



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Hughston Elementary

Principal: Carrie D'Argo

Mission Statement: The mission at Hughston Elementary is to inspire all children to reach their full potential.



Approved by DBIC on November 14, 2016

Verification Page

Planning Timelines

- Analysis of Critical Actions, and STAAR 2015-2016 Gap Analyses: **August 2016**
- Needs analysis, goal setting and strategic planning: **July - September 2016**
- Campus teacher data analysis day: **August - September , 2016**
- SBIC Plan due for DBIC review: **October 12, 2016**

Meeting Dates

- Meeting 1: SBIC approves the improvement plan (by October 7, 2016): **Monday, October 03, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Wednesday, January 25, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Wednesday, May 31, 2017**

2016-2017 Campus Status

Check all that apply

- Title III English 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 (Elementary schools only)
3 (HQ)	Instruction by State Certified Staff	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 \$	i.e. Teacher	
Parental Engagement	Enter funding \$	i.e. Parent programs, RAMP up for Kindergarten Program	
Student and Campus Capacity Building	Enter funding \$	i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities	

SBIC Committee

Committee Member's Name	Role	Year 1st Participated on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Megan Grout	Faculty Member	2016	Present	Present	Present
Devon Ryan	Faculty Member	2016	Present	Present	Present
Lauren Peterson	Faculty Member	2016	Present	Present	Present
Susan Frankovich	Faculty Member	2015	Present	Present	Present
Hannah Walston	Faculty Member	2016	Present	Present	Present
Dana Pope	Faculty Member, Special Education	2016	Present	Present	Present
Carrie D'Argo	Principal	2010	Present	Present	Present
Liz Tycom	District Professional	2015		Present	
Ashala Morris	Campus Professional, Non-teaching	2016	Present	Present	Present
Linda Czechowski	Support Staff Member	2014	Present	Present	Present
Emily Langford	Parent-Selected by PTA	2015	Present	Present	Present
Holly Quartaro	Parent-Selected by Principal	2015	Present		Present
Cindy Johnson	Parent	2015	Present	Present	Present
Katy Brandeland	Parent	2016	Present	Present	Present
Susan Coffman	Parent	2014	Present	Present	Present
Tonia Cunningham	Parent	2015	Present	Present	Present
Deb Bliss	Community Member	2015		Present	Present
Lynda Bryant	Community Member	2015		Present	
Julie George (Salons)	Business Representative	2015		Present	
Dudley Patterson (Dud's Drinks)	Business Representative	2015			Present

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 Level II Satisfactory 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
Highly Qualified 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
Transition of Pre-KN Students: The transition from early childhood to elementary school is supported by the campus and district. (Title I Campuses only)	1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)	Title I only

Improvement Plan Critical Actions

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

- Comprehensive Needs Assessment; (August, 2016)
- Plano Professional Practice Analysis (P³A School Wide and Classroom Level); (September, 2016)
- STAAR/EOC Gap Analysis; (August, 2016)
- 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. All students in grades K-5 will meet or exceed expected growth measures on MAP for both math and reading.
2. Increase STAAR Math Level III, advanced, performance rates for students in grades 3-5.

Critical Action 1

Action: All students in grades K-5 will meet or exceed expected growth measures on MAP for both math and reading.

Project Lead:	Principal, Administrative Intern and Instructional Specialist							
Staff, Title I Staff:	Hughston Staff (Grade Level Teachers and SPED staff)							
Materials and Resources:	District curriculum, lead4ward materials, instructional resources, Edugence,							
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 (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
Analysis- Identify students who did not make expected growth in both reading and math grades k-5. Direct student placements in both LA/Math classes. Identify quintile with the most number of students under 1 SD of growth in both math and reading for targeted intentional instruction for IE 30 minutes daily.	BOY 2016	BOY class list	Formative Notes: BOY data analysis to identifies sub groups and areas of growth work to be addressed Summative Notes: Review MOY and EOY data on student progress with MAP, TPRI, STAAR results
Through analysis of PES scores, identify patterns/areas of instructional weakness in 5 different quintiles in both reading and math. Identify skill gaps with each unit of study by conducting pre-assessments.	BOY2016 MOY 2017 EOY 2017	Spotlight Data Mtgs.	Edugence District PES scores- looked at incoming students and how they performed the previous years Target Scores- created goal sheets for students and held growth mindset conferences at BOY. Mid-year check on growth of each quintile- adjustments made to intervention groups and enrichment groupings.
Comprehension Toolkit implementation in grades 1-5, teaching strategies for comprehending a variety of text.	August 2016 Sept 1, 2016 Sept. 28, 2016 Oct.13, 2016 Nov. 10, 2016 Jan. 12, 2016 Feb. 8, 2016	Lesson Plans Planning notes Spotlight mtgs.	PDH Comprehension Toolkit PDH on the difference between reading skill and strategy Guided Reading training K-2 and 3-5 at Staff Synergy Meetings.
Create Language rich interactive classrooms by implementing 7 steps on all classrooms k-5.	Summer 2016 October 2016	Self-Reflective tool Walkthroughs Lesson Plans TTESS	7 Steps to Language Rich Interactive Classrooms-- pre-assessment of strategies already used in the classroom. Teacher led PDH on best strategies Implementation recorded through lesson plans.

Action Step (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>Peer-Classroom observations of language rich best practices.</p> <p>TTESS- reinforcement and refinement (student engagement, monitoring and adjusting) 7 Steps to Lang. Rich Classrooms-Growth area for campus: Creating structured conversations.</p>
<p>Review data for growth frequently and change instructional groupings often based on evidence of growth on TEKS.</p>	<p>August 2016 Sept 1, 2016 Sept. 28, 2016 Oct.13, 2016 Nov. 10, 2016 Jan. 12, 2016 Feb. 8, 2016</p>	<p>Guided Reading PD K-2, 3-5 Spotlight Mtgs. Synergy Mtgs. CMIT Mtgs. TTESS TPG/SLO</p>	<p>Throughout the year, conduct PDH on guided reading to better understanding the growth and development of reading behaviors. Increase the identification of specific reading behaviors that signal significant growth and flex groupings.</p>

Critical Action 2

Critical Action: Increase STAAR Math Level III, advanced, performance rates for students in grades 3-5.

Project Lead:	Principal, Administrative Intern and Instructional Specialist							
Staff, Title I Staff:	Grade level teachers and SPED staff							
Materials and Resources:	Edugence, lead4ward materials, district curriculum and resources							
Targeted Area:	<input type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 st grade	<input type="checkbox"/> 2 nd grade	<input checked="" type="checkbox"/> 3 rd grade	<input checked="" type="checkbox"/> 4 th grade	<input checked="" type="checkbox"/> 5 th grade	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 2:

Action Step (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
STAAR analysis- Identify TEKS difficult for the district and difficult for the campus. Identify areas of strength and weakness in instructional practices and identify level of competency of students in current grade.	BOY PDH UBD math unit planning – monthly	Spotlight Mtgs. Synergy Mtgs. CMIT Mtgs. TTESS TPG/SLO	Formative Notes: Item analysis reports for STAAR for campus and district. Identifying process standards embedded in questions, identifying distractors in answer choices, review readiness and supporting standards. Identify which standards not tested in prior assessments. Summative Notes: Will analyze end of year results to determine success
Implement in grades 3-5, 4D problem solving strategies for working with multistep word problems.	SEA Training 2016 BOY PDH 2016 Grade level Planning 16-17	TTESS TPG/SLO Lesson plans Classroom visuals Interactive Notebooks	PDH- Teacher training at beginning of the year to introduce strategy to teachers. Horizontal alignment with vocabulary and visuals used with strategy. Introduce concept and strategies at the beginning of the year.
Conduct and utilize unit pre-assessment data to be more intentional with small group instruction and accelerate learning when appropriate.	UBD math unit planning at the beginning of each new unit	UBD Planning- google calendar Planner-Exam viewer, STAAR Release test	Identify mathematical vocabulary needed Plan spiral review of previous taught skills Identify students needing acceleration and intentionally plan and direct teach noted in lesson plans EOY- continue with consistent use of mathematical terms and vocabulary across grade levels
Identify TIER II students for intervention during skill building (IE) time. Invite students to stretch to attend tutoring.	BOY, MOY, EOY tutoring clubs UBD Unit planning BOY PDH Aug. 2016	Tutoring and skill building plans with flexible groupings	BOY PDH- Intervention RTI training Review Resources CogAT scores and (ability and achievement) Edugence and RIT Band training

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. (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. (Required - Form Provided)	Principal Campus Wellness Captain	Campus Wellness Plan	Formative Notes: Planned Health and Fitness Night for Community Summative Notes:
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captains Ben Pirillo Marsha Burger Robyn Heyde	Campus Wellness Plan	
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. (Required)	Principal	Coordinated School Health Curriculum	CSHC implemented daily.
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. (Required)	P.E. Teacher/ Staff	Coordinated School Health Curriculum	B. Board End of Gym Hall Weekly rotation on new Health quotes and reminders
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	Health and Fitness Activity Night for Parents February 23, 2017 District fairs promoted
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	
4 th & 7 th	(NEW ACTION STEP) Ensure all data for 3 rd -8 th	P.E. Teacher	Fitnessgram Student	Fitness gram routinely administered

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	grade students is entered on timely basis, fitness report cards are printed (4th and 7th grade) and sent to parents or linked through myPISD. (Required)		Report	Report card grades inputted each nine weeks. Reports cards shared with parents each nine weeks.
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. (Required - Form Provided)	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Level of activity monitored through the use of technology. Students track heart rate and given performance goals to obtain during the course of the year.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	Data recorded routinely
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. (Required - Form Provided)	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	Curriculum implemented with integrity.
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	At least 30 minutes daily
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	PDH delievered at beginning of year with additional resources shared with teachers. Coach on staff- created online materials
ATTENDANCE: Forms are available on inside.pisd				
K-8	Monitor attendance of students and follow up on prominent and chronic absences. (Required)	Principal	Pinnacle, Attendance Sheet	Attendance Referral Level 1 teacher follow up with parent Level 2 office phone/letter Level 3 I'm Present Class Level 4Truancy Referral

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. (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. (Required)	Principal/Admin Intern/Counselor	Staff feedback/survey	<p>Formative Notes: Created a PBIS team to revise school wide student management program</p> <p>Summative Notes: School wide positive reinforcement incentives implemented with school store and spirit sticks.</p> <p>Expectations for routines and procedures school wide where developed</p> <ul style="list-style-type: none"> • Bathroom routines and procedures • Recess routines and procedures • Walking in the halls procedures • Lunch time routines and procedures
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	Identified ways to have more student accountability in high risk areas. Students created PSA posters for bathroom areas.
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	PDH-Social and Emotional Health Training School Wide "Keep Hughston Kind" –teaching students empathy and recognizing acts of kindness Weekly Parent Ed on Hughston Enews Implementation of Calming Corners- school wide
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	BOY of the year training-review referral process PDH- Difference between minor and major infractions Review emotional regulation techniques
	Review referral process. (Required)	Principal or designee	Campus referral plan	Implemented Office Referral process- 5 questions for students to reflect/complete based on Restorative Discipline practices
Staff	INTERVENTION:			

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	Monthly Kid Talk meeting to discuss student behavior BOY-PDH on expectations and school wide program Teacher and Students worked through SEL curriculum
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	Referral process implemented Continued training for teachers
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	Follow the district designated Code of Conduct

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. (Required)	Principal or designee	Code of Conduct/ Student-Parent Handbook	Campus guiding principles reinforced and noted around the school <ul style="list-style-type: none"> • Take Care of Yourself • Take Care of Each Other • Take Care of This Place
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	Review Master Schedule for Supervision during the school day. Expectations set for students using the restrooms during class time. Students identified as needing more supervision are sent to the clinic to use the restroom during the school day. Teachers monitor breaks with class sign out sheets in grades 3-5.
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	BOY PDH Teachers BOY Parent University training for a parents
All Students	INTERVENTION:			

	Apply classroom interventions: (Required)	All teachers	BOY PDH August 2016 School wide positive behavior supports	
	Employ discipline interventions: (Required)	Designated staff	Student referral process 8/16	SEH Coach/ frequent check ins for high needs students being mentored Visuals and verbal prompts for students needing reinforcements PBS- spirit sticks and stickers for incentives <i>Kindness Chains</i> - recognition of random acts of kindness <i>Hughston Hurrah</i> - Morning announcements with principal recognition each Friday
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Zones of Regulation PBSI CMIT Process	Intervention strategies District curriculum Emotional regulation strategies Cooling off areas implemented in all grades
	Conference with parents/students. (Required)	Teachers or other staff	Referral process as needed	CMIT/Kid Talk/Parent Conference- Team with parents, frequently and consistently, to discuss plans, data and progress towards measurable goals.

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 and Evidence 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 electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds	Grade level teachers Office staff	Postcards went home in July. Parent Portal update of cards complete by 8-18-16 Meet the Teacher 8-19-16	Formative Notes: Full implementation online Summative Notes:
Identify parents without computer/internet access to offer hard copies of school information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds	Office staff	Meet the Teacher families not updated had access to the computer lab to complete the process	School notices went out in accordance with parent preferences for notifications.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	CTA/Office staff	August 2016 October 2016 Bi weekly updates	Grade levels websites updated weekly with the most current information
Communicate information through eNews. Funding source: state & local	CTA	S'More publication every Thursday	Segments in the enews- Calendar of the Week, Hughston News, District News, PTA News, Keep Hughston Kind, Links to website resources
Utilize social media to keep parents and community informed. Funding source: state & local	Instructional specialist and principal	Facebook	Hughston Facebook, PTA Facebooks Remind 101
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	PTA Board meetings	monthly	Principal attended PTA board meetings, general PTA meetings, PTA budget meetings, PTA yearly planning meetings and was an Elementary School Representative on the PTA Council for the district.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: state & local	PTA Executive board and Principal	Over 20 programs planned throughout the year.	Technology Coding night Planetarium student program, <i>Celebrate Me</i> Inclusion awareness parent Ed. Middle School Transition parent Ed. Homework topic 2 nd and 1 st grade level music programs.

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
			Bike Rodeo-bike safety Newcomers Welcome Picnic –kindergarten Health and Fitness Night SEH- Dennis Lee

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 2016 to May 2017	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 2016 to June 2017	
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 2016 to May 2017	
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 2016 to June 2017	
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 2016 to June 2017	