

Plano ISD

School Improvement Plan: 2016-2017

School Based Improvement Committee

Haun Elementary

Principal: Jayne Smith

Assistant Principal: Sara Meyer

Mission Statement: To provide a nurturing, safe community in which children experience the challenge and joy of learning and the sense of belonging as they prepare for the opportunities of tomorrow.



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, September 20, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Monday, January 23, 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	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
Candi Rains	Faculty Member	2015	X	X	
Molly Davis	Faculty Member	2015	X	X	X
Abby Cramer	Faculty Member	2015	X	X	
Maggie Lopez	Faculty Member	2015	X	X	X
Hayley Pyle	Faculty Member	2015	X	X	X
Andrea Rich	Faculty Member, Special Education	2016	X	X	X
Jayne Smith	Principal	2006	X	X	
Vanessa Skinner	District Professional	2016	X	X	
Sara Daigrepoint	Campus Professional, Non-teaching	2016	X	X	X
Marjorie Edge	Support Staff Member	1997	X	X	X
Kelly Leverett	Parent-Selected by PTA	2016	X	X	X
Allison Perez	Parent-Selected by Principal	2015		X	X
Tabitha Pandexter	Parent	2015	X		X
Sridhar Veera Bomma	Parent	2015	X		X
Farrah Bakhshi-Dolay	Parent	2015	X	X	
Dori Berg	Parent	2015	X		
Cindy Savant	Community Member	2016	X	X	
Patricia Hempstead	Community Member	2016			
Kevin Smith	Business Representative	2015			
Mary Smith	Business Representative	2016			

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*)

School Wide and/or Targeted Grade Level Critical Actions
1. Model and promote substantive collaboration to foster a learning community.
2. Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum.

Critical Action 1

Action: Model and promote substantive collaboration to foster a learning community.

Project Lead:	Jayne Smith							
Staff, Title I Staff:	Classroom teachers, counselor, administrators							
Materials and Resources:	Random Pairing Cards							
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:

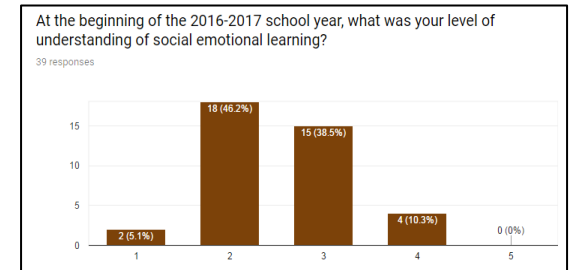
Strategies for Accomplishing Critical Action 1:

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
Collaborate as a staff to develop and implement strategies to create positive classroom communities and encourage collaboration and refine communication among students.	Weekly Team Meetings, Monthly Team Leader Meetings, Staff Meetings per six weeks	Social Emotional Learning Vertical Team	<p><u>Formative:</u></p> <p>11/2/16 - 5th Grade = 7 Habits of Successful Student and AVID strategies = big part of SEL, and focus on it during R-time and Study Hall& Students now pointing it out to teachers when they see these skills happening</p> <p>11/2/16 - 4th Grade = 7 Habits of Successful Students, students are modeling them more and more...working a lot on personal responsibility, worked after last PBLto reflect on this—2nd grade implementing morning meetings daily.</p> <p>1/2/17 - Marjorie Edge lead SEL session at Like Campus Learning Opportunity</p> <p>1/13/17 - PTA funded flexible seating options and calm-down bucket items off of Teacher’s Wish Lists</p> <p>1/23 - 5th = binder checks, goal setting & reflection are currently being focused on; 4th = soft skills/21st century skills focus, PBL and pre-teaching of behaviors when working with others is helping, and flexible seating</p>

encourages more interactions with others
 3/15/2017 - SEL Presentation from SEL PLC summarizing work, School-wide implementation of SEL learning targets and community circles in classrooms
 4/2017 - Communication out to parents about SEL learning targets and focus on social emotional learning
 4/.10/17 & 5/1/17 - Future’s Team Meetings - reflecting on and planning for direction of school in regards to classroom communities and collaboration.

Summative:

We will continue with 7 Habits, AVID, and classroom communities next year. We will implement more studies on CASEL/SEL to refine social emotional learning for staff and students, and improve communication with our parents. A survey was conducted with staff based on level of understanding of SEL and the results are as follows based on a 1-5 (high) scale:



			<p>At this point in the 2016-2017 school year, what is your level of understanding of social emotional learning?</p> <p>39 responses</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>0%</td> </tr> <tr> <td>2</td> <td>0</td> <td>0%</td> </tr> <tr> <td>3</td> <td>4</td> <td>10.3%</td> </tr> <tr> <td>4</td> <td>29</td> <td>74.4%</td> </tr> <tr> <td>5</td> <td>6</td> <td>15.4%</td> </tr> </tbody> </table>	Level	Count	Percentage	1	0	0%	2	0	0%	3	4	10.3%	4	29	74.4%	5	6	15.4%
Level	Count	Percentage																			
1	0	0%																			
2	0	0%																			
3	4	10.3%																			
4	29	74.4%																			
5	6	15.4%																			
<p>Use several Random Pairing techniques to ensure the children get an opportunity to work with others.</p>	<p>Weekly within the classrooms</p>	<p>Random Pairing Cards Sent Out</p>	<p><u>Formative:</u> 11/2/16 - Kinder does pulling popsicle sticks with students names on them, 4th grade does partners based on location at table groups 1/23 - Staff is completing a book study on 7 Steps and Step 3 focuses on randomizing and rotating Spring 2017 - Peer Observation Form has section identifying 7 Steps (3rd = Random Pairing) and teachers "looking" for implementation <u>Summative:</u> Random pairing techniques have been utilized across the school and the students are more open and flexible with their grouping assignments.</p>																		
<p>Actively building community in the classroom by teaching and modeling to the children proper interaction and group expectation during the school workday. Model and facilitate student reflection on individual and group work.</p>	<p>Weekly within the classrooms</p>	<p>R TIME Momentous Institute ideas</p>	<p><u>Formative:</u> 11/2/16 - SEL committee suggested doing an SEL goal along with academic goal - 2nd grade doing this starting next week 11/2/16 - 2nd Grade = meeting 3 times during a day to do a check in time - helping with behaviors; right before specials, right after specials, right before dismissal & seeing dividends with this just in a two week timeframe - currently focusing on empathy and kindness 11/2/16 = 1st Grade = doing check-ins with emoji monitoring...can also do with a finger numbering system, also working on showing affect and knowing how things affect people 11/2/16 = SEL committee working to have common language and common strategies and format & counselor willing to come out and meet with teams as well 11/16 = "Mindfulness Presentation" to SEL committee, shared back with teammates</p>																		

			<p>1/2/17 = Marjorie Edge led SEL session at Like Campus Learning Opportunity 1/23 = 4th & 5th using sentence stem to reflect on group work "You did good because..." 1/23 = Mindfulness is a subtopic of study for the SEL vertical team 1/23 = Instructional specialist recommends teachers to resend our "How to ask your kids about their day" handout to parents 1/23 = 2nd grade utilizing more community circles and sentence stems in them to model proper interactions 3/15/17 = PDH planned for SEL focus with staff members - revisiting and reflecting on practices April & May 2017 = weekly morning announcements teaching interaction techniques and mindfulness techniques <u>Summative:</u> R-time and community class meetings have been held throughout the building. The benefits we have seen from the requirement building wide in holding them a minimum of two times a week have led to the continuation of them next year five days a week.</p>
<p>Brainstorm more opportunities for students to utilize group interactions to construct interactive bulletin boards.</p>	<p>Weekly Team Meetings, Monthly Team Leader Meetings</p>	<p>Team Leader Agenda, Team Meeting Notes</p>	<p><u>Formative:</u> 9/28 = 5th Grade interactive word wall features on school's Twitter page 10/25 = Five teachers attended district word wall training and then passed on information to their teams 1/23 = 5th grade currently has interactive bulletin boards for Rube Goldberg machine, space, and matter, 4th grade utilizing them in science and language arts (adjectives), Special Education uses them for social skills 2/22/17 = Interactive bulletin boards training revisited - video and article reviewed April 2017 - Interactive bulletin board completed and utilized by P.E. department on levels of "healthy" foods April 2017 = Kindergarten incorporated interactive bulletin boards into science - Ex: safe homes <u>Summative:</u> A significant increase in the use of interactive bulletin boards has taken place and the use will continue next year. This has specifically benefitted our ESL students,</p>

			<p>but also all of the students. Results in children surveys conducted by the counselor have stated that the visual displays have benefitted their memory of prior learning.</p>
<p>Arrange meetings with teachers across grades and subjects to discuss students' level of preparation for each grade and subject.</p>	<p>Monthly Vertical Team and Up/Down Meetings</p>	<p>Up/Down Meetings, Vertical Team Meetings</p>	<p><u>Formative:</u> 11/2/16 - Up/Down meetings - yes, were productive and a good use of time on 10/26/16; Looking to have more focus on the math fluency facts, need to have a fine balance of the true understanding of concepts as well as the fact fluency, math VT is coming up with a solution at their Nov. meeting 1/18 = Up/Down Meeting took place with focus on positive behavior supports and classroom management techniques 1/23 = Kindergarten shared at up/down meeting math website of math skills fluency for all grades to use - addition, subtraction, multiplication, and division; also shared ideas for differentiation - math and L.A, as well as rotate students to different teacher for science instruction 4/12 - Up/Down Meeting took place with focus on accountability and "what's needed" for smooth transitions 5/10 - Up/Down Meeting took place with focus on transition and end of year needs <u>Summative:</u> Through peer observations, end-of-year survey results from our principal, and teacher comments, the benefits and take-aways that teachers have noted have been powerful and impactful. The up/down meetings will continue next year.</p>

Critical Action 2

Critical Action: Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum.

Project Lead:	Jayne Smith							
Staff, Title I Staff:	Classroom teachers, support teachers, administrators							
Materials and Resources:	District representative in Assessment Dept, computer programs							
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 (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
Use our Intervention/Enrichment time to teach students with early mastery of the curriculum deeper understandings and preload content for students who perform below level, then apply that new learning during station time.	Daily per classroom	Edugence data, math & reading resources indicated on lesson plans	<p><u>Formative:</u> September 2016 = 3rd Grade pulls high math class November 2016 = 2nd Grade pulls high math classes and Kindergarten does as well 1/10 = Tutoring started across grade levels 1/23 = Kindergarten broken into skill groups to preload information and content 1/23 = 1st grade working with Kindergarten to implement their format of skill groups for following year 2/1 = Team Leader meeting shared ideas of how to target individual skills and how to best group the students to target needs 5/17- Reflections for the year focused on IE time, how it was utilized this year and ways to improve.</p> <p><u>Summative:</u> The teams that have implemented I/E time with fidelity have typically shown better academic results through frontloading and tutoring. All teams are discussing ways to better implement I/E time to gain the greatest results.</p>
Utilize available personnel (Plano West helpers, support teachers (Special Education, PACE, Instructional Specialist) to increase small group/one-on-one time to target specific levels.	Weekly per classroom	Specialists meeting with teams, Plano West helpers sign-in sheets	<p><u>Formative:</u> 11/2/16 - 2nd Grade = Pulling two top math groups - going well - using Descartes statements to drive teacher table instruction, and Jennifer McCarty is</p>

			<p>including them in Continental Math this year and helping to push them as well 11/2/16 - 3rd Grade = involved in Continental Math as well, and for top math grade are doing well on 2nd & 3rd so that is more independent, but doing targeted instruction with the 4th & 5th grade questions (different edition that Jennifer had) 1/20 = Mrs. Toni working with Candi Rains to increase reading time with struggling readers 2/13 = 5th grade intervention tutoring groups added with support from non-classroom teacher staff working with them on reading skills 30 minutes a day April & May 2017 - Encouraged 4th and 5th grade students to help model and encourage Kindergarten, 1st, and 2nd grade students with basic math facts and reading fluency <u>Summative:</u> Any time you can break students in to smaller learning groups it benefits the children with more targeted instruction. This strategy will continue for next year.</p>
<p>Provide additional computer time (Think Through Math, Big Brainz, Google Classroom, iStation) for students to develop, reinforce, and enrich their performance in reading, writing, and math.</p>	<p>Daily per classroom</p>	<p>Computer Program Reports</p>	<p><u>Formative:</u> 11/2/16 - 5th Grade = assigned lowest reading kids to come to homework club to do their iStation (Tues-Thurs) 11/2/16 - 4th Grade = iStation training last week was very helpful last week - helped reiterate that need that full time for their beginning of month assessments 11/2/16 - 4th Grade = TTM is being pushed hard with the Math Rocks students to keep them challenged 1/23 = Discussed how students in 5th grade come in early to classrooms for extra time to get help with homework, complete computer programs, make up work 2/1 = Discussed as team leaders if any additional training is needed for the computer programs available March 2017 - Prodigy computer program utilized by Kindergarten through 3rd grade students for math skills</p>

			<p>Programs were shared with parents throughout the year to utilize at home for additional practice. Teachers monitored the results.</p> <p><u>Summative:</u></p> <p>All teams utilize computer programs that adjust to the students learning rates. Teachers monitor the student's progress as well. Additionally, supplying at-home access and directions to the parents has been a focus of the teams and proved beneficial.</p>
Attend Edugence training with Jennifer Ruth to equip teachers to analyze student performance data in order to plan for appropriate instruction needs at various levels of learning.	September 9, 2016	Edugence training by Jennifer Ruth during planning	<p><u>Formative:</u></p> <p>11/2/16 - Edugence training = completed and was successful! Loved the hands on format. Jennifer Ruth is coming to talk about questioning strategies on 11/9 to help to apply info are learning about students from Edugence</p> <p>1/2/17 = Jennifer Ruth presented on Edugence at Like Campus Learning Opportunity</p> <p><u>Summative:</u></p> <p>Teams have utilized the knowledge they have learned about Edugence to help study data this year. The knowledge acquired was well received, and it is planned to further differentiate the study by additional training in team meetings with Jennifer Ruth next year.</p>
Provide opportunities for teachers to observe peer instruction and meet following any peer observation to reflect on the instructional strategies that were used and observed.	January 2017- May 2017 , one per six week internal	Peer Observation Feedback Form, Staff Meeting	<p><u>Formative:</u></p> <p>11/2 = Peer Observation Form rolled out to team leaders. Areas included as a focus on form were ESL strategies, questioning techniques, engagement level, and reflections.</p> <p>12/7 = Team Leaders completed on peer observation and discussion session</p> <p>1/11 = Team Leaders approved peer observation form, and organized role out of two observations per staff member during spring semester</p> <p>1/20 = Staff members informed of first observation partner</p> <p>3/1 = Review peer observation forms and how first round is going with team leaders</p> <p>4/6 = 2nd round of peer observation pairings released, encouragement of use of Swivl robot for reflection as well</p>

			<p>5/23 = 2nd round of peer observation forms due and all staff assigned completed them</p> <p><u>Summative:</u></p> <p>The majority of the staff per observation forms reflected collaboration between the two members. During TTESS post-conferences, several teachers shared the positive impact their time spent with peer observations provided for their growth.</p>
<p>Structure specific instruction opportunities for the prerequisite skills in tutorial sessions that precede the new unit of study. Have students from across classrooms who need the instruction take part in the tutorials.</p>	<p>Oct 2016-May 2017, weekly through tutorials</p>	<p>Team meetings, curriculum planner</p>	<p><u>Formative:</u></p> <p>1/10 = Tutoring started across grade levels 2/1 = Discussed at team leader how can incorporate computer programs to preteach info (frontload) during tutorial sessions or at home Spring 2017 - Kinder-4th grade based tutoring off of invitation and specific skills; 5th grade hosted three days a week of Homework Club before school for students that felt needed help, as well as intervention within the day for struggling students in targeted areas.</p> <p><u>Summative:</u></p> <p>The teachers utilized data to find students growth areas, and then based their tutoring sessions on the respective areas of need.</p>

Health, Fitness and Attendance

Critical Action:

The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH, FITNESS and ATTENDANCE of their students. (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	Ann Campbell served as the Campus Wellness Team Captain. Four meetings were held on 9/26/16, 12/5/16, 2/27/17, and 4/24/17. Two measurable goals were set that include 1) Students will improve their overall healthy habits, and 2) Students will participate in grade level events/lessons concerning wellness, safety and nutrition. The Haun Elementary Campus Wellness Plan documents that progress toward goal completion.
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	Beth McLean, Angel Schodts, and Angel Ribo served as parents on the Campus 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	Coordinated School Health Curriculum	Throughout the year, these topics are presented, incorporated and discussed with all students.
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	Pictures are available upon request for these bulletin boards. Interactive Bulletin Board made about healthy food choices during Spring 2017.
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	Haun Hustle Fun Run was held October 20, 2016. Publicity was provided via marquee, newsletter and grade level newsletters.
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	All 3-5 graders were tested for fitnessgram with some exemptions (move ins/move outs/physical exemptions). Fourth grade results will be printed and sent home in June.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
4 th & 7 th	(NEW ACTION STEP) Ensure all data for 3 rd -8 th 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)	P.E. Teacher	Fitnessgram Student Report	Both Coaches have entered scores prior to May 12, 2017. Current fitnessgram computer program provides parents to see results 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. (Required - Form Provided)	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Our schedule provides for each student to meet the state requirements for minutes of PE per week.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	Due to larger numbers of students attending Haun, pedometers were not used this year. However, on a frequent basis, students were asked to calculate own heart rate. Amount of sweat was a good indicator of MVPA
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	Sharing equipment within the district always us to sequential teach skills to our students.
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	Master schedule for Haun includes daily unstructured play during recess. This also serves as a lunch break for staff. Unstructured play during recess happened routinely.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day. (Required)	Principal	Resources available upon request	Technology has aided in the implementation of more brain breaks.
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	-9/5/16 - Started weekly monitoring of absences and tardies -Beginning of November, December, January, & February - team competition/data for on time reporting for attendance completed by teachers in Pinnacle -1/30/17, 4/27/17 - truancy court appearances for students filed on

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				-CMIT meetings held with parents in regards to number of absences and it effecting promotion to next grade - January, March, April - follow up communication based on improvement made during last week of school

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	Staff feedback/ survey	Student survey showed cafeteria, gym and playground high risk areas. Recess, lunch, and morning in main hallways.
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/ schedule	staff monitoring in hallways daily
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	expectations reviewed during morning announcements, guidance, and in classrooms
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	August 2016 staff training
	Review referral process. (Required)	Principal or designee	Campus referral plan	August 2016 staff training
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	Behavior consultation during CMIT and 504 meetings, Additional SEL training during PDH (January and March) Staff PLC on SEL strategies SEL target posted with academic target daily SEL techniques modeled on announcements
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	Administration team as needed
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	Completed throughout 2016-17 Cool down kits provided to each area and training provided on announcements

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	Displayed in all classrooms and practiced each day as needed
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	Additional staff on duty in main hallways and on the playground
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	completed in Aug. 2016 and reviewed in Jan. 2017 additionally, completed during guidance curriculum
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions: (Required)	All teachers	Haun Staff CMIT team	Completed 2016-17 Classroom community meetings implemented weekly Cool down areas/kits made available Buddy Bench installed
	Employ discipline interventions: (Required)	Designated staff	Haun Staff SPED support team CMIT	Completed 2016-17
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	CMIT KidTalk	Completed 2016-17
	Conference with parents/students. (Required)	Teachers or other staff	Classroom Teachers Administration team	Completed 2016-17
	Students participate in minimum of three guidance lessons on bully prevention and conflict resolution each year.	Counselor	District counseling curriculum	Completed 2016-17
	RTime social skills training used in all classrooms weekly to proactively prevent bullying.	Counselor	RTime binder, training by counselor	Completed 2016-17

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	Weekly team emails to parents/enews	September/Oct. 2016 January 2017/March 2017	Formative Notes: Directions were sent to parents on how to access Parent Portal. Grade levels communicated via email, SMORE, twitter, webpage, phonemaster and enews Summative Notes: Parents were well-informed about school events and academic information per all our connections.
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	District technology team in connection with Haun CTA	Aug. 2016-June 2017 documentation of computers given to families as needed	Staff notified administration of any student computer needs.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	Staff news, articles and photographs CTA posting	Aug. 2016-June 2017 monthly updates	The website was updated at the beginning of the year with new staff pictures and information. The website was updated each month by our CTA to include events and happenings at Haun.
Communicate information through eNews. Funding source: state & local	Office Manager	Aug. 2016-June 2017 weekly enews	Communicated through enews, Phonemaster, Husky Bark, grade level newsletters and Twitter throughout the year.
Utilize social media to keep parents and community informed. Funding source: state & local	FACEBOOK/Twitter accounts Haun Webpage Administration/CTA	Aug. 2016-June 2017 media published	Communicated through enews, Phonemaster, Husky Bark, grade level newsletters and Twitter throughout the year.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	PTA president and representatives with administration team monthly	Aug. 2016-June 2017 monthly--minutes from meeting	Principal and PTA president or PTA member met with principal monthly.

Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: state & local	Counselor and PTA representatives plan for the year presentations	Aug. 2016-June 2017 Plan for presenters	Counselor and principal collaborated with PTA to provide six parenting sessions for the community.
--	---	--	--

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	Haun supported several student teachers this year.
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	District and building PDH provided staff development throughout the year.
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	