



Plano ISD

Campus Improvement Plan: 2017-2018

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.**

## Planning Timelines and Meeting Dates

- Needs analysis (STAAR GAP Analysis), goal setting, analysis of Critical Actions and strategic planning: **July - September 2017**
- Campus teacher data analysis day: **August - September 2017**
- SBIC Plan due for DBIC review: **October 6, 2017**
- Meeting 1: SBIC approves the improvement plan (by October 4, 2017): **Monday, October 02, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Wednesday, January 31, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Thursday, May 31, 2018**

## 2017-2018 Campus Status Check all that apply

 Title III English Language Learner Campus

 Non-Title I Campus

 Title I School-wide Campus

## Title I Information

Title I Components			
<b>1 (CNA)</b>	Comprehensive Needs Assessment	<b>6 (PI)</b>	Strategies to Increase Parental Involvement
<b>2 (RS)</b>	Reform Strategies	<b>7 (Tran)</b>	Transition
<b>3 (HQ)</b>	Instruction by State Certified Teachers	<b>8 (A)</b>	Teacher Decision-Making Regarding Assessments
<b>4 (PD)</b>	High-Quality Professional Development	<b>9 (M)</b>	Effective and Timely Assistance to Students
<b>5 (R/R)</b>	Strategies to Attract State Certified Teachers	<b>10 (Coord)</b>	Coordination and Integration
Program Funding			
<b>Staffing</b>	\$ 0	Total Funding for # Title I Support Teachers	
<b>Parental Engagement</b>	\$ \$0	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
<b>Student and Campus Capacity Building</b>	\$ \$0	Additional Title I Funding (i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities)	

## TEA Strategic Priorities

Every child, prepared for success in college, a career or the military.			
<b>Goal 1</b>	<b>Recruit, support,</b> and <b>retain</b> Teachers and Principals	<b>Goal 3</b>	Connect high school to <b>career</b> and <b>college</b>
<b>Goal 2</b>	Build a <b>foundation</b> of <b>reading</b> and <b>mathematics</b>	<b>Goal 4</b>	<b>Improve</b> low-performing schools

Information regarding the TEA Strategic Plan may be accessed here: [http://tea.texas.gov/About TEA/Welcome and Overview/TEA Strategic Plan/](http://tea.texas.gov/About%20TEA/Welcome%20and%20Overview/TEA%20Strategic%20Plan/)

**SBIC Committee**

**X=Present at Meeting**

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Megan Whelan	Faculty Member	2016	X	X	X
Devon Ryan	Faculty Member	2016	X	X	X
Rachel Alexander	Faculty Member	2017	X	X	X
Emily Huechteman	Faculty Member	2017	X	X	X
Hannah Walston	Faculty Member	2016	X	X	X
Dana Pope	Faculty Member, Special Ed	2016	X	X	X
Carrie D'Argo	Principal	2010	X	X	X
Liz Tycom	District Professional	2015			
Corinne Dias	Campus Professional, Non-teaching	2017	X	X	
Pam Hart	Support Staff Member	2017	X	X	X
Tara Norkett	Parent-Selected by PTA	2015	X	X	
Holli Scelsi	Parent-Selected by Principal	2015	X	X	
Natalie Thrash	Parent	2017	X		
Todd Shearer	Parent	2017			
Shanna Shilliday	Parent	2017			
Kendra Pike	Parent	2017			
Bruce Brandeland	Community Member	2017	X	X	
Kathleen Brandeland	Community Member	2017	X	X	
Jason McNeely (Country burger)	Business Representative	2017			
Dr. Parisa Foroutan (1 <sup>st</sup> eye care)	Business Representative	2017			
	Ad Hoc Member <sup>Optional</sup>				

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

## District-Wide Goals

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

District-Wide Goals	Title I Components	Applicable Student Groups
<b>Health, Fitness and Attendance:</b> 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
<b>Violence Prevention and Bullying</b>	10 (Coordination and Integration)	All
<b>Parental Involvement:</b> 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
<b>Transition:</b> The campus will assist students in making a successful transition between: early childhood to elementary; elementary to middle school; middle school to high school; and high school/sr. high school to college, the workplace or the military.	1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)	All
<b>State Certified Teachers and Highly Qualified Paraprofessional Staff:</b> The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.	1 (Comprehensive Needs Assessment) 3 (Instruction by State Certified Staff) 4 (High-Quality Professional Development) 5 (Strategies to Attract State Certified Teachers) 10 (Coordination and Integration)	All

## Summary of Critical Actions

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

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P<sup>3</sup>A School Wide and Classroom Level diagnostic);
- STAAR/EOC GAP Analyses;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

<b>School Wide and/or Targeted Grade Level Critical Actions</b>
1. Provide proven interventions to assist each student in mastering grade-level learning objectives.
2. Collaborate in teams focused on curriculum, instruction, and assessment.
3.
4.
<p><b>Critical Actions to Address Missed State Safeguards:</b></p> <ul style="list-style-type: none"> <li>• Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P<sup>3</sup>A Best Practice #17)</li> <li>• Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P<sup>3</sup>A Best Practice #13)</li> <li>• Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P<sup>3</sup>A Best Practice #14)</li> </ul>

**Critical Action 1 - Provide proven interventions to assist each student in mastering grade-level learning objectives.**

**Critical Action:**

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

**Strategies for Accomplishing Critical Action 1:**

Action Step <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
Build support structures, in the classroom so students are highly engaged in classwork- Resources such as skill builders / technology resources etc. <ol style="list-style-type: none"> <li>1. Self-Contained classes K-4<sup>th</sup>- limit number of transitions</li> <li>2. Dedicated 30 minute skill builders daily RTI/Enrichment</li> <li>3. 20 minute Morning Meeting Daily building community</li> <li>4. Tier 2 and Tier 3 supports inclusion when possible</li> <li>5. After school tutoring in grades 3-5 focus on engaging student driven choice activities centered on the foundations of reading, writing, mathematics and science.</li> <li>6. Technology integration-website resources for parents and students</li> </ol>	Master Schedule revised 8/1/17  <b>Monthly Team Meetings</b> 9/14/17 Team Meeting 10/19/17 Spotlight Data Day 11/30/17 Spotlight student Kid Talk 1/11/18 Spotlight student Kid talk 4/5/18 Spotlight Kid talk	Students work  Edugence Data  Grade level websites-Parent resources page  After school tutoring plans  Morning Meeting Topics  Restorative Practices  Tribes Lessons  SEL Learning Targets	<b>Formative Notes Grade Level Feedback:</b> Kdgn.-use Dreambox, tumble books, writer’s workshop as a guide for engagement with students. 1 <sup>ST</sup> differentiated centers with more small group instruction, skill builders based on gap areas to fill, flexible and fluid groupings 2 <sup>nd</sup> -flexible seating, brain boosts, enrichment activities. 3 <sup>rd</sup> - use pre and post test data for instructional groupings that are flexible. RTI bands also used for groupings. 4 <sup>th</sup> - design a variety of assignments for approaching and enrichment activities 5 grade- provide direct instruction for all student groupings based on data from formative assessments.  <b>Summative Notes:</b> Increase in MAP scores for all students K-5 May 25, 2018-TL Retreat reflection on practices that supported student engagement throughout the year 3 <sup>rd</sup> and 5 <sup>th</sup> grade incorporated Chromebooks
Identified lowest performing students groups and intentionally planned resources to develop more enriched learning with a system for monitoring progress.	9/14/17 Team Meeting Agenda	Spotlight Meeting agendas Edugence data	<b>Formative Notes:</b> 10/19/17- grade level discussion of SPED students and intentional learning for non IEP goals. Goal setting and

<b>Action Step</b> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
	10/19/17 Spotlight Data Day 11/30/17 Spotlight student Kid Talk  1/11/18 Spotlight student Kid talk  2/1/18 Tier II review  2/19/18 PDH  4/5/18 Spotlight Kid talk	PDH Agenda for RTI/Interventions SPED Teaming Meeting minutes  Spotlight Agendas  PDH Agenda	education documentation of instruction and growth progress monitoring. Kdgn.-Teams meet monthly to discuss changes in math skill building groups. 1 <sup>st</sup> - TPRI intervention activities/FCRR 2 <sup>nd</sup> MAP/TPRI/IRI/AMC/ Teacher observations- accelerate learning as quick as possible 3 <sup>rd</sup> –Increase use of IRI to determine reading behaviors 4 <sup>th</sup> support SPED skill building at teacher table 5 <sup>th</sup> - review midyear data and purposefully plan instruction for gap filling direct instruction  <b>Summative Notes:</b> Routine intentional conversations about targeted student progress. On the spot-teacher training provided through year to address concerns Tremendous growth of SPED students in general education setting.
Review data for growth and identify student groups lacking growth below 1SD on MAP Quintiles. Structure instructional groups for maximum outcomes using MAP strands for acceleration. Provide more direct instruction for high ability/lower performing students.	9/14/17 Team Meeting Agenda 10/19/17- Spotlight Data Day 11/30/17- Spotlight student Kid Talk  1/11/18 Spotlight student Kid talk  2/1/18 Tier II review  2/19/18 PDH	Edugence Reports  CMIT/504/Sped accommodations  Movement of Grouping Rosters         BOY/MOY/EOY	<b>Formative Notes:</b> Data analysis teacher training to identify appropriate standards to address to help the lowest performing students in both reading and math.  Discussed accommodations for students to access the curriculum  Began math RTI with RIT Band- Numbers and Operations for all students  <b>Self-contained classes first time this year-</b> continued to group students with like lowest strands to close the gap across the entire grade level.  <b>Summative Notes:</b>

<p><b>Action Step</b></p> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	<p><b>Implementation Timeline per Action Step</b></p>	<p><b>Implementation Evidence per Action Step</b></p>	<p><b>Formative &amp; Summative Notes per Action Step</b></p>
	<p>4/5/18 Spotlight Kid talk</p>	<p>MAP Scores Number of student reaching TARGET scores</p>	<p>Tremendous growth in reading as measured by IRI and TPRI. Decreased the number of students requiring TIER II reading interventions. Decrease in the number of students receiving TIER II intervention is math as measured by MAP.</p>
<p>Develop and execute specific and targeted plan for instructional professional development in the area of writing.</p>	<p>Staff Synergy Meetings 7.5 hrs/total September 27<sup>th</sup>, November 8<sup>th</sup>, January, 17<sup>th</sup>, March 28<sup>th</sup> and May 2nd  January 3, 2018</p>	<p>K-2 PDH Plan for the Year 3-5 PDH Plan for the year Review the writing standards alignment k-5  Like Campus Meeting Agenda</p>	<p><b>Formative Notes:</b> Instructional Specialist, district curriculum specialist- Margaret Dyer and principal collaborated to determine writing teacher training for the staff. Instructional Specialist is a Region X State Trainer for reading and writing academies and brought the Best practices to the 3<sup>rd</sup>-5<sup>th</sup> staff. Teachers attended webinars, summer writing training, writer’s workshop training, Empowering writers training.  Teachers met with counterparts from 5 different schools to collaborate and discussed writing implementation.  <b>Summative Notes:</b> Rigor in writing instruction increased, writing across the curriculum. More intentional writing instruction observed throughout the school. Waiting on STAAR writing scores to show improvements.</p>
<p>Teachers teach students to monitor their learning by looking at the specific objects needed for improvement. Conferences with the students.</p>	<p>August 2017-May 2018</p>	<p>Growth mindset lessons  Morning Meeting Topics  MAP Score goals thermometer</p>	<p><b>Formative Notes:</b> Kdgn: review weekly learning targets, motivate student go up levels in guided reading, clearly state goals with students- identify reading behaviors that accelerate learning 1<sup>st</sup>- morning meeting topics, read alouds that support growth mindset and individual conferences with students as needed 2<sup>nd</sup> – reteaching provided as needed 3<sup>rd</sup>-Students keep track of their map goals and scores on individual thermometer. They track their own progress and teachers hold conferences with each student to discuss progress and celebrate achievements. 4<sup>th</sup> Writing conferences 5<sup>th</sup> Goal setting conferences with students</p>



<b>Action Step</b> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
			<b>Summative Notes:</b> Students have a clear understanding of personal strengths and weakness in core content areas. Growth mindset apart of the culture and climate. Goal celebrations apart of culture

**Critical Action 2 - Collaborate in teams focused on curriculum, instruction, and assessment**

**Critical Action:**

<b>Project Lead:</b>	Principal, Administrative Intern, Special Education Team Leader							
<b>Staff, Title I Staff:</b>	Classroom 4 <sup>th</sup> grade teachers and special education teachers							
<b>Materials and Resources:</b>	Data analysis, Curriculum and Assessments							
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<input checked="" type="checkbox"/> Other: SPED

**Strategies for Accomplishing Critical Action 2:**

<b>Action Step</b> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
Analyze student performance data on all special education students to identify students making progress and maximized each students in class supports and monitor placements and progress throughout the year to make ongoing adjustments as needed.	August 15, 2017- Historical analysis of all students receiving special education services and their growth.  SPED Meetings weekly  ARD Annuals  Meetings Nine week progress updates	Analysis of proposed resource and inclusion time recommendations for all SPED students  Review of Data: -Eudgence -CogAt -MAP -STAAR data -PLAPP's -IEP goal progress	<b>Formative Notes:</b> BOY identified students that need to be supported with inclusion time and held revision ARDs.  Identified staff training modules needed for implementation of accommodations and modifications.  Defined expectations for progress monitoring of total resources students and identify data collection methods used to identify progress. Kdgn: Met with SPED case manager to review MAP, TPRI, and Plano Literacy data to set individual student goals. 1 <sup>st</sup> : SPED support takes priority in planning how grade level arrange components of daily schedule. Establish clear modes of communication between gen. ed. and sped. Ed. 2 <sup>nd</sup> : Closely worked with PACE and SPED- created a shared planning document with google docs. 3 <sup>rd</sup> : Staff training for gen. ed. teachers <u>How to design modifications in class</u> 4 <sup>th</sup> :SPED inclusion with case managers- created a shared planning document with google docs 5 <sup>th</sup> :Planned with SPED weekly and by unit, discussed accommodations and modifications when needed with retaining rigor and pushing to grade level standards

<p><b>Action Step</b></p> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	<p><b>Implementation Timeline per Action Step</b></p>	<p><b>Implementation Evidence per Action Step</b></p>	<p><b>Formative &amp; Summative Notes per Action Step</b></p>
			<p>SPED support taught small group lessons in gen. ed. setting as co-teacher</p> <p><b>Summative Notes:</b> Increased the number of students having access to grade level curriculum and improvements showed on 5<sup>th</sup> grade STAAR results, map results and IRI's.</p>
<p>SPED teachers will regularly plan with grade level teams to maximize learning and assessment of students performing below grade level to close the achievement gaps</p> <ol style="list-style-type: none"> <li>1. Aligning planning times</li> <li>2. Require SPED and Grade level meetings weekly</li> <li>3. Provide additional training for teachers</li> <li>4. Collaborate with like school campuses</li> </ol>	<p>Weekly Grade level meetings</p> <p>10/19/17 Spotlight Data Day 11/30/17 Spotlight student Kid Talk 1/11/18 Spotlight student Kid talk 2/1/18 Tier II review 4/5/18 Spotlight Kid talk</p>	<p>Curriculum and Edugence UBD Planning Google calendar Lesson Plans Shared SPED Plans</p>	<p><b>Formative Notes:</b> SPED students either participated in skill building or got remedial instruction in resource- goal focused.</p> <p>Establishing modes of communication for sharing planning resources and documents. Promoting joint ownership and responsibility of student learning of students receiving special education services.</p> <p><b>Summative Notes:</b> Celebrations at ARDs recognizing student growth.</p> <p>Decrease in the minutes students are served in a resource setting</p> <p>Increase in co-teaching in gen. ed.</p> <p>Increase the number of special educations students meeting the standard on STAAR math and reading in 5<sup>th</sup> grade.</p>
<p>SPED Teachers will define and use high-yield instructional strategies in the classroom to help support rigorous learning.</p>	<p>August 2017- May 2018</p> <p>District Team Leader Trainings throughout the year</p>	<p>Curriculum / Resources Lesson Plans District Trainings</p> <p>Zones of Regulation</p>	<p><b>Formative Notes:</b> Implementation of REAL and RACE- acronyms for reading comprehension strategies and short answer responses.</p> <p>SPED Team accesses weekly gen. ed. plans and adds UDL's to help all students access grade level curriculum</p>

<b>Action Step</b> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • Title I Component # and Funding Amounts per Action Step	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
			SPED implements research based curriculum (EQUALS,ELSB and ERSB)
Align all instruction with the district’s written curriculum and assessment schedule. Collaborate in teams focused on curriculum, instruction and assessment. <ol style="list-style-type: none"> <li>1. Grade level teams</li> <li>2. Leadership teams</li> <li>3. Specialist teams</li> <li>4. Co teaching teams (SPED,Gen.Ed.)</li> <li>5. Like campus across district teams</li> <li>6. Like campus administrator teams</li> <li>7. Region X</li> </ol>	Like Campus Administrator Collaboration 10/11/17 11/8/17 12/18/17 2/21/18 4/24/18  Like Campus Teaming Meeting 1/4/18  Region X 8/31/18	Meeting Agendas PDH Agendas	Like campus agendas Focus questions 1/4/18 1st hour - Discussion Questions from Admin <ol style="list-style-type: none"> <li>a. What does your Language Arts block look like?</li> <li>b. How are you implementing Words Their Way?</li> <li>c. What does your planning look like:</li> </ol> i. Enrichment ii. Content <ol style="list-style-type: none"> <li>d. What fun things do you implement to motivate students?</li> <li>e. What resources are you using to gather grades for S.S.?</li> <li>f. How is your school integrating social studies into language arts?</li> <li>g. What resources are you using for writing besides Empowering Writers?</li> <li>h. What resources are using for grammar?</li> <li>i. Ideas for technology integration</li> <li>j. How are you creating daily grades for science and social studies?</li> <li>k. How do you run big centers with your students?</li> <li>l. What does writer’s workshop look like with your students?</li> </ol> 2. 2nd hour - Discussion as teams <ol style="list-style-type: none"> <li>a. Follow up on prior questions posed</li> <li>b. Brainstorming of future ideas</li> <li>c. Ideas to take back...</li> </ol>
Provide teachers will the opportunity to reflect on teaching practices use self-observations and peer observations.	9/6/17	Swivel Recordings	Model the use of Swivel during staff meeting

### Critical Action Addressing Missed State Safeguards

**Critical Actions to Address Missed State Safeguards:**

- Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P<sup>3</sup>A Best Practice #17)
- Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P<sup>3</sup>A Best Practice #13)
- Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P<sup>3</sup>A Best Practice #14)

<b>Project Lead:</b>		<b>Principal, Administrative Intern, SPED Team Leader</b>						
<b>Staff, Title I Staff:</b>		<b>Staff</b>						
<b>Materials and Resources:</b>		<b>Estar, esped, assessments, curriculum resources, ARD facilitator, progress monitoring systems, data collection systems</b>						
<b>Targeted Area:</b>	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<input checked="" type="checkbox"/> Other: SPED

**Strategies for Accomplishing Critical Actions to Address Missed State Safeguards:**

<b>Action Step</b> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
<b>SW #17 - Proactively develop intervention plans for students performing below grade level</b> 1. Identify SPED students to target for direct instruction to remediate to grade level reading with inclusion support. 2. Identify SPED students to target for direct instruction with remedial reading supports in the resource setting. 3. Create a plan for implementation of grade level supports in grades 3-5.	8/10/17 SPED meeting with administration  Monday SPED Team Meetings	Master Schedule ARD Minutes Student Schedules Progress Updates Summative and Formative Assessments	Formative Notes:  Summative Notes: Refer to the notes in section Critical Action #2
<b>SW #17 - Provide proactive support for students performing below grade level</b> 1. Support students at grade level in the general education setting and provide additional time and supports in small groups to close gaps. 2. Identify reading accommodations that will aid with accessing grade level curriculum instruction. 3. Buidling reading fluency opportunities into weekly instruction	August 2017-June 2018	Master Schedule ARD Minutes Student Schedules	Refer to the notes in section Critical Action #2
<b>SW #17 - Provide academic support aligned with the district curriculum</b> 1. Identify grade level objectives close to mastery and provide in class supports.	9 weeks progress monitoring	Progress Updates Summative and Formative Assessments	Refer to the notes in section Critical Action #2

<b>Action Step</b> <ul style="list-style-type: none"> <li>• TEA Strategic Priorities Goal # per Action Step (If Applicable)</li> <li>• Title I Component # and Funding Amounts per Action Step</li> </ul>	<b>Implementation Timeline per Action Step</b>	<b>Implementation Evidence per Action Step</b>	<b>Formative &amp; Summative Notes per Action Step</b>
<b>SW #17 - Evaluate the effectiveness of student interventions</b> 1. Monitor weekly reading minutes 2. Bi-weekly response to intervention 3. Administer comprehension assessments 4. Reading MAP progress updates 5. IRI's (fluency, accuracy, comprehension check) 6. TPRI 7. Plano Literacy 8. AMC	Annual ARD due date  9 weeks IEP Progress updates  BOY/MOY/EOY  Parent Conference Day 10/10/17	Edugence Reporting  IEP Progress updates  PLAPP's	Refer to the notes in section Critical Action #2
<b>CL #13 - Provide tutorials that target specific objectives</b> 1. SPED teacher provide skill building during the school day	30 minutes daily	Data Analysis and Individual intervention Plans	Refer to the notes in section Critical Action #2
<b>CL #14 - Seek support from team members to assist students performing below grade level</b> 1. Collaborate and provide SPED support for each grade level.	August 2017-June 2018	Master Schedule ARD Minutes Student Schedules	Refer to the notes in section Critical Action #2
<b>CL #14 - Seek support from multiple staff members</b> 1. Provide opportunities for reading and writing trainings for teachers.	Writing Training Campus Wide 7.5 hrs/total September 27 <sup>th</sup> , November 8 <sup>th</sup> , January, 17 <sup>th</sup> , March 28 <sup>th</sup> and May 2 <sup>nd</sup>  January 3, 2018	K-2 PDH Plan for the Year 3-5 PDH Plan for the year Review the writing standards alignment k-5  Like Campus Meeting Agenda	Refer to the notes in section Critical Action #2
<b>CL #14 - Seek support from parents</b> 1. Collaborate with parents to offer at home resources and partner through the ARD committee to support student in the class.	Parent Conference Day 10/10/17 Annual ARD Meetings PIN 8/31/17	Website updates Parent Info. Packets Annual ARD Minutes	Refer to the notes in section Critical Action #2

## Health, Fitness and Attendance

**Critical Action:** The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH, FITNESS and ATTENDANCE of their students. (Required Action Steps per SB 892; Education Code 11.253(d); BQ LEGAL)

### Strategies for Accomplishing Health, Fitness and Attendance Critical Action:

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	<b>COORDINATED SCHOOL HEALTH:</b>			
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.	Principal	Campus Wellness Plan	<p><b>Formative Notes:</b> Nurse, PE coach, grade level representatives</p> <p><b>Summative Notes:</b> Established drink more water campaign, promote brain boost in class to add movement breaks, created Motor Lab for any students needing gross motor breaks and created morning fitness time for students in grade 4<sup>th</sup> and 5<sup>th</sup> from 7:10-7:30 each morning. Motor Lab Demo <a href="https://drive.google.com/open?id=1U76AYPM0pZ37ZzBMVAiJEplifYk-3bgM">https://drive.google.com/open?id=1U76AYPM0pZ37ZzBMVAiJEplifYk-3bgM</a></p>
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Limited participation
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom.	Principal	Coordinated School Health Curriculum	Campus meets minutes requirements.
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.	P.E. Teacher/ Staff	Coordinated School Health Curriculum	Tidbit News BB outside of the gym contained health facts by superheros throughout the year.
K-8	Notify parents/community members of Family Wellness Nights/Health	Campus Wellness Captain/Principal	Campus Wellness Plan	This was done through enews and website

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Fairs through use of marquee, newsletter, web page, and/or myPISD.			
<b>FITNESS:</b>				
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Assessments administered to all qualifies students
4 <sup>th</sup> & 7 <sup>th</sup>	Ensure all data for 3 <sup>rd</sup> - 8 <sup>th</sup> grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.	P.E. Teacher	Fitnessgram Student Report	Progress monitoring
<b>PHYSICAL ACTIVITY REQUIREMENTS:</b>				
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Games and activities were planned throughout the year both inside the gym and outside the school to accomplish this objective.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	PE Coach tracks all students with current technology
K-8	Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	PE Coach in a teacher trainer for the district as well as the state and nation.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	Continued 30 minutes recess daily with additional recesses as determined by grade level teachers



Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available on Google school site Hughston Hangout	Resources collected on PE website and campus teacher resources site
<b>ATTENDANCE:</b>				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Procedures and tools in place for monitoring student attendance such as; Parent letters, parent phone calls, parent ed. class, transfer revocation, parent conferences along with CMIT, 504, and ARD meetings.

## Violence Prevention and Bullying

**Critical Action:** VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (Required Action Steps per HB 283)

### Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
<b>Staff</b>	<b>PREVENTION:</b>			
	Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Summative Notes: HRO Leading Indicator 1.1 scored 4.59 staff and 4.71 administrators on 5.0 scale
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	Morning duty stations Afternoon duty stations Lunch duty stations Bathroom monitoring procedures in place
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Restorative Practices Implementation Year 1 School Wide Positive Behavior supports in place
<b>Staff</b>	<b>EDUCATION:</b>			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	Safe schools online training 100% staff trained
	Review referral process.	Principal or designee	Campus referral plan	Reviewed at Back to School PDH
<b>Staff</b>	<b>INTERVENTION:</b>			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Restorative Practices

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	Major infraction and Minor Infraction procedures implemented for campus referral process.
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Attended Student Management Meetings throughout the year to learn more about Restorative Practices and strategies for addressing challenging behaviors and disruptions in the classroom.

**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)
<b>All Students</b>	<b>PREVENTION:</b>			
	Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	Clearly communicated throughout the year and guiding principles posted in each classroom.
	Monitor high risk areas.	All staff	Schedule (if necessary)	Bathrooms and locker areas high profile supervised areas
<b>All Students</b>	<b>EDUCATION:</b>			
	Explain referral process/contacts.	All teachers	Referral Plan	Back to School PDH
<b>All Students</b>	<b>INTERVENTION:</b>			
	Apply classroom interventions.	All teachers	Restorative questions Class meetings Private conferences	Students work through a process of identifying the problem, taking ownership of who was affected by the actions and what can be done to make things right.  Student/student agreements were created to address ongoing issues.
	Employ discipline interventions.	Designated staff	PBS and Restorative Practices	Major infractions-threat of safety to self or others were addressed with the administrators and parents.
	Use other intervention strategies as necessary/appropriate. Restorative Practices	Administrative staff or counselors	Book Study "Better Than Sticks and Carrots"	Implementation first year with staff. Back to School PDH for staff.
	Conference with parents/students. Use Restorative Practices- Circles / Agreements	Teachers or other staff/ Administration	Question cards for each staff member. Questions on Reflection Sheets for student to reflect on when given an office referral.	Administrator training through Region X- given several resources. Successful buy-in with staff. Look forward to the continued success with students and teachers. Led Parent Education Nights to train parents in Restorative Practices. Participated in PTA meetings sharing Restorative Practices.

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
			Bulletin Board outside principal's office with RP question icons.	Parent Information Nights- trained parents in Restorative Practices

**Parent Involvement**

**Critical Action:** The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

**Strategies for Accomplishing Parent Involvement Critical Action:**

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local</b>		Prior to Meet the teacher 8/19/17	Summative Notes: Majority of our parents participate in online registration updates through parent portal.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local</b>			Our community parents have access to the internet through multiple ways. We monitor for any communication needs.
Upgrade and maintain the campus website for easy access and increased communication with the community. <b>Funding source: State and Local</b>	Secretary CTA Principal	Grade Level Pages/websites Hughston News Calendar of Events	Updated school website in a timely manner. Kept enews, calendar and school happening current on a weekly basis.
Communicate information through eNews and through hard copies when internet access is not available. <b>Funding source: State and Local</b>	CTA	Weekly Enews	Enews runs the first week prior to the start of school to the last week of school.
Utilize social media to keep parents and community informed. <b>Funding source: State and Local</b>	Instructional Specialist Principal	Regular posting on social media of school learning and events	Hughston Mustangs Facebook Page
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. <b>Funding source: State and Local</b>	Principal PTA President	PTA Board Meeting 9 times a year General Meetings 5 times a year Principal/President Meeting quarterly	Meetings help to assist PTA in their mission
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) <b>Funding source: State and Local</b>		9/26/18 2/27/18 3/20/18	Cyberbullying Topic Social and emotional Health Middle School Transition

**Transition**

**Critical Action Step:** The campus will assist students in making a successful transition between early childhood schools to elementary schools and the transition between elementary to middle school.

**Strategies for Accomplishing Transition Critical Action:**

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Elementary counselors deliver guidance lessons that support and promote the learning process. <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	Pam Hart School Counselor	Guidance Counselor for the year	Summative Notes: TTESS Goal for the counselor was learning more about social and emotional health and how to teacher growth mindset.
Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in pre-kindergarten activities and are encouraged to work with their children at home. All participants go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep. <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	Kindergarten teachers Counselor Instructional Specialist Principal Administrative Intern	Colt Camp Kdgn. Meet the Teacher Back to School Parent University	Very informative and helpful for the parents
Kindergarten staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	Counselor SPED STAFF	CMIT Meetings ARD Meetings	SPED works with ECC to transition students to Hughston.
<b>Elementary campuses with full day Pre-K Classes –</b> Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment. <b>Title I Components: 7</b> <b>Funding source: State and Local</b>	N/A		

## 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.

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