



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Huffman Elementary

Principal: Toni Strickland, M.Ed.

Assistant Principal: Karen Lee

Mission Statement: The mission statement for Plano, ISD, and Huffman Elementary is to provide an excellent education for each student.

Motto:

Soaring to Reach New Heights in Learning...one child at a time!

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): **Tuesday, October 04, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Tuesday, January 24, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Tuesday, May 30, 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	\$180,000	Total Funding for 2 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	\$5,000	Additional Title I 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
Mozella Carroll	Faculty Member	2014	yes	yes	no
Jennifer Uhl	Faculty Member	2014	yes	yes	yes
JoJo Shipp	Faculty Member	2015	yes	yes	yes
Kat Pickle	Faculty Member	2015	yes	yes	no
Brittany Garrett	Faculty Member	2015	yes	yes	yes
Caroline Buckman	Faculty Member, Special Education	2016	yes	yes	no
Toni Strickland	Principal	2013	yes	yes	yes
Delmy Romero-Ewing / Jeanette Aguirre	District Professional	2016	no	yes	no
Karen Lee	Campus Professional, Non-teaching	2016	yes	yes	yes
Debbie Cheng	Support Staff Member	2014	yes	yes	yes
Kim Nguyen	Parent-Selected by PTA	2016	yes	no	no
Melinda Castellon	Parent-Selected by Principal	2016	no	yes	no
Tae Hoon Kim	Parent	2016	no	yes	yes
Kirstie Peterson	Parent	2014	yes	no	no
Sandy Arita Ward	Parent	2014	yes	no	no
Ann Solik	Parent	2016	yes	no	yes
YeunHee Kim	Parent	2016	yes	no	no
Jenna Mayard	Parent	2016	yes	yes	yes
Kimberly Deweese	Community Member	2016	no	no	no
Justine Lowe	Community Member	2016	yes	no	no
Michael Dunn	Business Representative	2016	no	no	no
Wesley Ramirez	Business Representative	2015	yes	no	no

Information regarding the SBIC Committee (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 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;
- Plano Professional Practice Analysis (P³A School Wide and Classroom Level);
- STAAR/EOC Gap Analysis;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

The following are **State Performance Safeguards** that need to be addressed in your CIP (Target was 60% for all subjects and all 10 student groups with 25 tests):

Reading	Math	Writing	Science	Social Studies
SPED-39%, ELLM-59%	SPED-48%	ALL-53%, AA-58%, ED-54%	ALL-52%, AA-32%, ED-51%	

School Wide and/or Targeted Grade Level Critical Actions

1. Supplement classroom interventions with high-yield instructional strategies for students who perform below grade level in reading.
2. Study the format and structure of the written curriculum and be certain that all teachers are acutely aware of the specific academic objectives and vocabulary being taught.
3. Implement high-yield writing strategies across all core content areas to support continuous improvement for students who demonstrate below grade performance level.
4. Implement high-yield science and math strategies to support continuous improvement for students who demonstrate below grade performance level in science and math.
5. To support AVID's mission and vision to provide a comprehensive model of success for all students.

Critical Action 1

Critical Action: Supplement classroom interventions with high-yield instructional strategies for students who perform below grade level in reading.

Project Lead:	Leadership Team, Instructional Specialists, Title I							
Staff, Title I Staff:	All Staff,							
Materials and Resources:	PISD Curriculum, TEKS, ELPS, Edugence, iStation, 7 Steps to Lang. Rich Interactive Classroom, Lead4ward, Marzano, PISD Academic Services/Achievement Specialists							
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 checked="" type="checkbox"/> Other: SPED & ELLM

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
Promote a common understanding of high-yield instructional strategies 1. Work collaboratively with teachers to brainstorm a set of high-yield instructional strategies and techniques to ensure that best practices are implemented in classrooms. (Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local	<ul style="list-style-type: none"> Monthly Meetings with Leadership Teams, Grade Levels and PLCS Weekly Extended Planning Walk through observations Monthly Leadership Team Meetings 	<ul style="list-style-type: none"> Meeting Agendas PWT Data Lesson Plans T-TESS SLO Goals P3A 	<p>Formative:</p> <ul style="list-style-type: none"> Staff accessed the curriculum daily and during their weekly team planning meetings Monthly Curriculum Department supported K-5 staff with UbD reading and math high yield instructional strategies/planning Teams utilized UbD to plan with the end in mind. Planning includes weekly extended planning, analyzing data from formative and summative assessments and peer Walk Throughs <p>Summative: A heightened collaborative awareness of high-yield instructional strategies and planning were achieved.</p>
2. Implement daily Guided Reading and small groups to increase student achievement. (Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local	<ul style="list-style-type: none"> Monthly Meetings with Leadership Teams, Grade Levels, and PLCS Daily Guided Reading • Daily ELD / ELPS Performance Based Activities Daily Tier II and III instruction/intervention 	<ul style="list-style-type: none"> Meeting Agendas PWT Data Lesson Plans 	<ul style="list-style-type: none"> The Guided Reading Team presented PDH through the school year. Instructional Specialists pushed in to the classroom to support students daily, during team planning and analyzed data from multiple sources to implement small group instruction. Title I funds utilized to update the Literacy library to support Guided Reading <p>Summative: Increased support of Instructional Specialists and utilization of Literacy Library effectively supported Guided Reading process.</p>

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
	<ul style="list-style-type: none"> 15-20 Power Walk Throughs a Week 		
<p>3. Utilize Marzano's Nine Categories of Instructional Strategies that affect student achievement for below grade level students.</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	<ul style="list-style-type: none"> Monthly Meetings with Instructional Specialist, Grade Levels and PLCS Daily Guided Reading Daily Tier II and III instruction/intervention s Marzano "Practice of the Week" 15-20 Power Walk Throughs a Week Weekly Extended Planning Walk through observations 	<ul style="list-style-type: none"> Meeting Agendas Monday Memo with Marzano's Best Practice of the Week PWT Data Lesson Plans 	<p>Formative:</p> <ul style="list-style-type: none"> Weekly Monday Memo to staff communicated Marzano's Nine Categories of Instructional Strategies throughout the school year. Marzano's Nine Categories were integrated into weekly lesson plans student activities, stations and assessments. <p>Summative: Heightened awareness and implementation of Marzano's Nine Categories improved below grade level student achievement on formal and informal assessments.</p>
<p>4. Determine how the Instructional Specialist/Leadership Team will ensure all staff members are skilled in identifying and implementing high-yield instructional strategies to improve below grade level students.</p>	<ul style="list-style-type: none"> Weekly Extended Planning with Instructional Specialists Walk through observations • Monthly Meetings with Leadership Teams, Grade Levels and PLCS Daily Tier II and III instruction/intervention s 15-20 Power Walk throughs a Week 	<ul style="list-style-type: none"> Meeting Agendas PWT Data Lesson Plans 	<p>Formative:</p> <ul style="list-style-type: none"> Grade level teams met with the Instructional Specialist to plan, analyze data & implement targeted interventions and for Title I funded extended after school learning students. Walk throughs have been submitted for each teacher. <p>Summative: A heightened awareness of students' needs led to improved data-driven reading instruction and MAP scores.</p>

Critical Action 2

Critical Action: Study the format and structure of the written curriculum and be certain that all teachers are acutely aware of the specific academic objectives being taught.

Project Lead:		Leadership Team, Instructional Specialists, Title I						
Staff, Title I Staff:		All Staff						
Materials and Resources:		PISD Curriculum, TEKS, ELPS, Edugence, & Grade Level Academic Vocabulary, PISD Academic Services/Achievement Specialists						
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 checked="" type="checkbox"/> Other: SPED, ELLM,

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
Establish curricular expectations 1. Establish the explicit expectation with every teacher that teaching the district's written curriculum is non-negotiable. Emphasize importance of teachers' professional training and expertise should be directed toward reflection, diagnosis and intentionality with research-based interventions and academic objectives. (Components 1, 4) Funding source: Title I, SCE, State and Local	<ul style="list-style-type: none"> Monthly Grade Level Meeting with PISD Academic Services in Sept-Nov. Grade Level Planning twice a Week Extended Wednesday Weekly Planning 3:00-4:00 PM Daily ELAR/Science/Math lessons 	<ul style="list-style-type: none"> Meeting Notes SMORE Monday Memo Weekly Lesson Plans PWT's Data, Peer W.T. Data Interactive Word Walls 	Formative: <ul style="list-style-type: none"> Staff in K-5 implemented PISD Curriculum. UbD planning included weekly team meetings, extended team planning once a week, analyzing data from formative and summative assessments with Specialist. Staff works collaboratively with PISD Curriculum Department and Instructional Specialists for professional training and support throughout the year.
2. Ensure that all instruction and instructional activities emanate from the stated learning objectives and curriculum. (Components 1, 4) Funding source: Title I, SCE, State and Local	<ul style="list-style-type: none"> 15-20 Power Walk Throughs a Week Grade Level Monthly Meeting with Instructional Specialists Daily Learning Targets Posted 	<ul style="list-style-type: none"> Lesson Plans Guided Reading Essential Question Anchor Charts PWT Reports 	Summative: Increased awareness and implementation of curriculum, UbD planning with intentional diagnosis/interventions

Critical Action 3

Critical Action: Implement high-yield writing strategies across all core content areas to support continuous improvement for students who demonstrate below grade performance level.

Project Lead:	Leadership Team, Instructional and Title I Specialists							
Staff, Title I Staff:	All Staff							
Materials and Resources:	Write Source, Empowering Writing, iStation Writing, PISD Academic Services/Achievement Specialists							
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 checked="" type="checkbox"/> 4 th grade	<input checked="" type="checkbox"/> 5 th grade	<input checked="" type="checkbox"/> Other: African American, ED Students

Strategies for Accomplishing Critical Action 3:

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
1. Create language rich interactive classrooms to support academic vocabulary and learning standards with high-yield writing curriculum and strategies across all core content areas. (Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local	<ul style="list-style-type: none"> Monthly PD with ESL and Instructional Specialists Minimum of Two Peer W.T. observations per semester by staff Monthly Leadership Meetings 	<ul style="list-style-type: none"> PEER W.T. Data Student Writing Samples Interactive Word Walls 7 Steps to Language Rich Interactive Classroom Strategies and Book Study Student Journals 	<p>Formative:</p> <ul style="list-style-type: none"> ESL Specialist collaborated with grade level teams to analyze student writing samples for effective student groupings/activities. Staff attended Interactive Word Wall PDH PDH included <u>7-Steps to a Language Rich Interactive Classroom</u> book study and Guided Reading workshops. Student writing journals incorporated across all content areas. <p>Summative: Grade level teams reported positive gains in student achievement.</p>
2. Create and implement K-5 vertical alignment of the Six Traits of Writing. Use grade level writing rubrics, scoring process and TEKS to support continuous improvement of writing across all core content areas (Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local	<ul style="list-style-type: none"> Monthly PD with ESL and Instructional Specialists After School Writing Learning Academies January-May for students who demonstrate below grade level performance. 	<ul style="list-style-type: none"> STAAR Narrative/Expository Writing Rubrics Student writing samples in hallways and journals Staff PD notes, emails 	<p>Formative:</p> <ul style="list-style-type: none"> Instructional Specialist collaborated with staff to increase understanding of Writing TEKS, Rubrics and Scoring. Librarian integrated Six Traits of Writing in weekly lessons throughout year. ESL Specialist collaborated with staff to improve ELLs performance. <p>Summative: Increased collaboration to support writing in all content areas in all grade levels.</p>

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>3. Analyze and implement STAAR Writing Rubric. Student led writing conferences with teacher. Students apply ideas learned during conference.</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	<ul style="list-style-type: none"> • Bi-Monthly, student/teacher conferences during LA period • 15-20 Power Walk Throughs a Week • Monthly PD with ESL and Instructional Specialists 	<ul style="list-style-type: none"> • Staff PD notes, emails • Lesson Plans • Student writing samples • iStation Writing Rubrics/Reports 	<p>Formative:</p> <ul style="list-style-type: none"> • ESL Specialist and Instructional Support Team collaborated with grade level teams to conduct student writing conferences for student reflection. • Student writing journals incorporated across all content areas. <p>Summative: Teachers reported improved student confidence and engagement in writing.</p>

Critical Action 4

Critical Action: Implement high-yield science and math strategies to support continuous improvement for students who demonstrate below grade performance level in Science and Math.

Project Lead:	Instructional and Title I Specialists						
Staff, Title I Staff:	All Staff, Fifth Grade Team,						
Materials and Resources:	Learning Commons, 5th Grade Science Lab, Navigating ELPS in Science/Math, TTM, Big Brainz,						
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 checked="" type="checkbox"/> 5 th grade
	<input checked="" type="checkbox"/> Other: AA, ED, SPED						

Strategies for Accomplishing Critical Action 4:

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
1. Work collaboratively with teams to analyze 2015-2016 Science/Math GAP Analysis & STAAR Science/Math Results and 2016 fall MAP RIT scores to implement high-yield curricular, instructional strategies. (Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local	<ul style="list-style-type: none"> • August-September • After School Science/Math Learning Academies/Tutoring January-May 	<ul style="list-style-type: none"> • MAP Data • Science/Math Gap Analysis • District/State Assessments • Math MAP Normative Growth Rosters • AMC/TTM/Dreambox reports, K-2 • Interactive Word Walls 	<p>Formative:</p> <ul style="list-style-type: none"> • Principal and Instructional Support Team collaborated with staff to analyze data from multiple sources to create small groups with high yield hands-on curricular strategies. • K-2 Team collaborated with District Math Department to successfully implement Dreambox in and out of the classroom. • Title I Funds supported extended after school science tutoring for fifth grade students. <p>Summative: Staff reported increased MAP scores in Science from BOY to EOY in fifth grade.</p>
2. Utilize science tools and resources in Learning Commons to reteach STAAR 5th Grade Science Reporting Categories “Concepts of Force Motion” and “Energy, & Earth and Space.” Create science lab in fifth grade extra classroom to support hands on science learning experiences of TEKS and vocabulary. (Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local	<ul style="list-style-type: none"> • Weekly 45 minute Library-Learning Commons Science Rotations 	<ul style="list-style-type: none"> • Learning Commons Science/Math Materials • Student Math Vocabulary Handbook in Grades 3-5 	<p>Formative:</p> <ul style="list-style-type: none"> • Librarian collaborated with principal, Learning Commons PLC and staff to implement science TEKS, vocabulary and resources in the Learning Commons/Library and classrooms in Grades 3-5. <p>Summative: Students more engaged and excited about Science exploration and learning.</p>

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>3. Implement science/math interactive word walls to support science/math vocabulary and ELPS.</p> <p>(Components 1, 2, 8, 9, 10) Funding source: Title I, SCE, State and Local</p>	<ul style="list-style-type: none"> Monthly Meeting with ESL and Title I Specialists 	<ul style="list-style-type: none"> Interactive Science/Math Word Walls Navigating the ELPS in Science/Math Interactive Glossary on Discovery Tech-book ESLS Specialist teach ELP Strategy of the week 	<p>Formative:</p> <ul style="list-style-type: none"> K-5 Staff attended Word Wall PDH to implement interactive science word walls in their classrooms throughout the year. ESL and Title I Specialists collaborated with staff to support science vocabulary, TEKS and ELPS. <p>Summative: Grade level teams reported increased understanding of science vocabulary and student engagement.</p>

Critical Action 5

Critical Action: To support AVID's mission and vision to provide a comprehensive model of success for all students

Project Lead:	AVID Leadership Team						
Staff, Title I Staff:	All Staff						
Materials and Resources:	District curriculum, team planning, State and local AVID staff/resources						
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 5:

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>Ensure AVID Elementary Four Essentials are utilized across all grade levels to ensure that all students are poised for academic success: <u>Instruction, Culture, Leadership, and Systems</u></p> <ul style="list-style-type: none"> Administrators and AVID Teachers met with district AVID staff attended National AVID Conference during the summer. Campus PLC on AVID Parent Information Night in K-5: parents received info on AVID College Week <p>(Components 1, 4) Funding source: Title I, SCE, State and Local</p>	<ul style="list-style-type: none"> Daily AVID lessons Aug 2016-June 2017 	<ul style="list-style-type: none"> District Resources All Staff, AVID Resources/Training 	<p>Formative:</p> <ul style="list-style-type: none"> AVID and college bound mindset were embedded in school culture. Staff wore college T-shirts every Monday to enhance student college awareness. School completed 3 year AVID's certification process in 2016-2017. <p>Summative: An increased awareness of college bound mindset/expectation for all students.</p>
<p>Through a <u>three-stage, systemic approach</u>, support all students in different grade levels, settings, and infrastructures by utilizing components of AVID student success skills, organizational skills, WICOR and L-WICOR lessons.</p> <p>(Components 1, 4) Funding source: Title I, SCE, State and Local</p>	<ul style="list-style-type: none"> Daily AVID lessons Aug 2016-June 2017 	<ul style="list-style-type: none"> District Resources All Staff AVID Resources/Training 	<p>Formative:</p> <p>AVID Norms in place across all grade levels in:</p> <ul style="list-style-type: none"> K-5: SLANT, Heading Norms, AVID Essentials and Four Pillars of Excellence Grades 2-3 Two Column Note Taking Strategies, Summarizations Grades 4-5 AVID Levels of Thinking and Questioning, Two-Three Column Note Taking Strategies and Summarization skills

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 Plan	<ul style="list-style-type: none"> Parents Wesley and Susan Ramirez served as Campus Wellness Captains.
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	<ul style="list-style-type: none"> Parent Wesley Ramirez served as the parent representative of the Wellness Team.
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, AP Health/PE Staff	Coordinated School Health Curriculum	<ul style="list-style-type: none"> Health Curriculum was delivered in Fitness Class.
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	<ul style="list-style-type: none"> Health Fitness bulletin boards were posted in hallways and in gym for student/parent viewing.
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	<ul style="list-style-type: none"> Family events were advertised through email, flyers, Facebook, text messages, and phone messenger.
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	<ul style="list-style-type: none"> Fitness gram assessments completed for all 3rd, 4th, and 5th graders.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
4 th & 7 th	myPISD. (Required)	P.E. Teacher	Fitnessgram Student Report	<ul style="list-style-type: none"> Fitness gram scores entered online.
	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 PE Teacher	Sample daily lesson plans may be provide by P.E./Fitness Teacher	<ul style="list-style-type: none"> PE- 50 mins x 2/week, Fitness - 25 min x 2/week, First 15 minutes of class - continuous movement with "Run & Dynamic" exercises/stretchers and activity.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	<ul style="list-style-type: none"> Pedometers used in PE and Pulse Bars in fitness.
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	<ul style="list-style-type: none"> PE students physically active for the entire class period except for instruction time between warm-up and activity. Developmentally appropriate lessons from district curriculum. Learning objectives posted in gym and health fitness room.
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	<ul style="list-style-type: none"> All students in grades PreK-5 participated in daily unstructured play during recess before or after lunch.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	<ul style="list-style-type: none"> All students in grades PreK-5 participated in brain breaks and short activities throughout the day.
	ATTENDANCE: Forms are available on inside.pisd			
K-8	Monitor attendance of students and follow up on prominent and chronic absences. (Required)	Principal, AP, Attendance Secretary	Pinnacle, Attendance Sheet	<ul style="list-style-type: none"> Principal collaborated with AP, Attendance Clerk and parents to follow up on prominent and chronic absences. School attendance procedures/plans were used to follow up on chronic absences in collaboration with "I Am Present Classes" and Truancy Court.

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/Asst. Principal, Counselors, SETL	Staff feedback/survey	<ul style="list-style-type: none"> Bathrooms and playground areas were identified as high risk areas.
	Monitor high risk areas. (Required)	Counselors, SETL Principal, AP	Staff assignments/schedule	<ul style="list-style-type: none"> Staff posted in common areas, near bathrooms during morning arrival and transitions. SEL teacher, AP and paras were assigned to monitor students during bathroom transitions and recess.
	Follow Campus Rules/Expectations. (Required)	Principal, AP, Counselors, SETL	Code of Conduct, District/Campus Handbooks	<ul style="list-style-type: none"> Campus expectations were discussed daily during live morning announcements. Recess and bathroom expectations were posted/reviewed during daily Morning Circles. District Code of Conduct and procedures were followed.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	<ul style="list-style-type: none"> PISD anti-bully power point presented at beginning of year and available on shared drive.
	Review referral process. (Required)	Principal, AP, Counselors, SETL,	Campus referral plan	<ul style="list-style-type: none"> Staff made aware of process to report bullying concerns through counselors and administration.
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, AP Counselors, Staff, SELT	Momentous Training/Curriculum, RtI Behavior Tiers PBIS Online Training Region X Restorative Practice Training	<ul style="list-style-type: none"> SEL program was implemented by campus SEL teacher and staff. Daily school-wide Morning Class Meetings Live Morning Announcements demonstrate breathing techniques and strategies to help students with self-regulation and improved decision-making Restorative Questions I and II used by staff to facilitate student reflection and pro-active resolution.
	Implement campus referral plan. (Required)	Principal, AP, SETL or designee	Campus Referral Plan	<ul style="list-style-type: none"> SEL teacher collaborated with staff to create a pro-active referral plan for managing student discipline.
	Utilize Discipline Management strategies. (Required)	Principal, AP, SETL or designee	Discipline Management Plan Momentous Curriculum Restorative Practices	<ul style="list-style-type: none"> SEL teacher collaborated with staff to utilize a variety of Momentous and Restorative Practices strategies to support student discipline management. Grade Level Teams submitted Discipline Management "Pride Plans" to AP and SEL teacher for review and collaborative teamwork for improved student management strategies.

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, AP, SETL, Staff or designee	Code of Conduct/ School Wide Norms, Student-Parent Handbook	<ul style="list-style-type: none"> • Campus expectations discussed daily on live morning announcements by News Crew, Principal or SELT. • Daily school-wide Morning Class Meetings • School wide assemblies held each nine weeks to commend/recognize good citizenship in all grade levels. • In collaboration with the Rotary Club good citizen recognition/reward assemblies were held each nine weeks. • 4th and 5th grade "Citizens of the Year" were selected and honored at the Annual Rotary Club Citizenship Banquet at Collin County College. • PISD Code of Conduct followed; supported by Grade Level "Pride Plans" with embedded Momentous/Restorative Practices • Student-Parent Handbook posted in Huffman eNews
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	<ul style="list-style-type: none"> • SEL teacher and staff monitored students during small group station activities at recess.
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All Staff	Referral Plan	<ul style="list-style-type: none"> • Students received information of process to report-bullying through counselors, staff and administrative team.
		Principal, SELT, Counselor, AP	Momentous Curriculum SEL Training Restorative Practices	<ul style="list-style-type: none"> • SEL teacher facilitated "Peaceful Playground" routines and expectations with students in all grade levels. • SEL teacher established small group recess rotations. • SEL teacher established Man-Up program with students in grades 4-5 to serve as school leaders and role models. • SEL teacher modeled Momentous and Restorative strategies in classrooms

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	INTERVENTION:			
	Apply classroom interventions: (Required)	All Staff	Momentous Curriculum SEL Training Restorative Practices	<ul style="list-style-type: none"> • Momentous curriculum strategies included use of calm down box/tools: Hoberman Sphere and other breathing techniques. • Welcoming rituals, daily Morning Meetings and Restorative Circles were utilized by staff and SEL teacher to create a positive classroom culture.
	Employ discipline interventions: (Required)	Principal, AP, SEL, Counselors	Momentous Curriculum CMIT/504/ARD meetings	<ul style="list-style-type: none"> • Individualized student success plans were created to address specific behavioral needs. • All students were instructed on the parts of the brain and their various functions to promote self-management of behavior by counselors. • Learning Lab created to support students with significant behavior concerns.
	Use other intervention strategies as necessary/appropriate. (Required)	SELT, Counselors, Principal, AP	Momentous Curriculum SEL Training Restorative Practices	<ul style="list-style-type: none"> • SEL teacher and Counselors supported staff by providing a variety of intervention strategies, modeling in the classroom, and sending weekly videos and research-based practices.
	Conference with parents/students. (Required)	Teachers or other staff	Code of Conduct/Student/Parent Handbook Parent/Teacher Conferences, CMIT/504/ARD Meetings	<ul style="list-style-type: none"> • As-needed, private conferences were conducted with students to discuss behavioral concerns. • Parents informed of student behavior through phone calls, email, CMIT/504/ARD meetings, and parent conferences.

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	Attendance Secretary Parent Liaison Principal	Beginning July 1 and completed by 8-31, Assist new students during enrollment	<ul style="list-style-type: none"> Parent Liaison collaborated with parents to register students via Parent Portal. Weekly communication sent to all parents in English and Spanish via Huffman eNews, Parent Messenger.
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	CTA Principal, Staff Counselors Parent Liaison	Parent Liaison identifies students as needed. Begin August 2016 and end May 2017	<ul style="list-style-type: none"> Parent Liaison, Counselors and CTA collaborated to identify parents and provided hard copies of school information to students via Weekly Take Home folders. School transitioned to paperless communication via email, texts, social media.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	CTA	August 2016-June 2017, as the need arises	<ul style="list-style-type: none"> CTA effectively maintained school website.
Communicate information through eNews. Funding source: state & local	Principal PTA/Communication Chair	Weekly eNews from principal in English and Spanish & PTA Hawk Talk about important school info, dates, & events, July 2016-June 2017	<ul style="list-style-type: none"> Information reported weekly through Huffman eNews in English and Spanish. PTA sent weekly information to parents.
Utilize social media to keep parents and community informed. Funding source: state & local	Principal, Staff	Huffman Facebook, Twitter, Grade Level Twitter & Smore, Remind 101	<ul style="list-style-type: none"> Parent information posted through Huffman Facebook, Twitter, SMORE eNews, Remind 101.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	Principal PTA President	Principal has Open Door Policy. Meet with PTA President prior to Executive Board Meeting	<ul style="list-style-type: none"> Monthly meetings were held with the school's principal and PTA board. Principal maintained Open Door Policy. Met

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
			with PTA President prior to Executive Board Meeting or as needed.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: state & local	Principal Staff PTA School Community	August 2016-June 2017	Hello Huffman Back to School, Back to School Bash, Fall Family Literacy Festival, Science Family Night, 5 th Grade Celebration, PTA Spelling Bee, Multi-Cultural Night, School-Community Partnerships, Watch D.O.G.S. Book Fairs in spring/fall, PISD Tech Mobile Unit for Eng/Span Classes

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	<ul style="list-style-type: none"> Members of the staff attended two recruitment job fairs.
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	<ul style="list-style-type: none"> Huffman is not a Bilingual School.
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	<ul style="list-style-type: none"> Student teachers from SMU and UTD taught in different grade levels over the course of the school year.
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators. Title I Component 4 and 5 Funding source: State and Local	July 2016 to June 2017	<ul style="list-style-type: none"> Teachers were provided PD hours in Guided Reading, ESL and SEL strategies, technology integration, and RtI process. Teachers collaborated with cross-district colleagues who had similar SLO goals via Google Classroom.
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	<ul style="list-style-type: none"> All staff met highly qualified standards.

Transition***Title I –School-wide Elementary Campuses Only*****Critical Action Step:**

The Transition from early childhood to elementary school is supported by the district and campus.

Project Lead:	Administrative Staff
Staff, Title I Staff:	Pre-K and Kindergarten staff
Materials and Resources:	Frog Street Curriculum, Pre-K Basic Book Allotment

Strategies for Accomplishing Transition Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Pre-K staff work collaboratively with Kindergarten staff throughout the school year.	August through May	<ul style="list-style-type: none"> Pre-K Staff collaborated with Kindergarten staff to meet the needs of incoming students through ARDs and student observations.
Parent orientations are held to explain the kindergarten program to parents.	September and May	<ul style="list-style-type: none"> Kindergarten Parent Information Night was conducted in the fall of 2016. Kindergarten Team Leader, Parent Liaison and ESL Specialists attended Kindergarten Roundup to provide parent information, to explain the RAMP Up Kindergarten Kits and to help enroll parents in Parent Portal.
Transition books are used with students and families to provide pictorial support during transition. Components: 5, 6, 7 and 9 Funding Sources: Title I, State and Local	April-May	<ul style="list-style-type: none"> Visuals were provided to students with special needs to acclimate them to the kindergarten environment
Have preschool teachers provide the future kindergarten teacher with children's portfolios or a written record of their learning during preschool.	May	<ul style="list-style-type: none"> Individual student files are transferred from early childhood schools to the elementary schools.
Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in prekindergarten 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.	May	<ul style="list-style-type: none"> Kindergarten Team Leader and ESL Specialists attended Kindergarten Roundup to provide parent information and to explain the RAMP Up Kindergarten Kits. Incoming kindergarten students were provided a RAMP Up Kindergarten Kit to work on during the summer. Parent Liaison collaborated with Kinder Team Leader to provide translation of parent information for non-English Speaking Families.
NEW - Arrange for new preschool teachers to visit each Kindergarten classrooms.	May	<ul style="list-style-type: none"> The Kindergarten staff warmly welcomes preschool teacher observations at any time.