate actively in teacher team meetings</p> <ol style="list-style-type: none"> 1. Begin to attend as many teacher team meetings across grades or departments in your school as possible 2. Ensure that school leaders develop the capacity to contribute actively and in meaningful ways to the discussions 	<ul style="list-style-type: none"> • Weekly 	<ul style="list-style-type: none"> • Meeting notes, planning notes, lesson plans 	<p>Formative Notes:</p> <ul style="list-style-type: none"> • All staff established norms and agreements to develop the capacity to contribute actively and in meaningful ways • Emphasis placed on digging into TEKS • Curriculum out to visit and provide feedback • Administration attends teacher team meetings and vertical planning across all grade levels (ex. K-1, 1-2, 2-3, 3-4, 4-5) <p>Summative Notes:</p> <ul style="list-style-type: none"> • Continue to attend grade level meetings, vertical meetings, and PLC meetings. All staff members as well as administration were more consistent and more informed with the increase in participation and collaboration by all stakeholders.
<p>Build teachers' capacity for collaboration</p> <ol style="list-style-type: none"> 1. Ensure that time has been allocated for teachers to meet collaboratively 2. Identify the specific behaviors that you expect to see in collaborative team meetings and share these expectations with all team members 	<ul style="list-style-type: none"> • At least once per semester • Weekly team/faculty meetings 	<ul style="list-style-type: none"> • Established norms 	<p>Formative Notes:</p> <ul style="list-style-type: none"> • Time has been allocated for vertical planning and extended grade level planning with a survey to complete afterwards for feedback <p>Summative Notes:</p> <ul style="list-style-type: none"> • Feedback was collected from teachers stating that the extended planning time was useful to break down the TEKS, plan out units of study,

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
			collaborate in cross curricular discussions, disaggregate data, and individualize/ differentiate learning for all students
Promote collaboration through structured peer classroom visits 1. Begin to provide opportunities for teachers to visit one another’s classrooms 2. Review/discuss data gathered as a campus	<ul style="list-style-type: none"> Once per semester 	<ul style="list-style-type: none"> Walkthrough data Faculty meeting minutes 	Formative Notes: <ul style="list-style-type: none"> This year our focus with walkthroughs started with administrators and we plan to incorporate peer observations next year Summative Notes: <ul style="list-style-type: none"> Teachers provided input and helped to develop a peer walkthrough form to use for next 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: Team Captain: Jennifer Kay Committee Members: principal, PE teachers, nurse, FANS manager, teacher, parent Summative Notes: Meeting dates: 10/12/17, 2/13/18, 3/24/18 and 5/22/18
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Parent: Lesley Guinn
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	Information taught throughout the year during 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	In the gym, updated throughout the year.
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	SMORE and emails through homeroom teachers.
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Both administrations are complete.
4 th & 7 th	Ensure all data for 3 rd - 8 th grade students is entered on timely basis, fitness report cards	P.E. Teacher	Fitnessgram Student Report	Reports will go home with 3 rd , 4 th and 5 th grade students in their final report card.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.			
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	Each student receives 150 minutes a week.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Pedometers for 3 rd , 4 th , and 5 th
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	PWT data reflects active student participation
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	Students receive 20-30 minutes of unstructured play at recess
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	Students receive multiple opportunities throughout the day to participate in classroom brain breaks
ATTENDANCE:				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Assistant Principal monitors weekly data and employs truancy prevention measures as necessary

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	Formative Notes: Generally, high risk areas for bullying are those where there are larger groups - usually recess, lunch and sometimes PE Summative Notes: Discussed monitoring these times and protocols for dealing with issues that arise
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	Discussed with team leaders about monitoring students during recess/lunch with appropriate supervision. Team leaders created school wide expectations to be implemented during the 2018-2019 school year.
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Staff signed handbook acknowledgement forms in August 2017. Team leaders created school wide expectations to be implemented during the 2018-2019 school year.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	BOY Bullying Training provided to staff followed with review as needed
	Review referral process.	Principal or designee	Campus referral plan	Minor disagreements should be handled by the classroom teacher. Repeating issues or severe incidents should be sent to admin/counselor Teachers were given guidance on ways to deal with class issues and were empowered to resolve problems
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Classroom/grade level behavior management systems in place Grade levels developed their own system including money and tickets

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				Team leaders created school wide expectations to be implemented during the 2018-2019 school year.
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	Minor disagreements should be handled by the classroom teacher. Repeating issues or severe incidents should be sent to admin/counselor Communication between teachers, counselor, and administration helped to ensure problems were managed
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Use of Incident Forms as needed Administration and teachers determined consequences as needed

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	Teachers explained expectations at start of school Classroom guidance also included focus on citizenship Team leaders created school wide expectations to be implemented during the 2018-2019 school year with posters
	Monitor high risk areas.	All staff	Schedule (if necessary)	Morning/afternoon duty schedule, teachers have rotating lunch/recess schedule
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	Student Incident Forms help students to “be heard” when they have an issue Students/parents can contact teacher/counselor with concerns
All Students	INTERVENTION:			
	Apply classroom interventions.	All teachers	(Please complete cells below) Kelso’s choice posters, incident forms, Morning Circles, Student Recognition through Comet Compliment, Commended Comet, Shining Star	Implement CMIT process to meet the needs of all students Interventions were designed for the individual student
	Employ discipline interventions.	Designated staff	Restorative questioning, incident forms, sample behavior charts	Implement CMIT process to meet the needs of all students. Counselor has been working with teachers and students struggling with behavior Tier 2 behavior interventions implemented as needed
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Restorative questioning, incident forms, sample behavior charts	Implement CMIT process to meet the needs of all students

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Conference with parents/students.	Teachers or other staff	Parent conference helpful tips sheet	Contacted with any incident

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	Administration, Classroom teachers	Beginning of school year registration, as the need arises	Formative Notes: Parents have received regular communication from the school via newsletters through eNews, emails and phone calls from teachers Summative Notes: Continue correspondence by newsletters, eNews, emails, and phone calls
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	Classroom teachers, counselor	Throughout the year as the need arises	Parents who requested hard copies were provided
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	CTA	Throughout the year as the need arises	CTA has input current information for the 2017-2018 school year
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Administration, Classroom teachers	Throughout the year as the need arises	Monthly newsletters and important information is being sent out through eNews and the Smore newsletter from principal and each grade level sent monthly
Utilize social media to keep parents and community informed. Funding source: State and Local	Administration, Classroom teachers	Throughout the year as the need arises	Information is sent through Facebook and eNews
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Administration	Monthly PTA meetings or more often as needed	Administration has attended monthly PTA meetings to gain insights
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	Administration	Monthly PTA meetings or more often as needed	Administration has attended monthly PTA meetings to gain insights PTA/counselor collaborated to assist students/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)
<p>Elementary counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding source: State and Local</p>	Counselor	Weekly classroom meetings	<p>Formative Notes: Students have received regular guidance lessons that promote student learning on self-confidence development, motivation to achieve, decision –making, goal setting, planning, problem solving skills, interpersonal effectiveness, communication skills, cross – cultural effectiveness and responsible behavior.</p> <p>Summative Notes: Continue class guidance to support student learning</p>
<p>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</p>	Counselor	End of pre-school year/beginning of kindergarten year	Parents are provided resources and information regarding kindergarten on an as needed basis
<p>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</p>	Kindergarten staff, Administration, Counselor, Special Education staff	As the need arises	Staff and administration attended transition ARDs and meetings throughout the year Kindergarten staff collaborate with Pre-K staff on an as needed basis

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: Summative Notes:
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. Title I Component 5 Funding source: State and Local	Monthly Bilingual Stipends, July 2017 to June 2018	
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. Title I Component 5 Funding source: State and Local	August 2017 to May 2018	
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators. Title I Component 4 and 5 Funding source: State and Local	July 2017 to June 2018	
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards. Title I Component 5 Funding source: State and Local	July 2017 to June 2018	