



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Hickey Elementary

Principal: **Jane Oestreich**

Mission Statement:

Hickey Elementary will empower our community of learners by promoting collaboration, creativity, and meaningful academic, social, and emotional expectations that are essential for 21st century citizens and innovators .

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): **Thursday, February 01, 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	\$60,000	Total Funding for # Title I Support Teachers	
Parental Engagement	\$2,000	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	\$3,000	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_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
Michele Allen	Faculty Member	2012-2013	X	X	
Maria Flores	Faculty Member	2016-2017		X	
Haley Hellums	Faculty Member	2016-2017			
Megan Raymond	Faculty Member	2016-2017	X	X	X
Harley DeVincent	Faculty Member	2017-2018	X	X	X
Allison Kroiss	Faculty Member, Special Ed	2016-2017	X		
Jane Oestreich	Principal	2011-2012	X	X	X
Mary Swinton	District Professional	2017 -2018		X	
Janet Langford	Campus Professional, Non-teaching	2015-2016	X	X	X
Miriam Rodriguez	Support Staff Member	2017-2018	X	X	X
Tarrah Lantz	Parent-Selected by PTA	2017-2018	X		
Kathia Rodriguez	Parent-Selected by Principal	2016-2017	X	X	
Sujata Sawardekar	Parent	2017-2018			
Sophia James	Parent	2017-2018			
Bridget McClintock	Parent	2017-2018			
Jason McClintock	Parent	2017 - 2018			
Loreta Hickey	Community Member	2009-2010	X	X	

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Allison Hicks	Community Member	2015 - 2016			
Robin Sherman	Business Representative	2016-2017			
Jim Hall	Business Representative	2014 - 2015			
	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:</p> <p>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:</p> <p>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:</p> <p>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:</p> <p>The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.</p>	<p>1 (Comprehensive Needs Assessment) 3 (Instruction by State Certified Staff) 4 (High-Quality Professional Development) 5 (Strategies to Attract State Certified Teachers) 10 (Coordination and Integration)</p>	<p>All</p>

Summary of Critical Actions

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

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

School Wide and/or Targeted Grade Level Critical Actions

1. Support the development and use of more frequent common assessments than those provided by the district.

2. Build support structures to enable increasing number of students to engage successfully in rigorous coursework.

3. Analyze and equip teachers to analyze student performance data to inform decision-making.

4. Monitor instructional practice using student performance data and classroom observations.

Critical Actions to Address Missed State Safeguards:

- 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: Support the development and use of more frequent common assessments than those provided by the district. **(PPPA SW BP 14)**

Project Lead:		Principals, Team Leaders							
Staff, Title I Staff:		Teachers, Support Staff							
Materials and Resources:		Formative Assessments-PISD Hotspot, teacher generated common/formative assessments/curriculum planner							
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
<p>Support the development of common assessments.</p> <p>1. We will study the value of teacher-developed common assessments across grades or subjects. We will facilitate teachers' work on creating common assessments by making time and guidance readily available.</p> <p>TEA Strategic Priorities Goal #4 Title I Components: 1, 3, 4, 6, 7, 8, 9, 10 Funding Source: Title I, SCE, State and Local</p>	<p>Once every 9 weeks.</p>	<p>The Team Leaders in each grade level will submit an example of a common assessment.</p>	<p>Formative Notes: First Nine Weeks: K: Teacher made rubrics/checklists for BOY Assessment 1: McGraw Hill reading assessments/Topic Tests in Math 2: Adjusted a district rubric to meet the needs of the students for Health Museum Project 3: Task cards to teach/reteach adding & subtracting w/ regrouping 4: Writing rubric used at the beginning of a UbD. 5: One pagers PACE: Appointment Clock – 3 times during lesson met w/ their breakfast, lunch, and dinner appointment to answer a prompt.</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
<p>Establish expectations for teachers’ using common assessments</p> <ol style="list-style-type: none"> Grade level teams will develop a common assessment for one unit of study every nine weeks. The team leader of each grade will submit an example of a common assessment developed by the team to the administration. <p>TEA Strategic Priorities Goal #4 Title I Components: 1, 3, 4, 6, 7, 8, 9, 10 Funding Source: Title I, SCE, State and Local</p>	<p>Once every 9 weeks.</p> <p>Once every 9 weeks.</p>	<p>The Team Leaders will submit to administration an example of a formative assessment.</p> <p>The Team Leaders will submit to administration an example of a formative assessment.</p>	<p>Second Nine Weeks:</p> <p>K: teacher observation w/ anecdotal notes/rubrics</p> <ol style="list-style-type: none"> Graphic organizers Exit tickets Kahoot in Math & Science Kahoot in Math and Social Studies Exit tickets in the form of a tweet w/ hashtags <p>PACE: Draw a shape that represents your learning today.</p> <p>Third Nine Weeks:</p> <p>K: teacher observation w/ anecdotal notes/rubrics</p> <ol style="list-style-type: none"> teacher observations/teacher made assessments Plickers whole class responses & Hand Signals Kahoot, exit tickets, exit tickets Go Formative for online assessments <p>Fourth Nine Weeks:</p> <p>K: teacher observation w/ anecdotal notes/rubrics</p> <ol style="list-style-type: none"> Writing responses used as formal assessment Talk Read Talk Write - The writing piece at the end is used as a formative assessment Kahoot, one pagers, exit tickets exit tickets Students create an advertisement showing what they’ve learned about a topic in the form of a flier, newspaper ad, or internet pop-up ad.

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			<p>Summative Notes: The staff gave thoughtful consideration to developing informal and common methods for assessing student understandings and growth.</p>

Critical Action 2

Critical Action: Build support structures to enable increasing number of students to engage successfully in rigorous coursework. (PPPA SW BP10)

Project Lead:	Principals, Team Leaders							
Staff, Title I Staff:	Teachers, Support Staff							
Materials and Resources:	Marzano Research Strategies, District provided resources, handouts from staff, team, and team leader meetings							
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>Set expectations for rigorous coursework</p> <ol style="list-style-type: none"> 1. The educators at Hickey will encourage students to engage in the most rigorous coursework possible, including increasing levels of proficiency in writing. Teachers will be trained with the Empowering Writer’s strategies and will follow Marzano’s instructional strategies to improve performance in reading and math. Teachers in grades 2-5 will attend Talk, Read, Talk, Write by Nancy Motley. 2. The counselor will be involved in providing both the support necessary to help students succeed in more rigorous coursework and the specific information about career and job opportunities that a more challenging academic experience will enhance. 	<p>Weekly team planning meetings</p> <p>Weekly CMIT meetings</p> <p>Guidance classes</p>	<p>District Staff will model research based writing instructions for teachers: 10/16/17 – 10/18/17</p> <p>Attendance at Talk, Read, Talk, Write workshop: 9/21 10/12</p>	<p>Formative Notes:</p> <p>*Professional Learning – using Talk, Read, Talk, Write format the teachers learned about how happiness impacts the brain and learning – Janet Langford (10/25/17)</p> <p>*Talk, Read, Talk, Write Professional Learning sessions – Jane Oestreich (11/15/17)</p> <p>College and Career Week: January 8 – 12, 2018 Career Day – May 29, 2018 – students will rotate through several stations led by community members sharing about their careers</p>

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<p>3. Classroom teachers will conduct morning circles and include discussions about grit, determination, and AVID strategies to promote the perseverance needed to engage in rigorous coursework.</p> <p>4. The counselor and instructional specialists will examine all available student performance data to determine which students are showing more ability than their current grades and/or courses would suggest</p> <p>TEA Strategic Priorities Goal #4 Title I Components: 1, 3, 4, 6, 7, 8, 9, 10 Funding Source: Title I, SCE, State and Local</p>	<p>Weekly Instructional Support meetings</p>	<p>Daily/Weekly</p> <p>Data review during extended planning</p> <p>CMIT meetings</p> <p>Instructional Support meetings (TBD)</p> <p>Team Leader meetings: 9/2/17 9/26/17 10/19/17 11/4/17 12/9/17 3/16/17 4/6/17 5/22/17</p>	<p>Summative Notes: All teachers have conducted one – two classroom circles per day to set the tone for the day, “take the temperature” of the class, and/or discuss issues that may have arisen in the class or grade level *2nd grade team – 2 book studies to incorporate into Circle</p> <p>All teachers 1 – 5 conduct morning classroom circles; Kindergarten 2 – X a week</p> <p>Professional Learning for Grades 3 – 5 examining how to align previous STAAR results with TEKS and developing action plans (Jennifer Ruth – 1/18/18)</p> <p>TEKS alignment; unpacking the TEKS</p> <p>Time strategies (2nd grade)</p>
<p>Provide learning supports for rigorous coursework</p> <p>1. We will create school-level support systems to help those students who attempt to stretch academically to take advantage of more rigorous coursework.</p>	<p>CMIT meetings held each Monday</p> <p>Instructional Specialists</p>	<p>Staff meeting conducted by PACE specialist (TBD)</p>	<p>PACE Professional Learning for staff - November 15, 2017</p>

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<p>2. We will provide opportunities such as Math Rocks, Math Masters, Word Masters, Enrichment, Lego Robotics, PACE, discovery exploration, Genius Hour, and differentiated stations to provide support for students attempting to take advantage of more rigorous coursework.</p> <p>TEA Strategic Priorities Goal #4 Title I Components: 1, 3, 4, 6, 7, 8, 9, 10 Funding Source: Title I, SCE, State and Local</p>	<p>meetings held each bi-monthly.</p> <p>Weekly team planning meetings</p>	<p>Grade levels will collaborate with PACE specialist on implementation</p>	<p>Math Rocks taught by Mrs. Jean Jones throughout the year Math Master, Word Masters, Lego Robotics, PACE, discovery exploration taught by PACE teacher Genius Hour, Enrichment, and differentiated stations taught by classroom teachers Students participated in a Robotics Competition on December 16, 2017.</p> <p>Teachers meet weekly to unpack the TEKS and focus on the standards needing to be taught. Throughout the year extended planning sessions occur to give teachers more time to delve more deeply into the standards.</p>

Critical Action 3

Critical Action: Analyze and equip teachers to analyze student performance data to inform decision-making. (PPPA SW BP 13)

Project Lead:		Principals, Team Leaders						
Staff, Title I Staff:		Teachers, Support Staff						
Materials and Resources:		MAP, STAAR, CogAT, TELPAS, Plano Literacy, AMC						
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
<p>Consider standardized and performance-based student achievement measures</p> <ol style="list-style-type: none"> 1. We will study/analyze the extent to which performance data is currently used to inform leadership decisions in our school. We will use data to determine student participation in intervention time, tutoring, Math Masters, Word Masters, AMC Anywhere, and differentiated flexible groups in the classroom. We will also use the data to determine levels of support for students in the areas of reading, math, and writing. 2. We will encourage the use of formative assessments, including those found on the PISD Hotspot Technology Apps page. 3. Data analysis will be used to determine the levels of targeted intervention or enrichment for students in the areas of 	<p>Grade level planning meetings/CMIT meetings.</p> <p>Bi-monthly Instructional Support meetings.</p> <p>Data meetings during grade level extended planning</p> <p>Team Meetings</p> <p>CMIT Meetings</p>	<p>Notes from team meetings, Kidtalks, CMIT minutes, notes from instructional support meetings.</p> <p>Teacher professional goals related to increasing academic vocabulary and effective communication strategies with</p>	<p>Formative Notes:</p> <p>Weekly Instructional Support Meetings on Mondays to review students who are receiving TIER II and TIER III interventions.</p> <p>Scheduling CMIT meetings with grades 3 – 5 to review STAAR accommodations and ensure all students showing academic need are being addressed through interventions, tutoring, and accommodations.</p> <p>https://www.pisd.edu/Page/15677</p> <p>Summative Notes:</p> <p>CMIT meetings were held with grades 3 – 5 to review STAAR accommodations and ensure all students showing academic need are being</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
<p>reading, math, science and writing. Targeted interventions will address our STAAR safeguards in the following areas: Economically Disadvantaged - Reading, Hispanic – Reading ELLM – Reading Economically Disadvantaged – Writing</p> <p>TEA Strategic Priorities Goal #4 Title I Components: 1, 3, 4, 6, 7, 8, 9, 10 Funding Source: Title I, SCE, State and Local</p>		<p>these populations</p>	<p>addressed through interventions, tutoring, and accommodations.</p> <p>Class by RIT is used to target student needs.</p> <p>STAAR Results for Grade 5 in Reading and Math due 4/30/18. Students who did not meet the standard will be given targeted remediation by classroom teachers and specialists before the 2nd administration of STAAR on May 14 and 15, 2018.</p>
<p>Consider current, prior, and subsequent student performance</p> <ol style="list-style-type: none"> 1. The administrators will assess the STAAR Gap Analysis and PES scores over time to look for trends and patterns in student performance. 2. The information gathered from the analyses described above will be shared with teachers to help inform their decisions about instruction, grouping, and further assessment. 3. Discuss any grade-wide or subject-wide learning concern with district leaders of like schools to determine if the same learning problem exists across many or most schools in the district. <p>TEA Strategic Priorities Goal #4 Title I Components: 1, 3, 4, 6, 7, 8, 9, 10 Funding Source: Title I, SCE, State and Local</p>	<p>September 27, 2017, meeting for staff with Assessment and Accountability.</p> <p>Monthly meetings with administration</p>	<p>Bi- monthly meetings with Instructional Support staff to review current data.</p> <p>Review of campus data prior to meetings with like campuses</p>	<p>Ongoing meetings/data days to discuss previous results and identify areas for growth with targeted populations.</p>

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<p>Provide guidance for data analysis and use</p> <ol style="list-style-type: none"> 1. We will ensure that our leadership team has the necessary skills to model how teachers can use student performance data to make specific instructional adjustments in their classrooms by having discussions with Assessment and Accountability department representative. 2. We will identify teachers on campus skilled in the gathering, analysis, and interpretation of data to share that information at team leader meetings and with grade levels. 3. We will ensure that all teachers build their capacity to use the performance data in this type of meaningful way through the use of information gathered through T-TESS observations, informal observations, and at team planning meetings <p style="color: red; margin-top: 20px;">TEA Strategic Priorities Goal #4 Title I Components: 1, 3, 4, 6, 7, 8, 9, 10 Funding Source: Title I, SCE, State and Local</p>	<p>Weekly grade level planning meetings/CMIT meetings, Bi-monthly Instructional support meetings.</p> <p>T-TESS observations from 9/5/17 – 4/20/18.</p>	<p>Minutes from meetings</p> <p>Action plans resulting from disaggregation of data</p> <p>Feedback from T-TESS observations, walkthroughs, and informal observations</p>	<p>Ongoing meetings/data days to discuss previous results and identify areas for growth with targeted populations.</p> <p>Meetings conducted by Assessment and Accountability department.</p> <p>Weekly CMIT meetings to review data and make accommodation/instructional decisions about students.</p>

Critical Action 4

Critical Action: Monitor instructional practice using student performance data and classroom observations. (PPPA SW BP15)

Project Lead:	Principals, Team Leaders							
Staff, Title I Staff:	Teachers, Support Staff							
Materials and Resources:	MAP, STAAR, Cogat, TELPAS, Plano Literacy, AMC							
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 4:

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>Conduct frequent and focused classroom walkthroughs</p> <p>1. We will purposefully and consistently monitor instruction through focused walkthroughs in all classrooms. Walkthroughs will include every classroom in the school and the goal will be to have one administrator visit at least one classroom per day or two/three times per week.</p> <p>TEA Strategic Priorities Goal #4 Title I Components: 1, 3, 4, 6, 7, 8, 9, 10 Funding Source: Title I, SCE, State and Local</p>	<p>Daily or weekly</p>	<p>Documentation of the walkthrough observation will be recorded and shared with the teacher.</p>	<p>Formative Notes: Ongoing walkthroughs and classroom visits by Jane Oestreich and Janet Langford.</p> <p>Summative Notes: Jane Oestreich and Janet Langford have conducted formal T-TESS observations as well as walkthrough observations to monitor teacher proficiencies and areas for growth.</p>
<p>Use student performance to monitor instructional practices</p> <p>1. The Instructional Support team will meet with administrators bi-monthly to identify monitor struggling students and make action plans for those students based on performance data.</p>	<p>Bi-monthly IS meetings (TBD)</p>	<p>Document meeting discussions.</p> <p>CMIT Minutes</p>	<p>Weekly Instructional Support Meetings on Mondays to review students who are receiving TIER II and TIER III interventions.</p>

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<p>2. We will conduct CMIT /504 meetings to monitor student progress and identify struggling students based on student performance data.</p> <p>3. Data discussions at extended planning will be used to determine next steps for individuals and groups of students.</p> <p>TEA Strategic Priorities Goal #4 Title I Components: 1, 3, 4, 6, 7, 8, 9, 10 Funding Source: Title I, SCE, State and Local</p>	<p>Weekly/Bi-Monthly as needed for new referrals or review of previous referrals.</p>	<p>Document meeting discussions, teams will create actions steps.</p>	<p>Weekly and as needed.</p>
<p>Use formal follow-up activities to ensure professional development application</p> <p>1. T-TESS goal setting meetings, follow-ups, and on-going reflection meetings, EOY goal setting meetings</p> <p>2. Google classroom opportunities for Flex Professional Learning.</p> <p>TEA Strategic Priorities Goal #4 Title I Components: 1, 3, 4, 6, 7, 8, 9, 10 Funding Source: Title I, SCE, State and Local</p>	<p>Goals submitted to Appraise by 9/15/17.</p> <p>Goal meetings with all certified staff by 9/28/17</p>	<p>Goals will be saved in Appraise for further review.</p> <p>Teachers participating in Google Classroom will post responses to assignments monthly.</p>	<p>All teachers scheduled for an observation were trained and observed during the first semester.</p> <p>All teachers wrote a professional growth goal and are submitting ongoing evidence of progress toward their goal.</p> <p>Midyear goal meetings held with the staff on 1/24/18. Beginning April 4 - May 4 administrators meet with all teachers to review progress on professional growth goals and complete the T-TESS rubric for teachers receiving observations.</p>

Critical Action Addressing Missed State Safeguards

Critical Actions to Address Missed State Safeguards:

- 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)

Project Lead:	Principal, Assistant Principal							
Staff, Title I Staff:	Teachers, Support Staff							
Materials and Resources:	CMIT/504 Minutes, STAAR, TELPAS, PES, Gap Analysis, Plano Literacy, Formative 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 Actions to Address Missed State Safeguards:

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>SW #17 - Proactively develop intervention plans for students performing below grade level</p> <ol style="list-style-type: none"> 1. We will meet on all students demonstrating below level mastery, first through team meetings at Kidtalks, then in CMIT/504 meetings as needed. Determinations will be made regarding the appropriate intervention plans necessary for each student, including TIER II and TIER III, and possible referrals for further testing as warranted. 2. All teachers and staff who work with the identified students will attend the meetings and be given minutes of the meetings to guide their intervention efforts. 	<p>Team Meetings/ Kidtalks</p> <p>CMIT/504 meetings</p>	<p>Weekly/Monthly and as needed</p>	<p>Formative Notes:</p> <p>Weekly Instructional Support Meetings on Mondays to review students who are receiving TIER II and TIER III interventions.</p> <p>CMIT/504 meetings are held most weeks and as often as needed to insure best practices and accommodations are being implanted. Accommodations for upcoming STAAR assessments are discussed on extended CMIT days. (5th grade – 1/29/18) (4th grade – 2/5/18) (3rd grade – 4/20/18)</p>

<p style="text-align: center;">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 style="text-align: center;">Implementation Timeline per Action Step</p>	<p style="text-align: center;">Implementation Evidence per Action Step</p>	<p style="text-align: center;">Formative & Summative Notes per Action Step</p>
<p>3. We will review data from Edugence reports to identify students who are consistently performing below grade level and ensure proper supports are put in place for these students.</p>	<p>Weekly/monthly on data days, at team meetings, and in CMIT/504 meetings.</p>		<p>Summative Notes: Teachers, instructional specialists, the counselor, and administrators have worked very closely all year through the use of CMIT/504 meetings, Instructional Support meetings, and team meetings to disaggregate data and identify trends and areas to target.</p>
<p>SW #17 - Provide proactive support for students performing below grade level</p> <ol style="list-style-type: none"> 1. We will provide TIER II interventions for students in the classroom including differentiation instruction, stations, and small group work with teacher. 2. We will meet consistently in CMIT/504 and Instructional support meetings to review progress of students performing below grade level and put proper supports in place 3. We will provide tutoring opportunities for students identified by teachers as needing additional support outside the regular school day. 	<p>Daily/Weekly once interventions have been identified by the grade level team per district guidelines.</p> <p>Weekly/monthly CMIT/504 meetings as needed.</p> <p>Tutoring on Mondays and other as needed.</p>		<p>Weekly Instructional Support Meetings on Mondays to review students who are receiving TIER II and TIER III interventions.</p> <p>CMIT/504 meetings are held most weeks and as often as needed to insure best practices and accommodations are being implanted. Accommodations for upcoming STAAR assessments are discussed on extended CMIT days. (5th grade – 1/29/18) (4th grade – 2/5/18) (3rd grade – 4/20/18)</p> <p>Hickey Academy: First Semester – 10/23/17 – 12/4/17 Second Semester – 1/22/18 – 3/3/18</p> <p>Classroom teachers document TIER II interventions in Edugence.</p>
<p>SW #17 - Provide academic support aligned with the district curriculum</p>	<p>Weekly planning meetings</p>		

<p style="text-align: center;">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 style="text-align: center;">Implementation Timeline per Action Step</p>	<p style="text-align: center;">Implementation Evidence per Action Step</p>	<p style="text-align: center;">Formative & Summative Notes per Action Step</p>
<ol style="list-style-type: none"> 1. We will ensure that our teachers understand how to interpret and implement the Understanding by Design model and that they are fully aware of the student outcomes for each unit. We will do this through district and campus training. The administration will sit in on planning sessions to ensure essential questions and transfer tasks are understood by the teachers. 2. 2. Students who are invited to stay for tutoring will receive instruction based on identified areas of need. 3. Instructional time during the day will be aligned with academic objectives of the curriculum and tightly aligned across the district, school, and grade level. 	<p>Extended planning 15 times during the school year</p> <p>District training for teachers. Hickey Academy will be conducted on most Mondays from 10/23/17 – 3/5/17.</p>		<p>Jane Oestreich sits in on planning sessions with 1, 3, and 5. Janet Langford sits in on planning sessions with K, 2, 4.</p> <p>District personnel have come to support planning and implementation throughout the school year. They came on March 28, 2018 to provide UbD training. Teachers stayed until 5:30 that day.</p>
<p>SW #17 - Evaluate the effectiveness of student interventions</p> <ol style="list-style-type: none"> 1. We will meet consistently in Kidtalk, CMIT/504 meetings, Instructional Support meetings and Team Leader meetings to review the progress of students identified as performing below grade level to evaluate the effectiveness of the programs in place and make changes where necessary. 	<p>Weekly/monthly CMIT/504 meetings as needed.</p>		<p>Weekly Instructional Support Meetings on Mondays to review students who are receiving TIER II and TIER III interventions.</p> <p>CMIT/504 meetings are held most weeks and as often as needed to insure best practices and accommodations are being implanted. Accommodations for upcoming STAAR assessments are discussed on extended CMIT days. (5th grade – 1/29/18) (4th grade – 2/5/18) (3rd grade – 4/20/18)</p>
<p>CL #13 - Provide tutorials that target specific objectives</p>	<p>Hickey Academy will be offered on Mondays</p>		<p>All teachers conduct skills/enrichment groups to target the needs of students showing need of growth in specific areas.</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
<ol style="list-style-type: none"> 1. We will provide intervention groups during the day utilizing teachers and instructional specialists to target specific areas of need. 2. We will offer Hickey Academy, an after-school tutoring program, based on project based learning to embed targeted areas in PBL strategies. 	from 10/23/17 – 3/5/18		After school tutoring was also provided 10/23/17 – 3/5/18
CL #14 - Seek support from team members to assist students performing below grade level <ol style="list-style-type: none"> 1. Our teachers will use flexible grouping of students during instruction and collaboration during team meetings to discuss students who are performing below grade level for additional strategies that may be effective. 	Weekly team meetings	Daily/weekly in classrooms and in flexible groupings in grade levels	<u>Flexible Grouping</u> K: reading, math, ELD 1: reading, math, science 2: reading, math 3: reading, math 4: reading, math, teacher table 5: reading, math, science Sped: reading, science, social skills, functional routines, communication
CL #14 - Seek support from multiple staff members <ol style="list-style-type: none"> 1. We will utilize our instructional specialists to provide additional instructional support and resources to teachers needing assistance with students performing below grade level. 	Schedules to be developed in IS meetings to target specific students needing support	Monthly IS meetings to review progress of targeted students.	Classroom teachers meet with Instructional Specialist as needed to discuss student needs.
CL #14 - Seek support from parents <ol style="list-style-type: none"> 1. Teachers will maintain consistent and positive communication with parents, including phone calls and emails, conferences, and CMIT/504 meetings to address academic and other concerns with parents. 	Parents are invited to CMIT/504 meetings, parent-teacher conferences, and other times as needed.	Parent invitations to CMIT/504 meetings, to conferences, and parent logs to document communication attempts.	October 10 , 2017 – parent teacher conferences Parent Visits: Opportunities for parents to visit in their students’ classrooms and observe the instructional process were offered on 1/24/18 and 1/26/18. *Weekly gade level newsletter *Class dojo

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: Pack Week: Week of 4/30/18 - focus on healthy foods by nurse – everyone wears a color to represent a healthy food Summative Notes:
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Parent: Traci Brandon Nurse: Billie Gilliland
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	Brain breaks in classrooms Recess PE Curriculum implemented in gym/outside
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 hallway created by the PE staff
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	Hickey Elementary designated Healthy School Zone in 2016 – 2017 school year. Healthy Heart Night: 11/5/17; 5/3/18 Color Run: 5/12/18
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	PE staff maintains Fitnessgram records and are available upon request.
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	PE staff maintains Fitnessgram records and are available upon request.

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 PE/Fitness Teacher	Lesson plans available upon request
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Fitnessgrams conducted 2X/year
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	Coach Edwards has been part of the curriculum writing team for Physical Education.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	Recess is rarely taken for discipline issues. Other alternatives are tried so that all students may benefit from physical activity.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	Use of brain breaks book for short, simple, ideas of breaks; PE Coach does examples on morning announcement one day/week
ATTENDANCE:				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Classroom PERFECT ATTENDANCE goals to earn extra recess. Teachers/Assistant principal email/call parents with attendance concerns. Perfect attendance awards given at the end of the year.

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	<p>Formative Notes:</p> <p>Teachers submit electronic discipline referrals when incidences occur; informally track location of incidences</p> <p>Bus: 1,1,1,1,1,1,1,</p> <p>Classroom: 1,1,1,1,1,1,1,1,1,1,1,1,1,1,1,1,1,1,1,1,1</p> <p>Campus: 1,1,1,1,1,1,1 (campus includes gym, hallway, lobby, restrooms)</p> <p>Playground: 1,1,1,1,1,1,1,1,1,1</p> <p>Lunch: 1,1,1,1</p> <p>Off campus, 1,1,1,1</p> <p>Summative Notes: Recess, transition times, and bus service have been identified as higher risk areas for physical/verbal contact. However, in tracking the data we noted there are many incidences of inappropriate language and physical contact happening in classrooms as well. This data has been shared with teachers and will be a focus for the next year.</p>
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	Teachers and other staff monitor hallways, recess, lunch, and administration rides the bus home as needed; prompt response when issues are brought to the attention of administrators (within 24 hours as often as possible)
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Appropriate expectations for all areas of the building are communicated frequently by all staff, classroom circles work to build relationship and community, restorative practices
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	Week of 8/14/17 bullying, child abuse, CPS presentation by Michele Allen, counselor

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Review referral process.	Principal or designee	Campus referral plan	Week of 8/14/17 all procedures for CMIT, 504, and sped are reviewed.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Ongoing discussions of implementation of restorative practices, adherence to the Student Code of Conduct, Kidtalk meetings with staff, collaboration between administrators and staff
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	Ongoing throughout year
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Ongoing throughout year

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	Ongoing discussions of implementation of restorative practices, adherence to the Student Code of Conduct, Kidtalk meetings with staff, collaboration between administrators and staff
	Monitor high risk areas.	All staff	Schedule (if necessary)	Teachers and other staff monitor hallways, recess, lunch, and administration rides the bus home as needed
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	Teachers/counselor discuss with all students reporting vs. tattling and the importance of telling a trusted adult about any issue.
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions.	All teachers	Classroom Circles SEL Instruction	Classroom circles daily in all classrooms and specials
	Employ discipline interventions.	Designated staff	Restorative Chats Zones of Regulation	Restorative chats to resolve conflicts between students in a way that leave the dignity of each student intact.
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Status sheets Collaboration w/ ESP	Success sheets/status sheets as needed to communicate with parents and help students monitor their own behavior
	Conference with parents/students.	Teachers or other staff	CMIT Parent/Teacher Conference Call from Administrators	Weekly on most Mondays, parent/teacher conferences throughout the year, calls from teachers, administrators

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	Front office staff; nurse	Beginning of Information Fair September Parent Academy	Summative Notes: Information Fair: 8/15/17 Grade Level Meetings: 8/22/17, 8/24/17, 8/29/17 School messenger, eNews, PTA Newsletter, Grade level communications
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	Teachers; paraprofessionals, Instructional support staff	September Parent Academy Coordination with CTA	Information delivered at parent academies: 10/12/17, 11/2/17, 1/25/18, 2/15/18, 3/7/18, 3/8/18
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Office Manager	August 2017 and as needed	Ongoing by Connie Krell, office manager and Lucy Sutton, CTA
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Principal/Assistant Principal	Monthly and as needed	As needed
Utilize social media to keep parents and community informed. Funding source: State and Local	Teachers/office staff	Monthly and as needed	Ongoing by Connie Krell, office manager and Lucy Sutton, CTA, PTA Communications Chair
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Administration	Monthly and as needed	PTA Board Meetings: 9/11/17, 10/18/17, 11/16/18, 12/11/18, 1/10/18, 2/12/18, /3/19/18, 4/9/18, 5/11/18, 5/23/18
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	Administration Refer to Bird Center	Monthly and as needed	Information delivered on PTA website, newsletters

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 by grade level and other as needed	Summative Notes: Ongoing lessons with students regarding resilience, flexibility and how to navigate new situation; last guidance lessons with 5 th graders focus on the transition to middle school
<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>	<p>RAMP</p> <p>Kindergarten Information Night</p> <p>Information Fair</p> <p>Parent Academy</p>	<p>Spring/2018</p> <p>8/17/17</p> <p>8/18/17</p> <p>9/19</p> <p>10/12</p> <p>1/25</p> <p>2/15</p> <p>4/5</p>	<p>Information Fair: 8/16/17</p> <p>Parent Academy: 10/12/17, 11/2/17, 1/25/18, 2/15/18, 3/7/18, 3/8/18</p> <p>RAMP: 4/26/18, 5/1/18</p>
<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>	Special Education TL/teachers		Hickey Sped staff go to Isaacs Early Childhood Schools for ARD meetings for incoming special education students
<p>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</p>	NA		Counselor conducts sessions with incoming Kindergarteners at Isaacs Early Childhood School to make them aware of what to expect.

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	Action steps implemented by the Plano ISD Employee Recruitment & Retention Department
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	Action steps implemented by the Plano ISD Employee Recruitment & Retention Department
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	Action steps implemented by the Plano ISD Employee Recruitment & Retention Department
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	Action steps implemented by the Plano ISD Employee Recruitment & Retention Department
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	Standardized hiring practices for screening and interviewing prospective candidates.